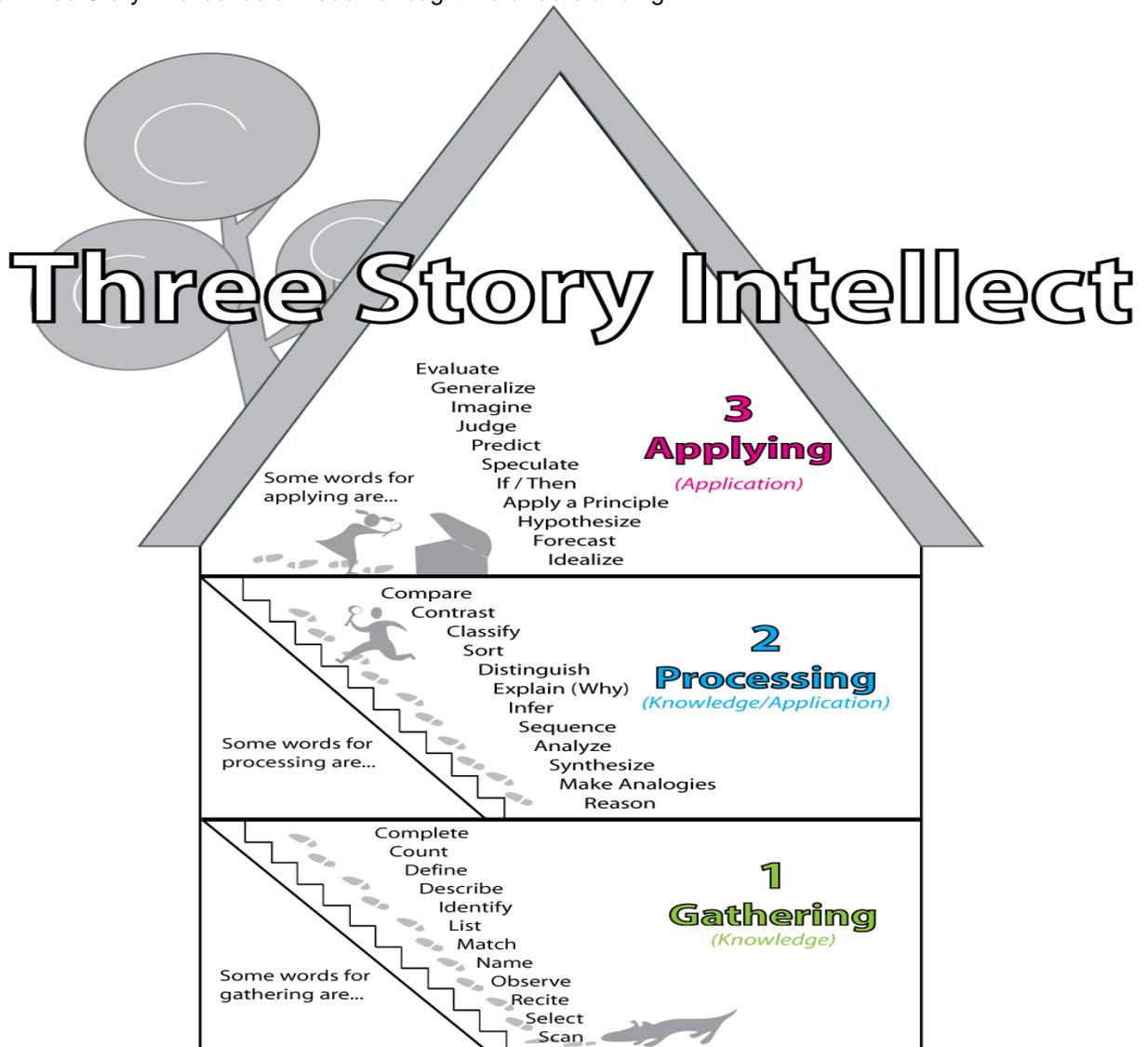


# Kansas High School History-Government Flipchart

## The Kansas Social Studies Assessed Indicators and the Three-Story Intellect

The Social Studies Flip Charts have been created for the indicators that have been targeted for the Kansas Assessment in Social Studies. The Flip Charts are available for all three assessed areas: grades 6, 8 and high school. Assessed Indicators are identified with a cognitive category of Application (A) or Knowledge (K). *Knowledge* is defined as the ability to recognize and recall social studies definitions, facts, concepts and procedures. *Application* is defined as the ability to use or apply social studies knowledge to interpret, analyze, problem solve, make informed decisions, and impact civic participation. To further delineate the range of cognitive demands of Application and Knowledge, The Kansas State Department of Education (KSDE) and the Social Studies Flip Chart Committee encourages teachers to use the Three Story Intellect as a model for cognitive understanding.



Comparison of 3-Story Intellect to KSDE Social Studies Standards generated by Lynn Stanley, Social Studies Consultant, KSDE, September 2006.

Resources for Three Story Intellect:  
<http://www.adrian.edu/~fdetwiler/local/ctwg/threestory.htm>  
<http://www.iwebquest.com/webquestcourse/intellect.htm>

Flip Chart Development Committee: Matt Jirgens-USD 418, Keith Rains-USD 444, Mike Bruner-USD 413, D.J. Spaeth-USD 259, Jim Hannon-USD 253.

<p><b>SS.HS.1.1.2a</b>  <b>Standard: Civics-Government</b>                  2. ▲ (A) analyzes how the rule of law can be used to protect the rights of individuals and to promote the common good (e.g., eminent domain, martial law during disasters, health and safety issues).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (2)</p>
<p>Main Concept:                  Rule of law                  Individual rights                  Common good</p>
<p>Embedded Concepts:                  Eminent domain                  Martial law during disasters                  Health/safety issues</p>
<p>Instructional Examples/Resources:                  Students collect examples of articles of the rule of law being used to protect individual rights</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator must focus only on the concepts identified in the e.g. list.</li> <li>▪ Items written to this indicator are for the United States history assessment.</li> <li>▪ Items should demonstrate analysis of how the rule of law can be applied, not identification of types of rules of law used to protect the rights of individuals and promote the common good.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams).</li> </ul>
<p>Formative Performance Suggestions:                  Performance – create a cause-effect diagram that illustrates how the rule of law is used to protect individual rights during disasters and promote common good by using eminent domain.                  Formative – which example shows the rule of law being used to protect individual rights or promote common good</p>
<p>State Assessment Practice Items:</p> <p><b>63.</b> How does declaring martial law after a natural disaster, such as a tornado, <b>primarily</b> promote the common good?</p> <p>A) It prevents the spread of infectious diseases.                  B) It limits corporations from raising the price of goods too high.                  C) X It helps prevent the looting of private property.                  D) It guarantees the property rights of individuals against insurance fraud.</p> <p>QuestionId: 30037, Standard 1 "1-Civics-Government", Benchmark 1 "1", Indicator "2", Sub Indicator "2a"</p>

<b>CIVICS/GOVT</b>				
<b>SS.HS.1.1.2a</b>				

**SS.HS.1.2.2k**

**Standard: Civics-Government**

2. ▲ (K) understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society (e.g., right to freedom of speech, religion, press, assembly; equality; human dignity; civic responsibility; sovereignty of the people).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1)

Main Concept:

Core civic values  
Sovereignty of people  
Civic responsibility  
Freedom of speech  
Freedom of religion  
Freedom of press  
Freedom of assembly  
Equality  
Human dignity

Embedded Concepts:

U.S. Constitution  
Bill of Rights  
Declaration of Independence

Instructional Examples/Resources:

Create a vocabulary book (foldable) that defines each of the core civic values and has a cut/pasted snip from the founding document in which it is found

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the core civic values identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Items do not require the use of stimuli, nor are they encouraged.
- Items should be basic identification or definition questions about core civic values.

