

# **OKLAHOMA SCHOOL TESTING PROGRAM**

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TEST BLUEPRINT AND ITEM SPECIFICATIONS

**College- and Career-Readiness Assessment:  
U.S. HISTORY CONTENT**



**OKLAHOMA**  
Education

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# OKLAHOMA SCHOOL TESTING PROGRAM

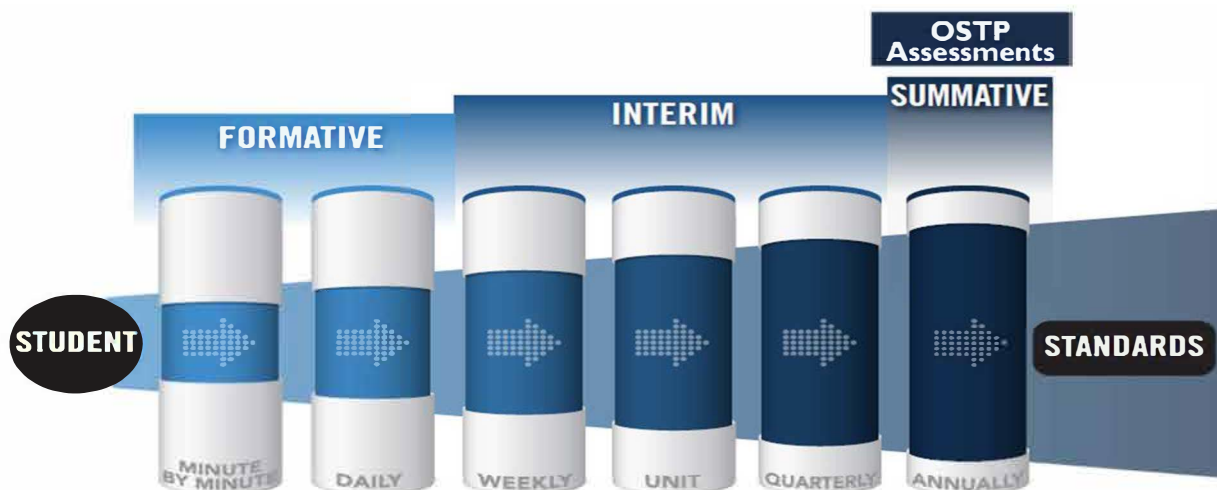
## College- and Career-Readiness Assessment: U.S. History Content

### Purpose

A robust assessment system is predicated upon the knowledge that no one assessment is able to provide answers to all questions affecting instructional decisions. A balanced assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information about what students know and can do relative to a set of standards.

### Assessments According to the Oklahoma ESSA Plan

According to page 48 of the Oklahoma Every Student Succeeds Act (ESSA) Consolidated State Plan, Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district, and school accountability system.



The OSDE supports an assessment system by working with Oklahoma educators and stakeholders to:

- Ensure that state and federally required annual summative assessments delivered through the Oklahoma School Testing Program (OSTP) are effective and meaningful to families, districts, educators, and members of the community;
- Develop instructional resources to support local formative and interim assessments through the curriculum frameworks projects and assessment guidance toolkit; and
- Build and deliver professional learning through face-to-face and web-based resources to support local assessment needs and interpretation of state assessment data.

Annual assessments delivered through the OSTP are aligned to the Oklahoma Academic Standards (OAS) and can therefore provide point-in-time data for programmatic and curricular decisions by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). Standards-based formative and interim assessments conducted at the local level can provide additional information

and evidence of learning at a smaller grain size to inform instructional decisions made at the student and classroom level.

While state summative assessments are only one measure of what students know and can demonstrate, having Oklahoma students take OSTP assessments:

- ✓ Helps students, their families, and the public know how students have grown over time and how they are performing relative to the standards, their peers in Oklahoma, and the nation;
- ✓ Enables teachers to see how their students are performing against grade-level expectations communicated through the Performance Level Descriptors (PLDs) to support evaluation and enhancement of curriculum and programs for the next school year;
- ✓ Provides a standardized and reliable measure for school/district leaders, the state, policymakers, and the public to determine how well a system is meeting the goals of helping every child grow along a continuum to prepare them for careers, college, and life; and
- ✓ Provides comparable information and data to inform continuous improvement of a system and appropriately support federal and state accountability decisions.

**Test Structure, Format, and Scoring**

The test will consist of 60 multiple-choice items: 50 operational items and 10 field test items. There will be two sessions consisting of 30 items per session. The test includes three complex stimuli clusters, with multiple stimuli and four related multiple-choice items. The test may also include technology-enhanced items (TEI).

Each multiple-choice item and technology-enhanced item is scored as correct or incorrect. Only the 50 operational items contribute to a student’s scaled score on the test. Correct and incorrect field-test items do not contribute to a student’s score.

The student’s test performance is converted to a scaled score using item response theory (IRT).

**Test Alignment with Oklahoma Academic Standards for U.S. History**

**Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards**

**1. Categorical Concurrence**

The test is constructed so that 22–28 of the items are measuring the U.S. History reporting category and 22–28 of the items are measuring the Civics reporting category. This allocation between the two reporting categories is designed to produce reasonably reliable estimates of student’s content mastery.

**2. Range-of-Knowledge Correspondence**

The test is constructed so that each standard has multiple corresponding assessment items.

**3. Source of Challenge**

Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

# OKLAHOMA SCHOOL TESTING PROGRAM TEST BLUEPRINT HISTORY GRADE 11



This blueprint describes the content and structure of the CCR US History Content Assessment and defines the ideal range of test items by reporting category of the Oklahoma Academic Standards – US History.

