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| Bank Item Number | G.C.3.7.L1 |
| Benchmark | SS.7.C.3.7 |
| Cognitive Complexity | Low |
| Item | How did the passage of the Voting Rights of 1965 impact political participation? |
| A | All persons who passed a literacy test could now vote. |
| B | All children of foreign citizens could now vote. |
| C | All African-Americans could now vote. |
| D | All women could now vote. |

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| Bank Item Number | G.C.3.7.L1 | |
| Benchmark | SS.7.C.3.7 | |
| Cognitive Complexity | Low | |
| Item | How did the passage of the Voting Rights of 1965 impact political participation? | |
| A | All persons who passed a literacy test could now vote. | **Incorrect**-The Voting Rights Act denied state and local governments from requiring that citizens who are eligible to vote be required to pass a literacy test. |
| B | All children of foreign citizens could now vote. | **Incorrect**-The citizenship of one’s parents has not been used as the reason for denying someone the right to vote if that person is a U.S. citizen. |
| C | All African-Americans could now vote. | ***Correct***- The purpose of the Voting Rights Act was to make certain that the right to vote given to African-Americans by the 15th Amendment would be guaranteed by law. After the 15th Amendment was ratified state and local governments passed laws to deny African-Americans the right to vote. |
| D | All women could now vote. | **Incorrect**- The 19th Amendment guaranteed women the right to vote. After the 19th Amendment was ratified state and local governments did not pass laws to deny women the right to vote. |

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| Bank Item Number | G.C.3.7.M1 |
| Benchmark | SS.7.C.3.7 |
| Cognitive Complexity | Moderate |
| Item | The passage below describes a U.S. Supreme Court decision.  In 1940, the Texas Democratic Party refused to give an African-American man a ballot to select candidates to run for Congress and governor.  In finding this action unconstitutional, the U.S. Supreme Court stated “…this Court is not constrained to follow a previous decision which…, involves the application of a constitutional principle, rather than an interpretation of the Constitution to evolve the principle itself.”  Source: *Smith v. Allwright* (1944)  According to the passage, what did this U.S. Supreme Court decision illustrate? |
| A | The U.S. Supreme Court expanded voting rights through Voting Rights Act interpretation. |
| B | The U.S. Supreme Court expanded voting rights through amendment interpretation. |
| C | The U.S. Supreme Court limited voting rights through amendment interpretation. |
| D | The U.S. Supreme Court limited voting rights through the Voting Rights Act. |

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| Bank Item Number | G.C.3.7.M1 | |
| Benchmark | SS.7.C.3.7 | |
| Cognitive Complexity | Moderate | |
| Item | The passage below describes a U.S. Supreme Court decision.  In 1940, the Texas Democratic Party refused to give an African-American man a ballot to select candidates to run for Congress and governor.  In finding this action unconstitutional, the U.S. Supreme Court stated “…this Court is not constrained to follow a previous decision which…, involves the application of a constitutional principle, rather than an interpretation of the Constitution to evolve the principle itself.”  Source: *Smith v. Allwright* (1944)  According to the passage, what did this U.S. Supreme Court decision illustrate? | |
| A | The U.S. Supreme Court expanded voting rights through Voting Rights Act interpretation. | **Incorrect**-The passage includes that the U.S. Supreme Court found the action “unconstitutional”, which means that the U.S. Supreme Court was interpreting the U.S. Constitution and not an act of Congress. |
| B | The U.S. Supreme Court expanded voting rights through amendment interpretation. | ***Correct***- The passage includes that the U.S. Supreme Court found the action “unconstitutional”, which means that the U.S. Supreme Court was interpreting the U.S. Constitution. |
| C | The U.S. Supreme Court limited voting rights through amendment interpretation. | **Incorrect**- The passage includes that the U.S. Supreme Court found the action “unconstitutional”. The action that the Court found unconstitutional was that someone was denied their right to vote. |
| D | The U.S. Supreme Court limited voting rights through the Voting Rights Act. | **Incorrect**- The passage includes that the U.S. Supreme Court found the action “unconstitutional”, which means that the U.S. Supreme Court was interpreting the U.S. Constitution and not an act of Congress. As well, the action that the Court found unconstitutional was that someone was denied their right to vote. |

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| Bank Item Number | G.C.3.7.M2 |
| Benchmark | SS.7.C.3.7 |
| Cognitive Complexity | Moderate |
| Item | How are 14th Amendment due process protections related to the Civil Rights Act of 1968? |
| A | Congress may not enact discriminatory housing statutes. |
| B | Congress may not enact discriminatory employment policies. |
| C | State legislatures may not enact discriminatory housing statutes. |
| D | State legislatures may not enact discriminatory employment policies. |