Formative Performance Suggestions:

Performance – essay: Identify the core civic values held by Americans and identify the founding document from which it is found  
Formative – multiple choice items over the definition of each core civic value; multiple choice items over the location of each core civic value (i.e., which document)

	<b>CIVICS/GOVT</b>			
	<b>SS.HS.1.2.2k</b>			

State Assessment Practice Items:

**84.** Which is considered to be a civic responsibility of citizens of the United States?

- A) going to college
- B) owning property
- C) attending church
- D) X voting in elections

QuestionId: 30038, Standard 1 "1-Civics-Government", Benchmark 2 "2", Indicator "2", Sub Indicator "2k"

	<b>CIVICS/GOVT</b>			
	<b>SS.HS.1.2.2k</b>			

**SS.HS.1.3.2k**

**Standard: Civics-Government**

2. ▲ (K) explains Constitutional powers (e.g., ▲expressed/enumerated, ▲implied, inherent, ▲reserved, concurrent).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2)

Main Concept:

Allocation of power/responsibility in the U.S. Constitution

Embedded Concepts:

Expressed/enumerated powers reserved/concurrent powers implied/inherent powers

Instructional Examples/Resources:

Create t-chart to compare each set of powers  
 Create a vocabulary word map for each power  
 Use current article/court case that are examples

Item Specifications:

Multiple choice, one correct answer  
 Only the concepts with deltas next to them are eligible for assessment under this indicator.  
 Items written to this indicator should be written for the United States history assessment.  
 Historical scenarios of the powers from the twentieth century that are supported by the high school curriculum are acceptable for assessment.  
 Items should require basic recall of knowledge about the concepts (not the historical scenarios).  
 Items do not require the use of stimuli, nor are they encouraged.

Formative Performance Suggestions:

Performance – short answer questions that require a definition of all constitution powers  
 Essay question: the student must explain all constitution powers  
 Formative – which statement best exemplifies the \_\_\_\_\_ powers found in the constitution?  
 One question for expressed/enumerated, etc.

State Assessment Practice Items:

**80.** According to the United States Constitution, which is a **reserved** power of the states?

- A) to declare war
- B) X to establish marriage laws
- C) to coin money
- D) to determine naturalization laws

QuestionId: 30039, Standard 1 "1-Civics-Government", Benchmark 3 "3", Indicator "2", Sub Indicator "2k"

		<b>CIVICS/GOVT</b>		
		<b>SS.HS.1.3.2k</b>		

**SS.HS.1.4.1a**

**Standard: Civics-Government**

1. ▲ (A) examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2)

Main Concept:

Role of political parties

Embedded Concepts:

Political ideological spectrum

Democracy

Republicanism

Instructional Examples/Resources:

Create a concept definition map of each role of political parties

Research current articles as examples of each

Mock election

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator should assess only the roles listed in the indicator.
- Items written to this indicator are for the United States history assessment.
- Items under this indicator should demonstrate analysis of the role of political parties.
- Visual stimuli are acceptable under this indicator (e.g., web diagrams, cause-and-effect diagrams, bulleted lists, flow charts, excerpts).
- Items should not be limited to only Democrat and Republican Parties, but can also include independents and third parties.

Formative Performance Suggestions:

Performance – students write an essay: How political parties channel opinion, encourage people to act jointly, nominate candidates, conduct campaigns, and train future leaders (create an IMovies of each concept)?

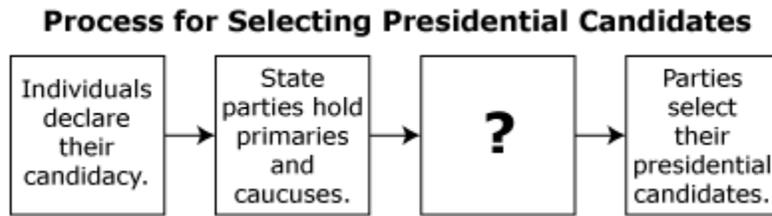
Formative – questions on definition of each role: How political party carries out each role?

Which example best exemplifies the \_\_\_\_\_ (role) of a political party?

			<b>CIVICS/GOVT</b>	
			<b>SS.HS.1.4.1a</b>	

State Assessment Practice Items:

65. The cause-and-effect diagram below shows the process by which political parties select their presidential candidates.



Which **best** completes the diagram?

- A) Parties conduct national opinion polls.
- B) Parties restrict campaign donations to candidates.
- C) X Parties organize national conventions.
- D) Parties require candidates to support the party platform.

QuestionId: 30040, Standard 1 "1-Civics-Government", Benchmark 4 "4", Indicator "1", Sub Indicator "1a"

			<b>CIVICS/GOVT</b>	
			<b>SS.HS.1.4.1a</b>	

**SS.HS.1.5.3a**

**Standard: Civics-Government**

3. ▲ (A) examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross).

Explanation of Indicator:  
Cognitive Level (A); Three Story Intellect (3)

Main Concept:  
Purpose of multi-national government  
Functions of multi-national government

Embedded Concepts:  
United Nations  
NATO  
International Red Cross  
International organizations

Instructional Examples/Resources:  
Create a Venn diagram of the 3 international organizations  
Follow current event that involves each organization  
Create a vocabulary word map for each of the 3 international organizations  
Use reading strategies on overview for each – check their websites for each

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the purpose and functions of the organizations listed in the indicator.
- Items written to this indicator are for the United States history assessment.
- Visual stimuli are acceptable under this indicator (e.g., bulleted lists, flow charts, photographs).
- Items written to this indicator should not use historical scenarios.

Formative Performance Suggestions:  
Performance – write an email to a friend explaining the multi-national organization you have just started working for; be sure to include the purpose and function of the organization  
Formative – which of the following would be a function of \_\_\_\_\_ U.N., I.R.C., N.A.T.O.? (for each)

				<b>CIVICS/GOVT</b>
				<b>SS.HS.1.5.3a</b>

State Assessment Practice Items:

78. The chart below shows the structure and functions of an international organization.

**Structure of an International Organization**

Branch	Purpose
General Assembly	approves the budget and offers advice
Secretariat	manages the organization
Economic and Social Council	coordinates economic and social policies
Security Council	oversees peacekeeping efforts
International Court of Justice	has judicial functions

Which organization is described?

- A) the Sierra Club
- B) X the United Nations
- C) the Salvation Army
- D) the European Union

QuestionId: 30041, Standard 1 "1-Civics-Government", Benchmark 5 "5", Indicator "3", Sub Indicator "3a"

				<b>CIVICS/GOVT</b>
				<b>SS.HS.1.5.3a</b>

<p><b>SS.HS.2.1.2k</b>  <b>Standard: Economics</b>                  2. ▲ (K) explains how economic choices made by societies have intended and unintended consequences (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire).</p>
<p>Explanation of Indicator:                  Cognitive Level (K); Three Story Intellect (1)</p>
<p>Main Concept:                  Impact of limited resources on consumers</p>
<p>Embedded Concepts:                  Supply and demand                  Mercantilism                  Invisible hand                  Laissez-Faire                  Socialism</p>
<p>Instructional Examples/Resources:                  Oil trading simulated market (WSU role playing activity)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator must focus on only the concepts identified in the e.g. list.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Items written to this indicator should require basic recall of knowledge.</li> </ul>
<p>Formative Performance Suggestions:                  Performance – create a flow chart that demonstrates the intended and unintended results created by individuals when a shortage of a product exists                  Formative – Which statement best reflects Adam Smith’s concept of the “invisible hand?”</p>
<p>State Assessment Practice Items:</p> <p><b>79.</b> Which was an <b>unintended</b> consequence of the planned economy of the Soviet Union?</p> <p>A) rapid growth of heavy industries                  B) increased trade union opposition                  C) decreased personal property rights                  D) X chronic shortages of consumer goods</p> <p>QuestionId: 30042, Standard 2 "2-Economics", Benchmark 1 "1", Indicator "2", Sub Indicator "2k"</p>

<b>ECONOMICS</b>				
<b>SS.HS.2.1.2k</b>				

**SS.HS.2.2.4k**

**Standard: Economics**

4. ▲ (K) explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; scarcity of resources: war; technology: assembly line production).

Explanation of Indicator:  
Cognitive Level (K); Three Story Intellect (2) explains (how/why)

Main Concept:  
Factors that change supply and demand

Embedded Concepts:  
Prohibition  
War  
Assembly line  
Basic economic principles of reasoning

Instructional Examples/Resources:  
Develop a graph to explain the impact of prohibition, war, assembly line on supply of a product  
Develop a graph to explain the impact of prohibition, war, assembly line on demand of a product

- Item Specifications:
- Multiple choice, one correct answer
  - Items written to this indicator may assess only the factors identified in the e.g. list.
  - Items written to this indicator are for the United States history assessment.
  - Historical scenarios may be used in items written to this indicator.
  - Stimuli are not required or encouraged for this indicator.
  - Items should require only basic recall of knowledge.