## REPORTING CATEGORIES

### U.S. HISTORY 45–55%

- |                  |  |
|------------------|--|
| <b>USH.1.2.A</b> | Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations.   |
| <b>USH.1.3.A</b> | Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization.  |
| <b>USH.1.3.D</b> | Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his <i>Cooper Union</i> speech, Quanah Parker, and Chief Joseph as expressed in his <i>I Will Fight No More Forever</i> speech.                                   |
| <b>USH.2.1.A</b> | Analyze the impact of capitalism, laissez-faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his <i>Gospel of Wealth</i> essay on American society.            |
| <b>USH.2.1.B</b> | Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process.  |
| <b>USH.2.1.D</b> | Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice, Paul, and Jane Addams.   |
| <b>USH.2.1.E</b> | Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymaker Riot, and the leadership of Eugene V. Debs.   |
| <b>USH.2.1.G</b> | Compare early civil rights leadership including the viewpoints of Booker T. Washington, and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks.                  |
| <b>USH.2.2.B</b> | Evaluate the rise and reforms of Populism and the Progressive Movement including the impact of William Jennings Bryan and his <i>Cross of Gold</i> speech on the political landscape.  |
| <b>USH.2.3.B</b> | Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by evaluating the 1912 presidential election including the role of Roosevelt’s Bull Moose Party and Eugene V. Debs’ Socialist Party. |



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- USH.3.1.A** Compare the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.
- USH.3.1.B** Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain.
- USH.3.1.C** Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
- USH.3.2.A** Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmerman Telegram and the threats to international trade caused by unrestricted submarine warfare.
- USH.3.2.B** Analyze the impact of the war on the home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, and the Great Migration.
- USH.4.1.A** Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age.
- USH.4.1.D** Examine growing labor unrest and industry’s reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
- USH.4.1.E** Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.
- USH.4.2.A** Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government’s pro-business and laissez-faire policies.
- USH.4.2.B** Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.
- USH.4.2.D** Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
- USH.4.3.C** Summarize the causes and impact of the Dust Bowl including the government’s responses.
- USH.5.1.B** Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt’s *Four Freedoms* speech.
- USH.5.2** Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

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- USH.5.3** Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.
- USH.6.1.A** Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan.
- USH.6.1.B** Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and NATO by the United States and the formation of the Warsaw Pact by the Soviet Union.
- USH.6.1.C** Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.
- USH.6.1.D** Evaluate the Kennedy administration's international goals as expressed in his *Inaugural Address* in light of the subsequent building of the Berlin Wall, the Bay of Pigs invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps.
- USH.6.2.A** Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.
- USH.6.2.B** Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race.
- USH.6.2.C** Evaluate the continuing role of radio, television, and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections.
- USH.6.4** Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.
- USH.7.2.D** Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez.
- USH.8.1** Evaluate President Jimmy Carter's foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.
- USH.8.2** Analyze the economic and political impact of the rise of conservatism and President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan's *Tear Down This Wall* speech in West Berlin.
- USH.8.3** Summarize the series of events leading to the emergence of the United States as the sole superpower falling the fall of the Berlin Wall and the collapse of the Soviet Empire.
- USH.8.4** Describe the goal of President George H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
- USH.8.5.A** Describe and evaluate the influence of William J. Clinton's presidency, including the continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.



## **CIVICS 45–55%**

- USH.1.1** Explain the constitutional issues that arise in the post-Civil War era including federalism, separation of powers, and the system of checks and balances.
- USH.1.2.B** Examine the purposes and effects of the 13th, 14th, and 15th Amendments.
- USH.1.2.C** Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
- USH.1.3.B** Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, the Supreme Court's application of the 14th Amendment and the Immigration Act of 1924.
- USH.1.3.C** Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.
- USH.2.1.C** Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business.
- USH.2.1.F** Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.
- USH.2.2.A** Evaluate the rise and reforms of Populism and the Progressive Movement including direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines
- USH.2.2.C** Evaluate the rise and reforms of Populism and the Progressive Movement including the series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States.
- USH.2.3.A** Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by comparing the policies of Roosevelt and Taft on environmental conservation and trust busting.
- USH.2.3.C** Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by describing the policies of Wilson on the issue of women's right to vote.
- USH.3.1.D** Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson, including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal.
- USH.3.2.C** Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials.
- USH.3.2.D** Evaluate Wilson's foreign policy as proposed in his Fourteen Points and the reasons for the nation's return to isolationism highlighted by the Senate's rejection of the League of Nations.



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- USH.4.1.B** Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.
- USH.4.1.C** Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations.
- USH.4.2.C** Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
- USH.4.3.A** Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address*.
- USH.4.3.B** Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).
- USH.5.1.A** Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program.
- USH.5.1.C** Examine President Franklin Roosevelt's *Day Which Will Live in Infamy* speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German and Italian descent, including the *Korematsu v. United States* decision.
- USH.6.3** Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.
- USH.7.1.A** Assess the effects of President Truman's decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.
- USH.7.1.B** Evaluate the events arising from separate but equal policies such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:
1. Brown v. Board of Education, Topeka, Kansas decision
  2. Montgomery Bus Boycott
  3. Desegregation of Little Rock Central High School
  4. Oklahoma City lunch counter sit-ins led by Clara Luper
  5. Freedom Rides
  6. Marches on Washington and Selma to Montgomery
  7. Adoption of the 24th Amendment
  8. Passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

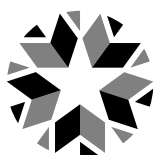
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- USH.7.1.C** Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, the leadership of Malcom X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.
- USH.7.2.A** Summarize and examine the United States Supreme Court's use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.
- USH.7.2.B** Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.
- USH.7.2.C** Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz.
- USH.7.2.E** Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women's Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court's ruling in *Roe v. Wade*.
- USH.7.2.F** Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford's decision to pardon former President Nixon.
- USH.8.5.B** Describe and evaluate the influence of William J. Clinton's presidency, including the political impact of Clinton's impeachment.
- USH.8.6** Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security.