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| Bank Item Number | G.C.3.7.M2 | |
| Benchmark | SS.7.C.3.7 | |
| Cognitive Complexity | Moderate | |
| Item | How are 14th Amendment due process protections related to the Civil Rights Act of 1968? | |
| A | Congress may not enact discriminatory housing statutes. | **Incorrect**-The 14th Amendment focuses on state power, and not the powers of Congress. |
| B | Congress may not enact discriminatory employment policies. | **Incorrect**-The Civil Rights Act of 1968 focuses on housing discrimination and not employment policies. |
| C | State legislatures may not enact discriminatory housing statutes. | ***Correct***-The Civil Rights Act of 1968 prevents Congress from enacting discriminatory housing statutes. The 14th Amendment due process clause extends this law to the states. |
| D | State legislatures may not enact discriminatory employment policies. | **Incorrect**-The Civil Rights act of 1968 focuses on housing discrimination and not employment policies. |

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| Bank Item Number | G.C.3.7.M3 |
| Benchmark | SS.7.C.3.7 |
| Cognitive Complexity | Moderate |
| Item | The photograph below illustrates an event in U.S. history.  http://upload.wikimedia.org/wikipedia/commons/thumb/a/a4/Bayard_Rustin_NYWTS_3.jpg/375px-Bayard_Rustin_NYWTS_3.jpg  Source: Library of Congress  What was Congress’ response to the social movement symbolized in the photograph? |
| A | decreased commerce opportunities |
| B | increased economic opportunities |
| C | increased religious opportunities |
| D | decreased military opportunities |

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| Bank Item Number | G.C.3.7.M3 | |
| Benchmark | SS.7.C.3.7 | |
| Cognitive Complexity | Moderate | |
| Item | The photograph below illustrates an event in U.S. history.  http://upload.wikimedia.org/wikipedia/commons/thumb/a/a4/Bayard_Rustin_NYWTS_3.jpg/375px-Bayard_Rustin_NYWTS_3.jpg  Source: Library of Congress  What was Congress’ response to the social movement symbolized in the photograph? | |
| A | decreased commerce opportunities | **Incorrect**-Marching in the nation’s capital, Washington, DC, is a way to bring attention to lawmakers that increased economic opportunities, which will bring economic freedom, are desired. |
| B | increased economic opportunities | ***Correct***- Marching in the nation’s capital, Washington, DC, is a way to bring attention to lawmakers that increased economic opportunities, which will bring economic freedom, are desired. |
| C | increased religious opportunities | **Incorrect**-The statement on the board in the photograph suggests that the freedom being sought is economic freedom (“jobs and freedom”) and not religious freedom. |
| D | decreased military opportunities | **Incorrect**-The statement on the board in the photograph suggests that the march that is taking place in the nation’s capital, Washington, DC, is intended to bring attention to lawmakers about the need for jobs and economic freedom. Decreased military opportunities are not identified or suggested. |

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| Bank Item Number | G.C.3.7.H1 |
| Benchmark | SS.7.C.3.7 |
| Cognitive Complexity | High |
| Item | The graph below describes voter registration in Florida among blacks and whites.  Source: Adapted from Florida Division of Elections  Based on the graph, what conclusion can be drawn about voter turnout in Florida since the Voting Rights Act of 1965 was passed? |
| A | Voter turnout among blacks has decreased. |
| B | Voter turnout among whites has decreased. |
| C | Voter turnout among blacks has increased. |
| D | Voter turnout among whites has increased. |

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| Bank Item Number | G.C.3.7.H1 | |
| Benchmark | SS.7.C.3.7 | |
| Cognitive Complexity | High | |
| Item | The graph below describes voter registration in Florida among blacks and whites.  Source: Adapted from Florida Division of Elections  Based on the graph, what conclusion can be drawn about voter turnout in Florida since the Voting Rights Act of 1965 was passed? | |
| A | Voter turnout among blacks has decreased. | **Incorrect**-The line identified as “black” shows an increase in voter turnout in Florida among blacks since the mid-1960s. |
| B | Voter turnout among whites has decreased. | **Incorrect**-The line identified as “white” does not show a decrease in voter turnout in Florida among whites since the mid-1960s. |
| C | Voter turnout among blacks has increased. | ***Correct***-The line identified as “black” shows an increase in voter turnout in Florida among blacks since the mid-1960s. |
| D | Voter turnout among whites has increased. | **Incorrect**-The line identified as “white” does not show an increase in voter turnout in Florida among whites since the mid-1960s. |