Formative Performance Suggestions:  
Performance – student creates a flow chart to explain how (prohibition, war, assembly line) causes a change of supply or demand for a product  
Formative – identify the impact (prohibition, war, assembly line) had on supply of (alcohol, consumer goods, cars)  
Identify the impact (prohibition, war, assembly line) had on demand of (alcohol, consumer goods, cars)

State Assessment Practice Items:  
**67.** How did Henry Ford **mainly** lower the cost of manufacturing cars?

A) He imported inexpensive foreign automobile parts.  
B) He created a cheaper type of gasoline.  
C) X He developed the mass production assembly line.  
D) He relied on child labor.

QuestionId: 30043, Standard 2 "2-Economics", Benchmark 2 "2", Indicator "4", Sub Indicator "4k"

	<b>ECONOMICS</b>			
	<b>SS.HS.2.2.4k</b>			

**SS.HS.2.3.2a**

**Standard: Economics**

2. ▲ (A) compares characteristics of traditional, command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2)

Main Concept:

Impact of economic systems affect on people worldwide

Embedded Concepts:

Forms of economy (e.g., market, command and combination)

Europe's putting out system

Owner vs. worker

Principles of European Ind. Revolution

Instructional Examples/Resources:

Readings that show specific examples of each type of economic systems—pros and cons

Socratic seminar debating the pros and cons

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the economic systems based on the concepts listed in the indicator.
- Items written to this indicator are for the world history assessment.
- Items written to this indicator should demonstrate comparison between the economic systems.
- Historical scenarios are acceptable for items.
- Visual stimuli are acceptable under this indicator (e.g., Venn diagrams, bulleted lists, flow charts, graphs).

Formative Performance Suggestions:

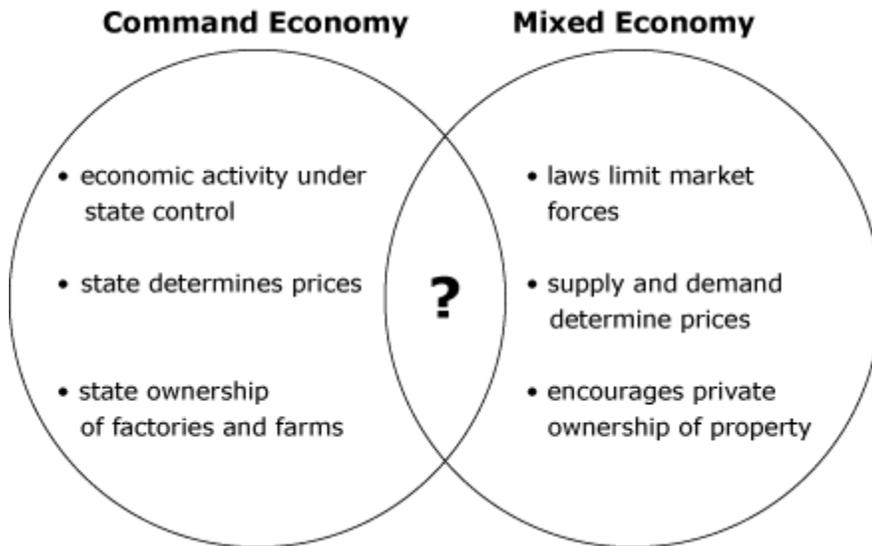
Performance assessment – political cartoon that humorously two of the economic systems

Formative – which statement best exemplifies a command economy?

		<b>ECONOMICS</b>		
		<b>SS.HS.2.3.2a</b>		

State Assessment Practice Items:

76. The Venn diagram below compares command and mixed economies.



Which is associated with **both** a command economy and a mixed economy?

- A) free trade
- B) personal investment
- C) entrepreneurial spirit
- D) X government regulations

QuestionId: 30044, Standard 2 "2-Economics", Benchmark 3 "3", Indicator "2", Sub Indicator "2a"

		<b>ECONOMICS</b>		
		<b>SS.HS.2.3.2a</b>		

**SS.HS.2.4.4a**

**Standard: Economics**

4. ▲ (A) evaluate the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public works projects).

Explanation of Indicator:  
Cognitive Level (A); Three Story Intellect (3)

Main Concept:  
Costs and benefits of government economic/social policies

Embedded Concepts:  
Minimum wage laws  
Anti-trust laws  
EPA regulations  
Social security  
Farm subsidies  
International sanctions on agriculture  
Medicare  
Unemployment insurance  
Corporate tax credit  
Public works project

Instructional Examples/Resources:  
Create concept map for each embedded concept with cost/benefits  
Primary source readings on each concept

Item Specifications:

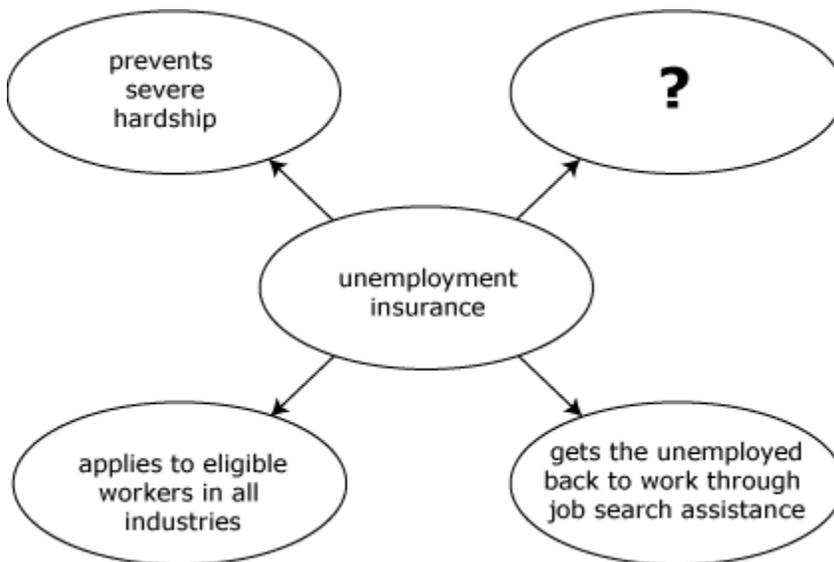
- Multiple choice, one correct answer
- Items written to this indicator must require cost-and-benefit analyses of only the policies identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Items written to this indicator may use historical contexts for analysis.
- Visual stimuli are acceptable under this indicator (e.g., cost-and-benefit charts, bulleted lists, web diagrams, cause-and-effect diagrams).

Formative Performance Suggestions:  
Performance – write an essay on the following: discuss the costs and benefits of (list of the embedded concepts); include a definition of each concept; choose one from the list that you think is the most influential and explain why  
Formative – create a cost/benefit chart for concepts

			<b>ECONOMICS</b>	
			<b>SS.HS.2.4.4a</b>	

State Assessment Practice Items:

64. The diagram below shows some of the benefits of a government-administered unemployment insurance program.



Which would **best** complete the diagram?