The CCRA: US History content test will consist of 60 multiple-choice items: 50 operational items and 10 field-test items. The test includes three complex stimuli clusters with multiple stimuli and four related multiple-choice items.



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## Depth-of-Knowledge Assessed by Test Items

The test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:<sup>1</sup>

Depth-of-Knowledge	Percent of Items
Level 1—Recall	10–15%
Level 2—Basic Reasoning	60–70%
Level 3—Complex and Extended Reasoning	15–25%

The table below summarizes the DOK levels for U.S. History.

DOK 1	DOK 2	DOK 3
Recall a fact or information; only requires one cognitive step to arrive at the answer  What is the knowledge? <ul style="list-style-type: none"><li>• Who?</li><li>• What?</li><li>• Where?</li><li>• When?</li></ul>	Basic application of skills and concepts; requires two or more cognitive steps to arrive at the answer  How can the knowledge be used? <ul style="list-style-type: none"><li>• How did it happen?</li><li>• How did it work?</li><li>• How was it used?</li></ul>	Strategic thinking; requires reasoning and multiple cognitive steps to arrive at the answer  Why can the knowledge be used? <ul style="list-style-type: none"><li>• Why did it happen?</li><li>• What is the cause?</li><li>• What is the effect?</li><li>• What is the result?</li></ul>

Descriptions of the Depth-of-Knowledge levels for U.S. History are as follows:

- **Level 1** asks the students to recall facts, terms, concepts and trends or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The terms at this level usually ask the student to recall who, what, when, and where. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe and/or explain” would require students to recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations are generally Level 1.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Level 2 generally requires students to compare and/or contrast people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; and/or describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, point of view, or processes. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

<sup>1</sup> This is the ideal depth-of-knowledge distribution of items. There may be slight differences in the actual distribution.

- **Level 3** requires reasoning, using evidence, and a higher level of thinking than Level 1 and Level 2. Students will go beyond explaining or describing “how” and “why” to justifying the “how” and “why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than at Level 1 or Level 2. Items at Level 3 include drawing conclusions, citing evidence, applying concepts to new situations, using concepts to solve problems, analyzing similarities and differences in issues and problems, proposing and evaluating solutions to problems, recognizing and explaining misconceptions, or making connections across time and place to explain a concept or “big idea.”

A more detailed framework for categorizing Depth-of-Knowledge is shown in the appendix.

**Note:** With the exception of content limits, the Item Specifications offer suggestions of what might be included and do not provide an exhaustive list of what can be included.

In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations.

### Universal Design for Learning Considerations

Universal Design for Learning (UDL), as applied to assessments, is a framework that provides flexibility in the way information is presented and in the ways students demonstrate knowledge and skills. This reduces barriers while maintaining high expectations for all students, including students with disabilities and students who are limited English proficient. In the Oklahoma School Testing Program tests, items and instructions have been designed to provide maximum readability, comprehensibility, and legibility for all students. This includes such things as reducing the language load in content areas other than English language arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus. The College- and Career-Readiness Assessment: U.S. History Content will have vocabulary two grade levels below 11th grade, except for content-specific words. These modifications are evident in the sample items included in this document.

# Test Administration Details

## Online Administration

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time. For longer stimuli or items, a scroll bar will be present to allow students to scroll through the text and/or answer choices. For cluster items, each source will be presented in individual tabs on the left with the accompanying multiple-choice item or technology-enhanced item (TEI) on the right. Students will be able to move back and forth between the tabs while in the cluster items.

Answers may be selected by clicking on the radio button to the left of the answer choice. Each technology-enhanced question will have specific directions explaining how to answer.

Navigation buttons appear at the bottom of the page for each question.

Students will be able to use scratch paper and/or unmarked grid paper for all online assessments. This paper must be collected and destroyed immediately following the test. The test administrator must not look at what the student has written on the scratch paper/grid paper.

## Paper Administration

Paper/pencil testing is used only as a testing accommodation. Due to the nature of a paper test booklet, students may have to flip pages to see multiple stimuli and the cluster items.

Students will be able to use scratch paper and/or unmarked grid paper for the paper CCRA: U.S. History Content, and they may also write in the test booklet. The scratch paper must be collected and destroyed immediately following the test. The test administrator must not look at what the student has written on the scratch paper/grid paper or in the test booklet.

## Estimated Testing Time

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

The College- and Career-Readiness Assessment: U.S. History Content is meant to be administered in two sessions within one day or on two consecutive instructional days. Estimated time for scheduling purposes is given in the table below.

CCRA: U.S. History Estimated Online Testing Time	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering Section 1 of the U.S. History Online Test	Approximately 50 minutes
Administering Section 2 of the U.S. History Online Test	Approximately 50 minutes
Total testing time (Suggested Maximum Time: 240 minutes)	Approximately 120 minutes



# ITEM SPECIFICATIONS

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## Introduction

The item specifications documentation is intended to provide guidance on the structure and content of the test material developed for the Oklahoma School Testing Program (OSTP) CCRA: U.S. History Content. These specifications are intended to be used by multiple audiences, including Oklahoma educators, Oklahoma State Department of Education staff, and testing vendors. The item specifications provide outlines and suggestions for the types of content that can be utilized in developing the items for the CCRA: U.S. History Content. This information is useful to Oklahoma educators in planning instruction and conducting classroom formative and summative assessment. It is also useful to Oklahoma educators and the State Department of Education staff in reviewing and approving items for use on the CCRA: U.S. History Content Assessment as it provides a clearly delineated description of the intent of each standard and what should be measured.