- A) decreases corporate tax rates and costs
- B) increases the labor supply for public works projects
- C) reduces government subsidies to companies
- D) X sustains consumer purchasing power to help the economy

QuestionId: 30045, Standard 2 "2-Economics", Benchmark 4 "4", Indicator "4", Sub Indicator "4a"

			<b>ECONOMICS</b>	
			<b>SS.HS.2.4.4a</b>	

<p><b>SS.HS.2.5.6a</b>  <b>Standard: Economics</b>                  6. ▲ (A) - (\$) analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (3)</p>
<p>Main Concept:                  Investment alternatives</p>
<p>Embedded Concepts:                  Stock market                  Market economy                  Bonds                  Real estate                  Business cycle</p>
<p>Instructional Examples/Resources:                  Create an opinion/proof document for stock market, bond, real estate                  Stock market game</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator must require a cost-and-benefit analysis of only the investment strategies identified in the e.g. list.</li> <li>▪ Items written to this indicator should be placed in the context of personal finance decisions.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., cost-and-benefit charts, bulleted lists, web diagrams, comparative flow charts).</li> </ul>
<p>Formative Performance Suggestions:                  Performance – student chooses between stocks, bonds, and real estate for an investment; student must explain the reason for their choice; student must explain the possible negative outcomes of their decision                  Formative – examine the economic example; list the pros and cons of stocks, bonds, real estate investments</p>

				<b>ECONOMICS</b>
				<b>SS.HS.2.5.6a</b>

State Assessment Practice Items:

75. The box below contains a list of costs and benefits of an investment option.

**Costs and Benefits of an Investment Option**

Costs	Benefits
<ul style="list-style-type: none"> <li>• return limited to investment plus fixed interest rate</li> <li>• bad investment during times of inflation</li> <li>• no ownership in corporation</li> </ul>	<ul style="list-style-type: none"> <li>• decreased level of risk compared to other forms of investing</li> <li>• investment income provided by collecting interest</li> <li>• good investment during times of deflation</li> </ul>

Which investment option is described in the box?

- A) life insurance
- B) X bonds
- C) mutual funds
- D) gold

QuestionId: 30047, Standard 2 "2-Economics", Benchmark 5 "5", Indicator "6", Sub Indicator "6a"

				<b>ECONOMICS</b>
				<b>SS.HS.2.5.6a</b>

**SS.HS.2.5.3a**

**Standard: Economics**

3. ▲ (A) - (\$) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2)

Main Concept:

Impact of individual economic decisions

Embedded Concepts:

Causes of Europe’s Industrial Revolution

Unionization

Working conditions

Child labor

Supply of work force

Instructional Examples/Resources:

Primary source reading of factory workers in Europe and United States during the first stages of the Industrialization

Creation of graphic organizer showing impact of industrialization on individuals

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must focus on only the scenarios identified in the e.g. list.
- Items written to this indicator are for the world history assessment.
- Items written to this indicator should use a historical context.
- Visual stimuli are acceptable under this indicator (e.g., photographs, political cartoons, cause and effect diagrams).

Formative Performance Suggestions:

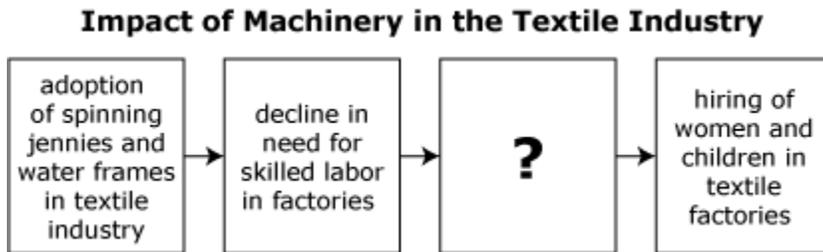
Performance assessment – completion of a document based question essay specifically pinpointing the effect of a new technology on the individual

Formative assessment – reading the chart choose which technological advance most influenced the daily life of the consumer

<b>ECONOMICS</b>				
<b>SS.HS.2.5.3a</b>				

State Assessment Practice Items:

62. The cause-and-effect diagram below shows the impact of the increased use of machinery in the textile industry during the Industrial Revolution.



Which **best** completes the diagram?

- A) X decrease in wage levels
- B) increase in work safety codes
- C) increase in the price of textile goods
- D) decrease in the supply of textile goods

QuestionId: 30046, Standard 2 "2-Economics", Benchmark 5 "5", Indicator "3", Sub Indicator "3a"

<b>ECONOMICS</b>				
<b>SS.HS.2.5.3a</b>				

<p><b>SS.HS.3.1.1k</b>  <b>Standard: Geography</b>                  1. ▲ (K) locates major political and physical features of Earth from memory and compares the relative locations of those features. Locations will be included in indicator at each grade level (e.g., ▲Beijing, ▲English Channel, ▲India, ▲Iraq, ▲Moscow, ▲Sahara Desert, ▲South Africa, ▲Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River).</p>
<p>Explanation of Indicator:                  Cognitive Level (K); Three Story Intellect (1)</p>
<p>Main Concept:                  Knowledge of specific geographic locations (absolute locations)</p>
<p>Embedded Concepts:                  Cardinal directions                  Map reading                  Spatial relationships                  Latitude and longitude knowledge</p>
<p>Instructional Examples/Resources:                  Map identification to accompany each unit                  Group work/competition to identify geographic places on a handout</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator may only assess those terms with deltas next to them.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Items written to this indicator should use maps.</li> </ul>
<p>Formative Performance Suggestions:                  Performance assessment – creation of a map of specific listed geographic places for each unit                  Formative assessment – looking at the map, identify the marked geographic place or which of the following is the placed specifically marked on the above map?</p>
<p>State Assessment Practice Items:</p>

	<b>GEOGRAPHY</b>			
	<b>SS.HS.3.1.1k</b>			

**SS.HS.3.2.2a**

**Standard: Geography**

2. ▲ (A) analyzes the factors that contribute to human changes in regions (e.g., technology alters use of place, migration, changes in cultural characteristics, political factors).

Explanation of Indicator:  
Cognitive Level (A); Three Story Intellect (2)

Main Concept:  
Impact of humans on geographic regions

Embedded Concepts:  
Five themes of geography  
Technological advances  
Pollution/recycling  
Specific geographical locations (i.e., mountains, deserts)

Instructional Examples/Resources:  
Student groups are responsible for researching a specific assigned geographic area and demonstrating in visual terms the physical features, migration patterns and cultural features

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must assess only the factors identified in the e.g. list.
- Items written to this indicator are for the world history assessment.
- Items written to this indicator should demonstrate analysis of factors that contribute to human changes in regions. They should not ask students to simply identify the factors.
- Items written to this indicator may use historical scenarios.
- Visual stimuli are acceptable under this indicator (e.g., demographic charts, demographic graphs, photographs).

Formative Performance Suggestions:  
Performance assessment – role playing based on a specific set of decisions made by the group and the effect on the class as a whole  
Formative assessment – which of the following was a result of the migration of Ottoman’s to Italy or which of the following factors was the main reason the industrial revolution began in England?

		<b>GEOGRAPHY</b>		
		<b>SS.HS.3.2.2a</b>		

State Assessment Practice Items:

55. The chart below shows population statistics for Manchester, England, and the surrounding county of Lancashire between 1831 and 1931.

**Population Statistics  
for Lancashire County, England**

Year	Total Population	Area Size (in acres)	Population Density (per acre)
1831	1,336,854	1,117,260	1.20
1851	2,031,236	1,219,221	1.67
1871	2,819,465	1,207,926	2.33
1891	3,906,721	1,202,726	3.25
1911	4,767,832	1,194,919	3.99
1931	5,039,445	1,200,122	4.20

Which was the **most likely** impact of the large migration of people, as shown in the chart?

- A) X Urban pollution became a bigger problem.
- B) Single-family housing became more affordable.
- C) Employment rates increased for the population.
- D) Life expectancy rates for the population decreased.

QuestionId: 30048, Standard 3 "3-Geography", Benchmark 2 "2", Indicator "2", Sub Indicator "2a"

		<b>GEOGRAPHY</b>		
		<b>SS.HS.3.2.2a</b>		

**SS.HS.3.4.5k**

**Standard: Geography**

5. ▲ (K) gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India, political: International Court of Justice and Hong Kong, economic: World Trade Organization).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (3)

Main Concept:

What makes specific places unique?

Embedded Concepts:

Technological advancements

Difference in cultures

Forms of government

Basic knowledge of religious systems

Instructional Examples/Resources:

Use a KWL chart for the specific geographic regions (different groups have different charts)

Have groups research and fill in answers to their charts

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must assess only the concepts identified in the e.g. list.
- Items written to this indicator are for the world history assessment.
- Stimuli are not required or encouraged for this indicator.

Formative Performance Suggestions:

Performance assessment – using information from the KWL answers and the QAR answers have a quiz bowl to review the information (whole class)

Formative assessment – which of the following would be the role of the World Trade Organization?