It is necessary to create test items that are reliable, fair, and targeted to the Oklahoma Academic Standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards.
2. Test items that assess each standard will be limited to multiple-choice or technology-enhanced items.
3. Test items are focused on content that is authentic, engaging, and understandable to students.
4. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items are reviewed to eliminate unfair representations of gender, race, ethnicity, disability, culture, or religion.
5. Scoring criteria will focus on the clear understanding of U.S. History with an emphasis on Civics and an effective understanding, application, and analysis of Social Studies skills. Thus, the CCRA: U.S. History content test relies heavily on primary sources to assess students' social studies skills using U.S. History and Civics content.

## Item Types

The test will consist of a combination of multiple-choice and technology-enhanced items. All items must clearly indicate what is expected in a response and direct students to focus on their responses. Most stems are positively worded—avoiding the use of the word “not.” If a negative is required, it is emphasized (e.g., if a bag has the same number of red, blue, and black marbles, what is the probability that a marble randomly selected from the bag is **not** red?).

## Multiple-Choice Item Specifications

- Each multiple-choice item has a stem (question, statement, and/or graphic component) and four answer options—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make.
- Multiple-choice item stems ask a question or pose a clear problem so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected. A stem will seldom include an incomplete sentence.

## Technology-Enhanced Item Specifications

- Technology-Enhanced Items (TEIs) should be used to more authentically address some aspects of the OAS performance expectations and/or provide more opportunity for students to construct rather than select their response.
- For each TEI, the interaction type used is that which is the most appropriate and enhancing to the construct to be measured.
- Each TEI is structured to contain the stem (question) first followed by directions for how to complete the interaction in that item. Consistent style and language are used in these directions (e.g., “Drag the pictures,” “Click the object,” etc.).

## Stimulus Materials

Stimulus materials are the passages, maps, graphs, charts, models, graphic organizers, figures, etc., that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. A stimulus that gives information must precede a question or a set of questions.
2. When students are given information to evaluate, they should know the research question and the purpose of the research.
3. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
4. Stimuli with text shall have a limit of 300 words (+/-10%).
5. Stimulus materials for a set of items may be a combination of multiple stimuli.
6. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
7. Stimulus materials may be necessary but not conceptually sufficient for student response in order to assess standard-related critical thinking skills.
8. There will be a balance of graphic and textual stimulus materials within a test form. At least 50 percent of the items will have appropriate pictorial and graphical representations. Graphs, tables, or figures will be clearly associated with their intended items. Graphics will appear either on the same page as the stimulus or on the facing page.

## Scoring Criteria

Scoring criteria will focus on the clear understanding of U.S. History with an emphasis on Civics and an effective understanding, application, and analysis of Social Studies skills.

## General Considerations—Oklahoma School Testing Program

1. It is not possible to assess every objective annually. However, each standard is represented as thoroughly as possible.
2. Items deal with issues and details that are of consequence in the stimulus and central to students’ understanding and interpretation of the stimulus.
3. Test items are varied and address all standards listed in the Test Blueprint.
4. To the greatest extent possible, no item or response choice will clue the answer to any other item.

5. All items reviewed and approved by the Oklahoma Item Review Committee are assigned a standard. The Test Blueprints and score reports reflect the degree to which each standard and/or objective is represented on the test.
6. Test items that utilize stimuli are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
7. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C and D.
8. The four choices are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
9. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
10. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
11. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
12. Items are worded precisely and clearly. The better focused an item is, the more reliable and fair it is likely to be, and the more likely all students will understand it in the same way.
13. The range of items measuring an OAS objective consisting of more than one skill will provide a balanced representation of those skills.
14. Items should be focused on what all students should know and be able to do as they complete their coursework.
15. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
16. The material presented is balanced, culturally diverse, well written, and of interest to students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
17. Forms attempt to represent the ethnic diversity of Oklahoma students.
18. No resource materials may be used by students during the test; however, the use of scratch paper is allowed on the test but should be collected and destroyed at the end of the test.
19. Accommodations, designated features embedded in the online testing platform, and paper-based test formats are available for students with an indicated need per their IEP or 504 Plan.
20. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
21. In addition to the 50 operational items, there will be 10 field-test items per form.
22. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.

All items developed using these specifications are reviewed annually by the Oklahoma State Department of Education and approved by Oklahoma educators. The distribution of newly developed items is based on difficulty, cognitive ability, percentage of art/graphics, and grade-level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

## Overview of Item Specifications

For each Oklahoma Academic Standard, item specifications are organized under the following headings:

- Standard
- Objective
- Item Specifications
  - a. Emphasis
  - b. Format
  - c. Content Limits
  - d. Depth-of-Knowledge
  - e. Distractor Domain
  - f. Sample Test Items

The heading “Standard” states the standard being measured as found in the United States History section of the Oklahoma Academic Standards document.

The heading “Objective” displays the specific Civics and U.S. History content for each of the standards being measured.

The heading “Item Specifications” highlights important points about the item’s emphasis, format, content limits, depth-of-knowledge, and distractor domain. Sample items are also included. All items in this test are written to address and measure a single standard.