State Assessment Practice Items:

**83.** In 1947, Pakistan and India separated into nation-states based on which religions?

- A) X Islam and Hinduism
- B) Buddhism and Taoism
- C) Judaism and Christianity
- D) Shintoism and Zoroastrianism

QuestionId: 30050, Standard 3 "3-Geography", Benchmark 4 "4", Indicator "5", Sub Indicator "5k"

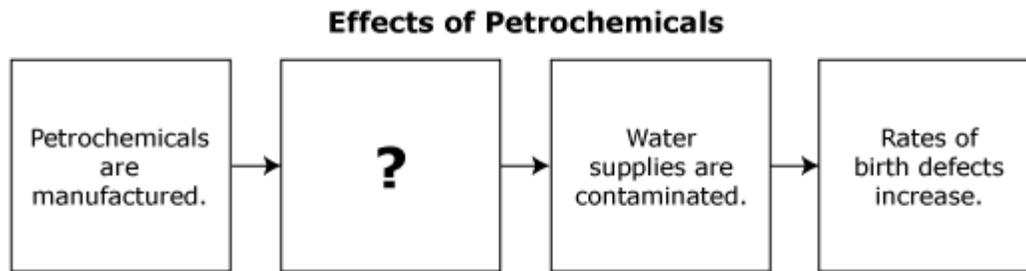
			<b>GEOGRAPHY</b>	
			<b>SS.HS.3.4.5k</b>	

<p><b>SS.HS.3.5.1a</b>  <b>Standard: Geography</b>                  1. ▲ (A) examines the impact that technology has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on flood plains, internal combustion engine, toxic waste).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (2)</p>
<p>Main Concept:                  Effects of interaction between humans and their physical environment</p>
<p>Embedded Concepts:                  Industrialization effects                  Rural vs. urban</p>
<p>Instructional Examples/Resources:                  Introduce and define each of the five areas to the whole class; have students choose one area and construct a positive and negative chart for their area from their research</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator must assess only the concepts identified in the e.g. list.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Items written to this indicator should require analysis of the concepts' impact on the physical environment, not just the identification of human modifications that change the environment.</li> <li>▪ Modern examples used to illustrate the concepts in the indicator should be familiar to students.</li> <li>▪ Items written to this indicator may use historical examples.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, photographs).</li> </ul>
<p>Formative Performance Suggestions:                  Performance assessment – write a thesis paper over one of the five areas in the benchmark which proves or disproves the value of the impact of the specific technology                  Formative assessment – looking at the diagram what was the major impact to the physical environment due to logging in the Northwest of the United States?</p>

				<b>GEOGRAPHY</b>
				<b>SS.HS.3.5.1a</b>

State Assessment Practice Items:

69. The flow chart below shows the effects of a type of environmental pollution.



Which **best** completes the flow chart?

- A) Anthracite coal is mined.
- B) X Toxic waste is dumped as a by-product.
- C) Organic waste is discarded.
- D) Toxic fumes are emitted from vehicles.

QuestionId: 30051, Standard 3 "3-Geography", Benchmark 5 "5", Indicator "1", Sub Indicator "1a"

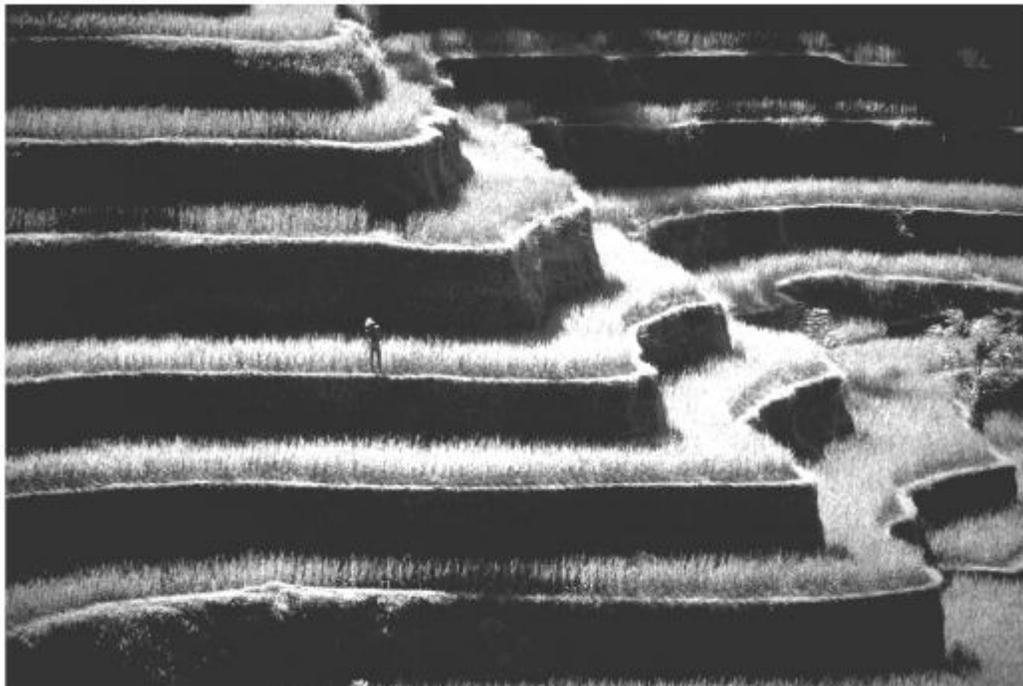
				<b>GEOGRAPHY</b>
				<b>SS.HS.3.5.1a</b>

<p><b>SS.HS.3.5.2a</b>  <b>Standard: Geography</b>                  2. ▲ (A) examines alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (2)</p>
<p>Main Concept:                  Relationship between people and the physical and human environment</p>
<p>Embedded Concepts:                  World agricultural production                  Trade routes                  EPA policies – basics                  Economic/political decision relationships</p>
<p>Instructional Examples/Resources:                  Construct pie charts depicting agricultural production for specific geographical areas for specific time periods</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator may only assess the strategies identified in the e.g. list.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Historical scenarios may be used for items.</li> <li>▪ Items written to this indicator should require analysis of the strategies, not just identification of the strategies.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, photographs). Photographs should require the students to use them to answer the question.</li> <li>▪ Items that assess natural disaster-resistant construction may not use hurricanes as an example.</li> </ul>
<p>Formative Performance Suggestions:                  Performance assessment – fill out a problem/solution sheet (reading quest)                  Formative assessment – which statement best explains the interaction between humans and geographic physical systems?</p>

<b>GEOGRAPHY</b>				
<b>SS.HS.3.5.2a</b>				

State Assessment Practice Items:

72. The picture below shows terraced fields in Bali, Indonesia.



Terracing increases agricultural productivity **mainly** by

- A) X extending the farming area available to grow crops.
- B) allowing farming on land beyond the reach of irrigation.
- C) protecting farmers against fluctuating seasonal harvests.
- D) permitting farmers to accurately schedule planting in advance.

QuestionId: 30052, Standard 3 "3-Geography", Benchmark 5 "5", Indicator "2", Sub Indicator "2a"

<b>GEOGRAPHY</b>				
<b>SS.HS.3.5.2a</b>				

<p><b>SS.HS.4a.2.1a</b>  <b>Standard: History</b>                  1. ▲ (A) uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (3)</p>
<p>Main Concept:                  Individual experiences in Dust Bowl</p>
<p>Embedded Concepts:                  Agricultural depression                  Impact of farming methods on environment</p>
<p>Instructional Examples/Resources:                  Distribute, discuss, analyze excerpts from diaries, letters, and/or oral histories relating to the Dust Bowl</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator must use primary sources, such as diaries, memoirs, oral histories, or letters from Kansas during the Dust Bowl era. Personal experiences of individuals in other states are not acceptable.</li> <li>▪ Government records about the Dust Bowl experience in Kansas are not acceptable.</li> <li>▪ Items written to this indicator are for the United States history assessment.</li> <li>▪ Items that use primary sources must require the students to read and analyze the primary source in order to answer the question.</li> </ul>
<p>Formative Performance Suggestions:                  Write a mock diary entry from the perspective of someone living in the Dust Bowl</p>

	<b>HISTORY</b>			
	<b>SS.HS.4a.2.1a</b>			

State Assessment Practice Items:

61. The excerpts below are from a Dust Bowl diary written in 1937.

April 6, 1937  
We get Ervins check from the CCC Camp.