STANDARDS & SAMPLE ITEMS

STANDARD 1	
STANDARD	<p>The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.</p>
OBJECTIVE	<ol style="list-style-type: none"><li>1. Explain the constitutional issues that arise in the post-Civil War era including federalism, separation of powers, checks and balances. (CIV)</li><li>2. Analyze the post-Reconstruction civil rights struggles.<ol style="list-style-type: none"><li>A. Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations. (USH)</li><li>B. Examine the purposes and effects of the 13th, 14th, and 15th Amendments. (CIV)</li><li>C. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan. (CIV)</li></ol></li><li>3. Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.<ol style="list-style-type: none"><li>A. Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization. (USH)</li><li>B. Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement, federal court decisions, and the Immigration Act of 1924. (CIV)</li><li>C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership. (CIV)</li><li>D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud and his <i>Cooper Union</i> speech, Quanah Parker, and Chief Joseph as expressed in his <i>I Will Fight No More Forever</i> speech. (USH)</li></ol></li></ol>



# STANDARD 1

ITEM SPECIFICATIONS

- Emphasis:**
- Understand the purposes and effects of the “Civil War Amendments” to the Constitution, their postwar application, and their impact on civil rights struggles in the South.
  - Demonstrate an understanding of the effects of immigration and migration on settlement pattern and economic growth in the nineteenth century.
  - Demonstrate an understanding of the effects of industrialization.
- Format:**
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.
- Content Limits:**
- Content is limited to those topics listed specifically in the objectives for this standard.
- Distractor Domain:**
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.



Source: Austin History Center

### Juneteenth celebration in Austin, Texas, 1900

Which event is **directly** related to the celebration shown in this photograph?

- A** the elimination of slavery in the United States
- B** the election of the first Black congressional leaders
- C** the end of separate but equal policies in the United States
- D** the implementation of minimum wage laws for Black workers

**Standard 1.2.a (USH):** Identify the significance of the celebration of Juneteenth in relation to emancipation.

#### Depth-of-Knowledge: 2

This item is a DOK 2 because students are examining the photograph and determining the significance of the event celebrated.

#### Distractor Rationale

- A. Correct.** The event being celebrated in this photograph is the elimination of slavery in the U.S. finally reaching Texas, the last of the Confederate states.
- B.** The event celebrated in the photograph is not related to the election of the first Black Congressmen.
- C.** The event celebrated in the photograph is not related to the end of separate but equal policies in the U.S.
- D.** The event in the photograph is not related to the implementation of a minimum wage for Black workers.

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

—Fifteenth Amendment

Which phrase **best** describes the Southern reaction to the passage of this Amendment?

- A** Voting barriers were created.
- B** Minority candidates were recruited.
- C** New political parties were encouraged.
- D** Former government officials were arrested.

**Standard 1.2.B (CIV):** Examine the purposes and effects of the 13th, 14th, and 15th Amendments.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. Correct.** Southern states established literacy tests and poll taxes in an effort to create barriers to voting as a result of the passage of the Fifteenth Amendment.
- B.** Southern states did not recruit minority political candidates as a result of the passage of the Fifteenth Amendment.
- C.** Southern states did not encourage the development of new political parties as a result of the passage of the Fifteenth Amendment.
- D.** Southern states did not arrest former government officials due to the passage of the Fifteenth Amendment.

"New arrivals should be limited to our capacity to absorb them into the ranks of good citizenship. America must be kept American."

—President Calvin Coolidge, First Annual Message to Congress, 1923

Which conclusion is **best** supported by the idea expressed in this quote?

- A** Many Americans supported nativist policies.
- B** Many Americans favored progressive reforms.
- C** Many Americans supported imperialist policies.
- D** Many Americans participated in rapid consumerism.

**Standard 1.3.a (USH):** Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because students are analyzing the quote and then drawing the best conclusion based on the information.

**Distractor Rationale**

- A. Correct.** President Coolidge continued a nativist policy of restricted immigration in his first address to Congress.
- B.** The conclusion that Americans favored progressive reforms is not the idea expressed by President Coolidge.
- C.** The conclusion that Americans supported imperialist policies is not the idea expressed by President Coolidge.
- D.** The conclusion that Americans participated in rapid consumerism is not the idea expressed by President Coolidge.



**The photograph on the left shows three Native American boys upon their arrival at the Carlisle Indian School in Pennsylvania. This school taught Native American students from 1879 to 1918. The photograph on the right shows the same boys at a later date.**

Source: National Anthropological Archives, Smithsonian Institution/57,489 and 57,490.

Based on these photographs, what can be concluded about the **main** objective of this school?

- A** training American Indians to become tribal leaders
- B** helping American Indians to become United States citizens
- C** assisting American Indians in adjusting to reservation life
- D** persuading American Indians to accept the dominant American culture

**Standard 1.3.C (CIV):** Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because students must apply concepts (i.e., American Indians' assimilation) in other contexts (i.e., through sources).

**Distractor Rationale**

- A. The sources do not suggest that American Indians were training to become tribal leaders.
- B. American Indians were not granted citizenship until the Indian Citizenship Act of 1924, after the dates referenced in the caption.
- C. The sources show American Indians were becoming more assimilated into American culture and not adjusting to life on a reservation.
- D. Correct.** As demonstrated by the change in appearance in the two photographs, American Indians were taught to assimilate into American life at the Carlisle Indian School.