April 11, 1937  
. . . Wind came up harder at 9 A.M. Dust bowl in cession dust is still blowing at 11:30 A.M. . . . Ervin & his Pal started on their way home back to the CCC Camps. This fore-noon Mo Ironed all Ervins CCC Clothes also sewed Buttons & packed some of them. . . .

— Mary Knackstedt Dyck (1937)

Which is the **most likely** reason the men referred to by Ms. Dyck worked for the CCC?

- A) X They could not earn a living as farmers.
- B) They could not pay their federal income taxes.
- C) They wanted careers working as public officials.
- D) They were serving time for crimes they had committed.

QuestionId: 30053, Standard 0 "4-History", Benchmark 2 "2", Indicator "1", Sub Indicator "1a"

	<b>HISTORY</b>			
	<b>SS.HS.4a.2.1a</b>			

**SS.HS.4b.1.4a**

**Standard: U.S. History**

4. ▲ (A) examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over imperialism, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3)

Main Concept:

The rise of the United States as a world power

Embedded Concepts:

Imperialism  
 Anti-imperialist Movement  
 Spanish-American War  
 Panama Canal  
 Open Door policy  
 Philippine Insurrection  
 Roosevelt Corollary  
 Dollar Diplomacy

Instructional Examples/Resources:

Discuss political cartoons and speeches dealing with imperialism  
 Create a chart using the advantages and disadvantages of imperialism  
 Create graphic organizer summarizing Theodore Roosevelt's foreign policy

Item Specifications:

- Multiple choice, one correct answer
- Items written for this indicator may only assess the specific concepts identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Items must require analysis of the foreign policies, not identification of the foreign policies.
- Visual stimuli are acceptable under this indicator (e.g., political cartoons, excerpts from important speeches and written documents, cause-and-effect diagrams, maps).

Formative Performance Suggestions:

Crte a political cartoon taking a position on the United States entering the colonial race  
 Write an editorial agreeing or disagreeing with the idea of the Roosevelt Corollary or other e.g. list items

		<b>U.S. HISTORY</b>		
		<b>SS.HS.4b.1.4a</b>		

State Assessment Practice Items:

**60.** The excerpt below is from the Roosevelt Corollary, a speech delivered to Congress in 1904.

. . . It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States.

— President Theodore Roosevelt,  
The Roosevelt Corollary (1904)

In the Roosevelt Corollary, President Roosevelt asserts that the United States has the right to

- A)  involve itself in the domestic affairs of Latin American countries.
- B)  annex territories in Latin American countries for economic purposes.
- C)  block Latin American countries from making treaties with European powers.
- D)  prevent Latin American countries from buying military equipment from Europe.

QuestionId: 30054, Standard 0 "4-History", Benchmark 1 "1", Indicator "4", Sub Indicator "4a"

		<b>U.S. HISTORY</b>		
		<b>SS.HS.4b.1.4a</b>		

**SS.HS.4b.2.2a**

**Standard: History**

2. ▲ (A) analyzes the costs and benefits of New Deal programs (e.g., budget deficits vs. creating employment, expanding government: CCC, WPA, Social Security, TVA, community infrastructure improved; dependence on subsidies).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2)

Main Concept:

Costs and benefits of New Deal programs

Embedded Concepts:

The expanding role of government in the economy  
 Advantage and disadvantage of deficit spending  
 New Deal programs  
 Political spectrum

Instructional Examples/Resources:

Research the arguments of critics of the New Deal from both left and the right  
 Find evidence of New Deal progress in the local community

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator should assess only the concepts identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Items written to this indicator should require the students to analyze the programs, not simply identify the programs.
- Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, photographs, political cartoons).

Formative Performance Suggestions:

Did FDR save capitalism?

Write a letter to the editor supporting FDR or Landon in 1906 but the letter must focus on the value of the New Deal

			<b>HISTORY</b>	
			<b>SS.HS.4b.2.2a</b>	

State Assessment Practice Items:

58. The political cartoon below was created by Herbert Johnson in 1935.

*Let's Leave Out the Joker*



Which **best** describes the concerns many critics had toward New Deal programs?

- A) The programs failed to help average workers.
- B) The government had done little to assist the middle class.
- C) The programs placed too much emphasis on debt relief.
- D) X The government had become too involved in people's lives.

QuestionId: 30055, Standard 0 "4-History", Benchmark 2 "2", Indicator "2", Sub Indicator "2a"

			<b>HISTORY</b>	
			<b>SS.HS.4b.2.2a</b>	

**SS.HS.4b.2.6k**

**Standard: U.S. History**

6. ▲ (K) discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1)

Main Concept:

United States home front during World War II

Embedded Concepts:

Women in the workplace  
 Radio and mass communication  
 Victory gardens  
 Conscientious objectors  
 Rationing

Instructional Examples/Resources:

Read or conduct oral history interviews  
 Classroom speakers  
 Read other primary sources

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may assess only the concepts identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Stimuli are not required or encouraged for this indicator.

Formative Performance Suggestions:

It the United States today were to go on a “war” as it did in World War II, what are some changes you would have to make in your life?  
 Design a poster encouraging teenagers to make an adjustment to their life style to support the war effort

State Assessment Practice Items:

**68.** During World War II, a scarcity of manufacturing resources prompted the United States government to

- A) X set up a system of rationing.
- B) ask citizens to give up their radios.
- C) close down public universities.
- D) limit the production of military weapons.

QuestionId: 30056, Standard 0 "4-History", Benchmark 2 "2", Indicator "6", Sub Indicator "6k"

				<b>U.S. HISTORY</b>
				<b>SS.HS.4b.2.6k</b>

**SS.HS.4b.3.2a**

**Standard: U.S. History**

2. ▲ (A) analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2)

Main Concept:

Origins of the Cold War

Embedded Concepts:

Containment

Soviet Bloc

“Red” China

Marshall Plan

Berlin blockade

Iron Curtain

Instructional Examples/Resources:

Create a timeline of the early Cold War era with photographs

Read and discuss Churchill's “Iron Curtain” speech

Show the class a clip from “The Blob” and explain how it is a metaphor for the spread of communism

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only focus on the concepts identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Items written to this indicator should require analysis of the origins of the Cold War, not identification of the origins.
- Visual stimuli are acceptable under this indicator (e.g., excerpts from speeches, political cartoons, photographs, cause-and-effect diagrams, historical maps, statistical charts).

Formative Performance Suggestions:

Explain why Winston Churchill was inspired to give his “Iron Curtain” speech

Compare and contrast Soviet and United States goals for the post-war period

<b>U.S. HISTORY</b>				
<b>SS.HS.4b.3.2a</b>				

State Assessment Practice Items:

57. The political cartoon below was drawn by Herblock on January 26, 1949.



Herblock **most likely** was pointing out that the rejection of the Marshall Plan by the leaders of the Soviet Union was responsible for the

- A) reintroduction of serfdom in Eastern Europe.
- B) increase in refugee camps in Eastern Europe.
- C) X limited economic recovery of Eastern Europe.
- D) expansion of trade barriers in Eastern Europe.

QuestionId: 30057, Standard 0 "4-History", Benchmark 3 "3", Indicator "2", Sub Indicator "2a"

U.S. HISTORY				
SS.HS.4b.3.2a				

**SS.HS.4b.3.7k**

**Standard: U.S. History**

7. ▲ (K) examines the struggle for racial and gender equality and for the extension of civil rights (e.g., Brown v. Topeka Board of Education, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1)

Main Concept:

Racial and gender equality

Embedded Concepts:

Jim Crow

The Civil Rights movement

Feminism movement

Instructional Examples/Resources:

Have the class construct a timeline with visual of the Civil Rights and Women’s Rights movement

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator about the civil rights movement may only assess the concepts identified in the e.g. list.
- Items written to this indicator are for the United States history assessment.
- Items written to this indicator should require basic recall of knowledge.
- Stimuli are not required or encouraged for this indicator.
- Items that assess Brown v. Topeka Board of Education should use the correct case name: Brown v. Board of Education of Topeka.

Formative Performance Suggestions:

Identify and explain the significance of the following (25-50 words/term): Brown vs. BOE, Little Rock Nine, Martin Luther King Jr., Montgomery bus boycott, Voting Rights Act of 1965, NOW, EPA, Title IX  
Construct mock Time magazine covers and obituaries for individuals associated with the Civil Rights and Feminism movements

State Assessment Practice Items:

**71.** Which ruling was decided by the 1954 Supreme Court in *Brown v. Board of Education of Topeka*?

- A)  Racial segregation in public schools was illegal.
- B) African Americans were guaranteed the right to vote.
- C) Students could refuse to say the Pledge of Allegiance.
- D) Female employees in the civil service could demand equal pay.

QuestionId: 30058, Standard 0 "4-History", Benchmark 3 "3", Indicator "7", Sub Indicator "7k"

	<b>U.S. HISTORY</b>			
	<b>SS.HS.4b.3.7k</b>			

**SS.HS.4b.5.3a**

**Standard: U.S. History**

3. ▲ (A) uses primary and secondary sources about an event in U.S. history to develop a credible interpretation of the event, evaluating its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion).

Explanation of Indicator:  
Cognitive Level (A); Three Story Intellect (3)

Main Concept:  
Historical interpretation

Embedded Concepts:  
Primary sources  
Secondary sources

Instructional Examples/Resources:  
Students work as individuals or teams on research projects modeled on NHD option

- Item Specifications:
- Multiple choice, one correct answer
  - Items written to this standard must use primary or secondary sources.
  - Items written to this standard are for the United States history assessment.
  - Items written to this standard should be based on content from the high school curriculum.
  - Visual stimuli are acceptable under this indicator (e.g., excerpts from letters, private papers, speeches, essays, photographs, government documents). Diagrams, charts, and maps are not acceptable.

Formative Performance Suggestions:  
Students research and present an interpretation project with a bibliography with both secondary and primary sources

		<b>U.S. HISTORY</b>		
		<b>SS.HS.4b.5.3a</b>		

State Assessment Practice Items:

56. The excerpt below is from President Harry Truman's State of the Union address on January 5, 1949.

The Government must work with industry, labor, and the farmers in keeping our economy running at full speed. The Government must see that every American has a chance to obtain his fair share of our increasing abundance. These responsibilities go hand in hand. . . . It is not an easy one. It has many complications, and there will be strong opposition from selfish interests. I hope for cooperation from farmers, from labor, and from business. Every segment of our population and every individual has a right to expect from our Government a fair deal.

— President Harry Truman,  
State of the Union address (1949)

Which **best** describes President Truman's Fair Deal policy?

- A) The government should reduce its involvement in the daily lives of the people.
- B) X The government has an obligation to help everyone share in national prosperity.
- C) The government should lower the federal income tax burden on the middle class.
- D) The government has a responsibility to ensure that all people can attend college.

QuestionId: 30059, Standard 0 "4-History", Benchmark 5 "5", Indicator "3", Sub Indicator "3a"

		<b>U.S. HISTORY</b>		
		<b>SS.HS.4b.5.3a</b>		

<p><b>SS.HS.4c.1.1a</b>  <b>Standard: World History</b>                  1. ▲ (A) analyzes the changes in European thought and culture resulting from the Renaissance (e.g., more secular worldview; Machiavelli, Shakespeare; humanism; innovations in art: Michelangelo, Da Vinci; architecture: St. Peters Dome).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (3)</p>
<p>Main Concept:                  Global Age of Exploration (1400-1750)                  Individuals and Ideas</p>
<p>Embedded Concepts:                  Middle ages                  Humanism                  Architectural/art forms                  Black Death/pandemics                  Rise of individualism</p>
<p>Instructional Examples/Resources:                  Have students create a chart of the major artist and inventors of the time (name, accomplishments, impact today)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator may only assess the concepts identified in the e.g. list.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Items should require analysis of the concepts, not identification of the concepts.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, bulleted lists).</li> </ul>
<p>Formative Performance Suggestions:                  Performance assessment – students will create a showcase poster of an individual from the time period; specifically, portraying their accomplishments and ideas                  Formative assessment – which of the following artist/architects created St. Peters Dome?</p>

			<b>WORLD HISTORY</b>	
			<b>SS.HS.4c.1.1a</b>	

State Assessment Practice Items:

59. The excerpt below is from *The Prince*, published by Niccolò Machiavelli in 1532.

. . . whether it is better to be loved than feared or feared than loved? It may be answered that one should wish to be both, but, because it is difficult to unite them in one person, it is much safer to be feared than loved, . . . men have less scruple in offending one who is beloved than one who is feared . . . fear preserved you by a dread of punishment which never fails.

. . . a prince ought to inspire fear in such a way that, if he does not win love, he avoids hatred; because he can endure very well being feared whilst he is not hated, which will always be as long as he abstains from the property of his citizens. . . .

— Niccolò Machiavelli, *The Prince* (1532)

Based on the excerpt, how did Machiavelli believe a leader should rule?

- A) A leader will only struggle when he rules his subjects through fear.
- B) A leader should rule justly only to gain the affection of his subjects.
- C) A leader will be successful only when he has the affection of his subjects.
- D) X A leader should be willing to instill fear in his subjects only when he needs to.

QuestionId: 30060, Standard 0 "4-History", Benchmark 1 "1", Indicator "1", Sub Indicator "1a"

			<b>WORLD HISTORY</b>	
			<b>SS.HS.4c.1.1a</b>	

**SS.HS.4c.1.7k**

**Standard: World History**

7. ▲ (K) describes why East Asia withdrew into isolationism during a time of European expansion (e.g., Tokugawa Shogunate, end of Great Ming Naval Expeditions).

Explanation of Indicator:  
Cognitive Level (K); Three Story Intellect (1)

Main Concept:  
Isolation of Asia beginning 1400

Embedded Concepts:  
Expansionism  
European imperialism  
Shogun society  
Isolationism  
Tokugawa Shogunate  
Great Ming Naval Expeditions

Instructional Examples/Resources:  
KWL on isolationism of Japan/China in 1400-1750  
Define word map for isolationism and expansionism; brainstorm positives and negatives of both

- Item Specifications:
- Multiple choice, one correct answer
  - Items written to this indicator may only assess the concepts identified in the e.g. list.
  - Items written to this indicator are for the world history assessment.
  - Stimuli are not required or encouraged for this indicator.

Formative Performance Suggestions:  
Performance – student writes a speech for the Japanese emperor explaining why they are withdrawing from international trade; student writes a speech for the Chinese emperor explaining why they are withdrawing from international trade  
Formative – which example explains why Japan withdrew from international trade; which example explains why China withdrew from international trade

State Assessment Practice Items:

**82.** In fifteenth-century China, wars, economic crises, construction projects, and inefficient government caused the end of the

A) Manchu dynasty.  
B) Portuguese rule of Macau.  
C) building of the Great Wall.  
D) X Great Ming Naval Expeditions.

QuestionId: 30061, Standard 0 "4-History", Benchmark 1 "1", Indicator "7", Sub Indicator "7k"

				<b>WORLD HISTORY</b>
				<b>SS.HS.4c.17k</b>

**SS.HS.4c.2.2k**

**Standard: World History**

2. ▲ (K) explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2)

Main Concept:

The Enlightenment

Embedded Concepts:

Equality

Limited government

Human rights

Reason and rational thought

Instructional Examples/Resources:

Prepare graphic organizer illustrating the contribution of key thinkers of Enlightenment

List ways in which the Declaration of Independence, Constitution, Bill of Rights were influenced by the Enlightenment

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may assess only the concepts identified in the e.g. list.
- Items written to this indicator are for the world history assessment.
- Items written to this indicator should require only factual recall of knowledge.