## STANDARD 2

STANDARD	<p>The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and significant reform movements from the 1870s to the 1920s.</p>
OBJECTIVE	<ol style="list-style-type: none"> <li>1. Evaluate the transformation of American society, economy and politics during the American Industrial Revolution.               <ol style="list-style-type: none"> <li>A. Analyze the impact of capitalism, laissez- faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his <i>Gospel of Wealth</i> essay on American society. (USH)</li> <li>B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process. (USH)</li> <li>C. Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business. (CIV)</li> <li>D. Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice Paul, and Jane Addams. (USH)</li> <li>E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs. (USH)</li> <li>F. Assess and summarize changing race relations as exemplified in the <i>Plessy v. Ferguson</i> case. (CIV)</li> <li>G. Compare early civil rights leadership including the viewpoints of Booker T. Washington, and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks. (USH)</li> </ol> </li> <li>2. Evaluate the rise and reforms of Populism and the Progressive Movement including:               <ol style="list-style-type: none"> <li>A. direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines. (CIV)</li> <li>B. impact of William Jennings Bryan and his <i>Cross of Gold</i> speech on the political landscape. (USH)</li> <li>C. series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States. (CIV)</li> </ol> </li> <li>3. Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by:               <ol style="list-style-type: none"> <li>A. comparing the policies of Roosevelt and Taft on environmental conservation and trust busting. (CIV)</li> <li>B. evaluating the 1912 presidential election including the role of Roosevelt’s <i>Bull Moose Party</i> and Eugene V. Debs Socialist Party. (USH)</li> <li>C. describing the policies of Wilson on the issue of women’s right to vote. (CIV)</li> </ol> </li> </ol>

# STANDARD 2

ITEM SPECIFICATIONS

- Emphasis:**
- Demonstrate an understanding of the impact of the reform movements from the 1870s to the 1920s.
  - Demonstrate an understanding of the impact of technological advances during this time period.
  - Demonstrate an understanding of the political impact of Populism and the Progressive Movement.
- Format:**
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.
- Content Limits:**
- Content is limited to those topics listed specifically in the objectives for this standard.
- Distractor Domain:**
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

[Andrew] Carnegie is also known in other areas, particularly education. Worldwide, over 2,500 libraries, most of them in the United States, were built and equipped with Carnegie funds. He also donated money to universities and centers of learning, including Carnegie Mellon University and its engineering program, the Carnegie Institute of Technology, Carnegie Trust for the Universities of Scotland, the Tuskegee Institute, and the Carnegie Institution of Science in Washington, D.C. He also used his money to found the Carnegie Endowment for International Peace in 1910.

—Library of Congress

Which literary work is **directly** related to the idea described in this information?

- A *The Jungle*
- B *Gospel of Wealth*
- C *How the Other Half Lives*
- D *History of the Standard Oil Company*

**Standard US.2.1.a (CIV):** Analyze the impact of capitalism, laissez- faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his Gospel of Wealth essay on American society.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students must examine a text and then determine which literary work is described in that information.

**Distractor Rationale**

- A. *The Jungle* was written by Upton Sinclair and is known for exposing corruption in government and the meat packing industry.
- B. **Correct.** *The Gospel of Wealth* was written by Andrew Carnegie and discusses how the wealthy have the moral obligation to donate to charity.
- C. *How the Other Half Lives* was written by Jacob Riis and outlined reasons for urban reform in American cities.
- D. *History of the Standard Oil Company* was written by Ida Tarbell and exposed the monopolistic business practices of the Standard Oil Company.

The Bessemer process is the means by which impurities are removed from iron in order to make steel.

How did this process affect industrial growth in the United States?

- A** It increased the cost of construction materials.
- B** It eliminated the need for skilled laborers and workers.
- C** It reduced the demand for railroads to transport goods.
- D** It enabled the construction of stronger and taller buildings.

**Standard US.2.1.b (CIV):** Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students must examine a statement and then determine how the process described in the statement affected the United States.

**Distractor Rationale**

- A. The Bessemer process resulted in a reduction in the cost of producing steel, not an increase.
- B. The Bessemer process did not affect the need for skilled laborers and workers.
- C. The steel created by the Bessemer process allowed more railroad tracks to be built and this in turn increased the demand for railroads to transport goods.
- D. **Correct.** The Bessemer process enabled the steel to be produced more efficiently and the steel was used in the construction of skyscrapers and bridges.

**7** Which Supreme Court decision ruled in favor of racial segregation under the “separate but equal” clause?

- A** *Plessy v. Ferguson*
- B** *Dred Scott v. Sanford*
- C** *University of California Regents v. Bakke*
- D** *Brown v. Board of Education of Topeka, Kansas*

**Standard 2.1.F (CIV):** Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

**Depth-of-Knowledge:** 1

This item is a DOK 1 because the student is recalling information.

**Distractor Rationale**

- A. Correct.** The 1896 *Plessy v. Ferguson* decision ruled that the idea of “separate but equal” was constitutional.
- B.** The 1857 *Dred Scott v. Sanford* decision ruled that African Americans were not U.S. citizens.
- C.** The 1978 *University of California Regents v. Bakke* decision upheld affirmative action.
- D.** The 1954 *Brown v. Board of Education of Topeka, Kansas* decision established that racial segregation in public schools was unconstitutional.



The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote.

—Seventeenth Amendment (Ratified 1913),  
Constitution of the United States

How did the ratification of this amendment attempt to reduce corruption in the electoral process?

- A** by increasing the ability of political parties to select candidates to run for the Senate
- B** by ensuring that small states and large states have equal representation in the Senate
- C** by limiting the influence of big business and special interest groups in the selection of senators
- D** by decreasing the ability of the executive branch to veto bills debated by senators

**Standard US.2.2.c (CIV):** Evaluate the rise and reforms of Populism and the Progressive Movement including the series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because the student is evaluating information.

**Distractor Rationale**

- A. The passage of the Seventeenth Amendment did not reduce corruption by increasing the ability of political parties to select candidates to run for the Senate.
- B. The passage of the Seventeenth Amendment did not affect the number of senators per state allowed in the Senate.
- C. Correct. The passage of the Seventeenth Amendment allowed for the direct election of senators by the people, which helped to reduce the influence of special interest groups in the selection of those politicians.**
- D. The passage of the Seventeenth Amendment did not decrease the ability of the executive branch to veto bills.