Formative Performance Suggestions:

Contrast and compare the views of Hobbes and Locke on human

How enlightened was the Enlightened

State Assessment Practice Items:

**81.** Which Enlightenment author argued that people were born into a brutish state of nature?

- A) Edward Gibbon
- B) X Thomas Hobbes
- C) Adam Smith
- D) René Descartes

QuestionId: 30062, Standard 0 "4-History", Benchmark 2 "2", Indicator "2", Sub Indicator "2k"

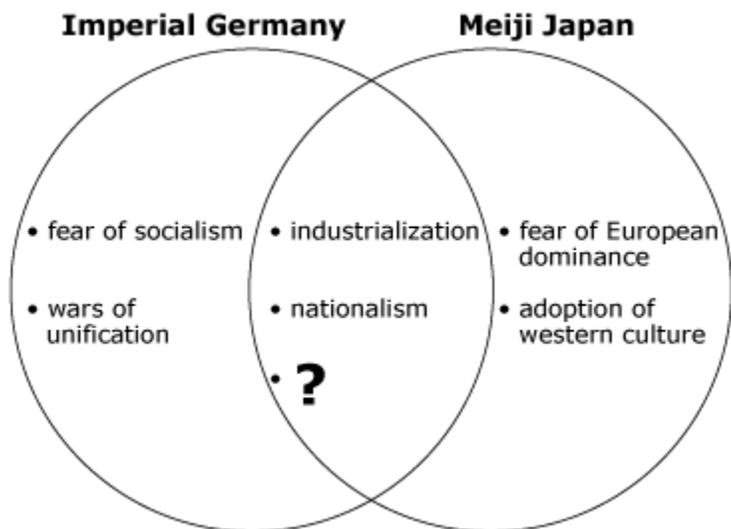
<b>WORLD HISTORY</b>				
<b>SS.HS.4c.2.2k</b>				

<p><b>SS.HS.4c.2.5a</b>  <b>Standard: World History</b>                      5. ▲ (A) compares and contrasts German unification with the Meiji Restoration (e.g., nationalism, militarism, modernization, industrialization).</p>
<p>Explanation of Indicator:                      Cognitive Level (A); Three Story Intellect (2)</p>
<p>Main Concept:                      Ideas of the Age of Revolution (1650-1920)</p>
<p>Embedded Concepts:                      Age of Enlightenment impact                      Rise of nationalism                      Dictators vs. monarchs                      Industrialization results</p>
<p>Instructional Examples/Resources:                      Use a Venn diagram to compare Meiji Restoration vs. German Unification</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator must assess only the concepts identified in the e.g. list.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Items written to this indicator must demonstrate a comparison between German unification and the Meiji Restoration.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., Venn diagrams, flow charts).</li> </ul>
<p>Formative Performance Suggestions:                      Performance assessment – whole group-inner/outer circle discussion on German Unification pros and cons                      Formative assessment – which of the following was an element of the Meiji Restoration movement?</p>

	<b>WORLD HISTORY</b>			
	<b>SS.HS.4c.2.5a</b>			

State Assessment Practice Items:

77. The Venn diagram below shows characteristics of Imperial Germany and Meiji Japan.



In the nineteenth century, which was another characteristic of **both** Imperial Germany and Meiji Japan?

- A) fascism
- B) universal suffrage
- C) X militarism
- D) liberal democracy

QuestionId: 30063, Standard 0 "4-History", Benchmark 2 "2", Indicator "5", Sub Indicator "5a"

	<b>WORLD HISTORY</b>			
	<b>SS.HS.4c.2.5a</b>			

<p><b>SS.HS.4c.2.8a</b>  <b>Standard: World History</b>                  8. ▲ (A) examines causes of anti-colonial movements in Latin America, Asia, and Africa (e.g., ▲Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲Boxer Rebellion; ▲Sepoy Rebellion; ▲Zulu Wars).</p>
<p>Explanation of Indicator:                  Cognitive Level (A); Three Story Intellect (2)</p>
<p>Main Concept:                  Anti-colonialism</p>
<p>Embedded Concepts:                  Industrialization                  Mercantilism                  Nationalism                  Imperialism                  French Revolution</p>
<p>Instructional Examples/Resources:                  Map major anti-colonial movements on a world map                  Chart with leaders, results and each revolution</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> <li>▪ Multiple choice, one correct answer</li> <li>▪ Items written to this indicator should assess only those concepts with deltas next to them.</li> <li>▪ Items written to this indicator are for the world history assessment.</li> <li>▪ Items must require analysis of the causes of the anti-colonial movements.</li> <li>▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, excerpts from contemporary accounts, bulleted lists, political cartoons).</li> </ul>
<p>Formative Performance Suggestions:                  What are some common themes in anti-colonial revolutions; answer must include specific examples and references to at least three revolutions</p>

		<b>WORLD HISTORY</b>		
		<b>SS.HS.4c.2.8a</b>		

State Assessment Practice Items:

66. The table below lists some actions taken by colonial powers in the nineteenth century and the effects of those actions.

**Age of Imperialism**

Action	Effect
Great Britain and Boers try to dominate southern Africa.	Zulu wars
French Revolution proclaims liberty, equality, and fraternity for all men.	Haitian Revolution
British bureaucrats are disrespectful of Hindu and Muslim religious observances.	Sepoy Rebellion
Western Christian missionaries promote Christianity among Chinese.	?

Which event **best** completes the table?

- A) the Opium War
- B) X the Boxer Rebellion
- C) the Meiji Restoration
- D) The First Sino-Japanese War

QuestionId: 30064, Standard 0 "4-History", Benchmark 2 "2", Indicator "8", Sub Indicator "8a"

**SS.HS.4c.3.3a**

**Standard: World History**

3. ▲ (A) examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights; secret police; state supremacy over individual rights; role of private property; class structure).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2)

Main Concept:

German and Soviet totalitarianism

Embedded Concepts:

Human rights

Command and market

Economics

Secret police

Class structure

Fascism

Communism

Instructional Examples/Resources:

Construct Venn diagram of German and Soviet totalitarianism

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the concepts identified in the e.g. list about totalitarianism.
- Items written to this indicator are for the world history assessment.
- Items written to this indicator should require analysis of the concepts.
- Items are not required to demonstrate a comparison between fascist Germany and the communist Soviet Union.
- Visual stimuli are acceptable under this indicator (e.g., Venn diagrams, cause-and-effect diagrams, bulleted lists).

Formative Performance Suggestions:

Compare and contrast the dictatorships in Nazi Germany and the Soviet Union

			<b>WORLD HISTORY</b>	
			<b>SS.HS.4c.3.3a</b>	

State Assessment Practice Items:

74. The list below shows characteristics of a twentieth-century totalitarian state.

**Characteristics of a Twentieth-Century  
Totalitarian State**

- belief in the need for living space
- one-party state
- secret police
- concentration camps
- extermination camps
- anti-Semitism as part of official ideology

The characteristics in the box are **most likely** part of which totalitarian state?

- A) Fascist Italy
- B) Maoist China
- C) X Nazi Germany
- D) the Soviet Union

QuestionId: 30065, Standard 0 "4-History", Benchmark 3 "3", Indicator "3", Sub Indicator "3a"

			<b>WORLD HISTORY</b>	
			<b>SS.HS.4c.3.3a</b>	

**SS.HS.4c.4.3k**

**Standard: World History**

3. ▲ (K) describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel; emerging Middle Eastern post WWII nationalism: Suez Crisis; petroleum based interdependence).

Explanation of Indicator:  
Cognitive Level (K); Three Story Intellect (1)

Main Concept:  
The Middle East in world politics

Embedded Concepts:  
Zionism  
Palestinian-Israeli conflict  
Nationalism  
Religion and ethnic diversity

Instructional Examples/Resources:  
Role play United Nations debate over creation of Israel  
Prepare cause-effect chart on creation of Israel  
Compare historical maps of pre-war World War II Middle East

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the concepts identified in the e.g. list.
- Items written to this indicator should be written for the world history assessment.
- Items that assess petroleum-based interdependence should not cover material past the 1960s.
- Stimuli are not required or encouraged for this indicator.

Formative Performance Suggestions:  
Compare and contrast nationalism in pre-WWII Europe and in post-WWII Middle East  
Short answer identification questions based on e.g. list

State Assessment Practice Items:

**73.** In 1947, the United Nations formed which two countries in a partition plan that led to the outbreak of war in the Middle East?

A) Egypt and Syria  
B) India and Pakistan  
C) Greece and Turkey  
D) X Israel and Palestine

QuestionId: 30066, Standard 0 "4-History", Benchmark 4 "4", Indicator "3", Sub Indicator "3k"

				<b>WORLD HISTORY</b>
				<b>SS.HS.4c.4.3k</b>