- 9** Which development associated with Theodore Roosevelt weakened the Republican Party in the months before the 1912 Presidential Election?
- A** Roosevelt announced his New Nationalism plan.
  - B** Roosevelt formed the progressive Bull Moose Party.
  - C** Roosevelt attacked Taft for firing the head of the U.S. Forest Service.
  - D** Roosevelt challenged the sitting U.S. President in all of the early primaries.

**Standard 2.3.B (USH):** Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by: evaluating the 1912 presidential election including the role of Roosevelt's Bull Moose Party and Eugene V. Debs's Socialist Party.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student has to identify patterns between events.

**Distractor Rationale**

- A. Although Theodore Roosevelt gave his "New Nationalism" speech while campaigning, it did not weaken the Republican Party.
- B. Correct. By forming a new political party (i.e., the Bull Moose Party), Theodore Roosevelt took votes away from the Republican Party, which weakened their position in the 1912 presidential election.**
- C. Although Roosevelt did have conflicts with Taft, these did not impact the 1912 presidential election.
- D. Roosevelt did not challenge Taft for the 1912 Republican nomination in "all of the early primaries."

On the morning of September 30, 1918, President Woodrow Wilson delivered a speech in the Senate Chamber. Only the second president in the nation's history to personally appear before the Senate, Wilson was on a political mission. The nation is at war, he reminded lawmakers. "This war could not have been fought . . . [without] the services of . . . women."

—United States Senate

What was the **most likely** purpose of this speech?

- A** to encourage the Senate to pass the Nineteenth Amendment
- B** to support a bill that would allow women to serve in combat positions
- C** to ask the Senate for a declaration of war against the Central Powers
- D** to promote a bill that would prohibit the sale of alcohol

**Standard US.2.3.c (CIV):** Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by describing the policies of Wilson on the issue of women's right to vote.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because students must analyze a passage about a speech and then determine the purpose of the speech.

**Distractor Rationale**

- A. Correct.** By 1918, President Wilson changed his position regarding women's suffrage and he delivered this speech in support of an amendment to grant suffrage to women.
- B.** President Wilson was not supporting a bill to allow women to serve in combat positions.
- C.** The United States declared war against the Central Powers in 1917 and this speech was not asking for a declaration of war.
- D.** President Wilson was not advocating for prohibition in this speech.

### STANDARD 3

#### STANDARD

The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

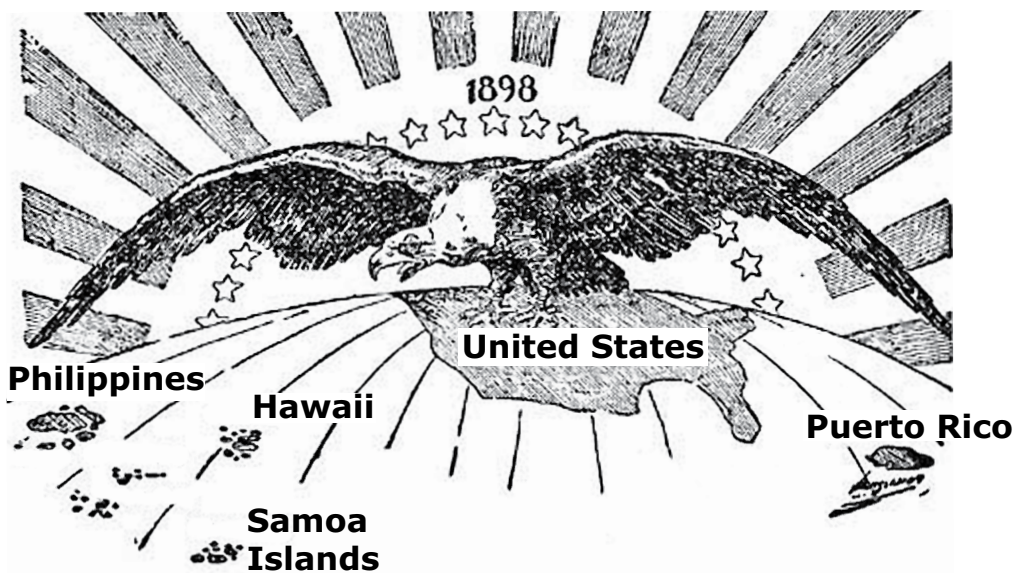
#### OBJECTIVE

1. Evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
  - A. Compare the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League. (USH)
  - B. Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain. (USH)
  - C. Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines. (USH)
  - D. Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal. (CIV)
2. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.
  - A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmermann Telegram and the threats to international trade caused by unrestricted submarine warfare. (USH)
  - B. Analyze the impact of the war on the home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, and the Great Migration. (USH)
  - C. Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials. (CIV)
  - D. Evaluate Wilson’s foreign policy as proposed in his Fourteen Points and the reasons for the nation’s return to isolationism highlighted by the Senate’s rejection of the League of Nations. (CIV)

# STANDARD 3

ITEM SPECIFICATIONS

- Emphasis:**
- Demonstrate an understanding of the goals and impacts of imperialism.
  - Demonstrate an understanding of the significant issues in the 1912 presidential election.
  - Demonstrate an understanding of the impacts of the United States’ involvement in World War I.
- Format:**
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.
- Content Limits:**
- Content is limited to those topics listed specifically in the objectives for this standard.
- Distractor Domain:**
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.



Based on this cartoon, after the Spanish-American War the United States became a world power by

- A** gaining new territory.
- B** increasing foreign aid.
- C** forming new alliances.
- D** returning to isolationism.

**Standard 3.1.C (USH):** Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to analyze the political cartoon and apply that to a result of the Spanish-American War.

**Distractor Rationale**

- A. Correct.** The United States' victory over Spain in the Spanish-American War resulted in the United States acquiring the Philippines and Puerto Rico from Spain.
- B.** The political cartoon is illustrating the United States becoming a world power through the acquisition of the Philippines and Puerto Rico and not through the distribution of foreign aid.
- C.** The political cartoon is illustrating the United States becoming a world power through the acquisition of the Philippines and Puerto Rico and not the creation of new alliances.
- D.** The United States became more involved in foreign affairs immediately after the Spanish-American War and did not adopt an isolationist policy as a result of the war.



- 12** How did United States involvement in World War I **most** affect American citizens?
- A** Many women entered the workforce.
  - B** Many children left school to work in factories.
  - C** African Americans migrated to Southern cities.
  - D** Unemployment caused the United States economy to suffer.

**Standard 3.2.B (USH):** Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration.

**Depth-of-Knowledge: 1**

This item is a DOK 1 because the student is recalling information.

**Distractor Rationale**

- A. Correct.** During World War I, large numbers of women were recruited to join the workforce as men were fighting in the war.
- B.** Although some children left school to work in factories during World War I, it was not a significant number.
- C.** African Americans were migrating to Northern cities after World War I.
- D.** There was an economic boom, including a drop in the unemployment rate, during World War I.

**U.S. Attitudes After World War I**

- Public weariness with foreign conflicts
- Distrust of the League of Nations
- Focus on domestic issues

Which policy **most** resulted from the ideas described in this list?

- A** militarism
- B** isolationism
- C** globalism
- D** interventionism

**Standard 3.2.d (CIV):** Evaluate Wilson's foreign policy as proposed in his Fourteen Points and the reasons for the nation's return to isolationism highlighted by the Senate's rejection of the League of Nations.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students are evaluating information from a list and determining which foreign policy is being described.

**Distractor Rationale**

- A. The attitudes listed do not support a foreign policy of militarism.
- B. Correct. The attitudes listed in the chart do represent reasons for a foreign policy of isolationism.**
- C. The attitudes listed do not support a foreign policy of globalism.
- D. The attitudes listed do not support a foreign policy of interventionism.

**Study the political cartoon regarding the debate about the League of Nations.**

**14**



Source: Library of Congress Prints and Photographs Division.

Which action is **most** related to the event illustrated in this cartoon?

- A** utilizing Big Stick Diplomacy
- B** adopting isolationist policies
- C** implementing imperialist policies
- D** employing Dollar Diplomacy

**Standard US.3.2.d (CIV):** Evaluate Wilson's foreign policy as proposed in his Fourteen Points and the reasons for the nation's return to isolationism highlighted by the Senate's rejection of the League of Nations.

**Depth-of-Knowledge:** 3

This item is a DOK 3 because the student is analyzing a political cartoon.

**Distractor Rationale**

- A. Big Stick Diplomacy is associated with President Theodore Roosevelt, and the Senate's rejection of the League of Nations is not associated with Big Stick Diplomacy.
- B. Correct. The U.S. Senate's rejection of the League of Nations marked a period of the United States returning to isolationist foreign policy.**
- C. The U.S. Senate's rejection of the League of Nations marked a period of the United States returning to isolationist foreign policy, not imperialist policies.
- D. Dollar Diplomacy is associated with President Howard Taft, and the Senate's rejection of the League of Nations is not associated with Dollar Diplomacy.

## STANDARD 4

### STANDARD

The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy and society.

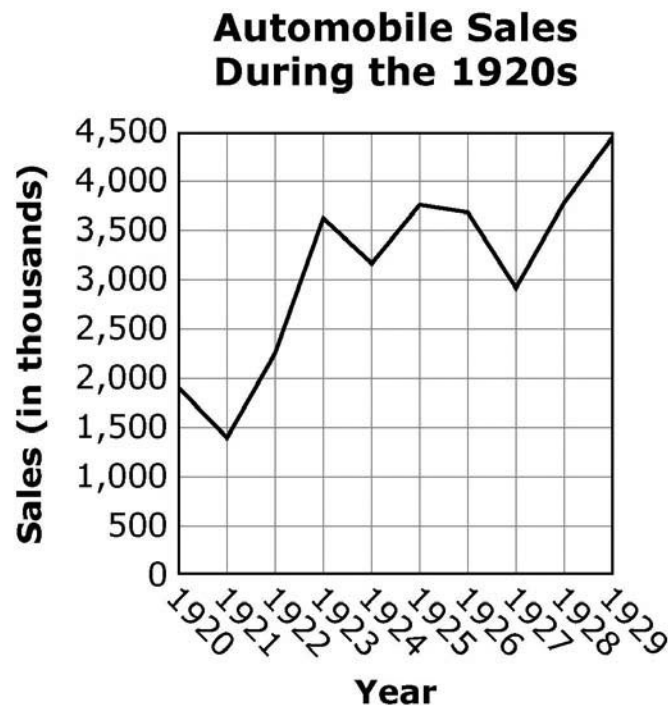
### OBJECTIVE

1. Examine the economic, political, and social transformations between the World Wars.
  - A. Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age. (USH)
  - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks. (CIV)
  - C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations. (CIV)
  - D. Examine growing labor unrest and industry's reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor. (USH)
  - E. Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile. (USH)
2. Analyze the effects of the destabilization of the American economy.
  - A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's pro-business and laissez-faire policies. (USH)
  - B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression. (USH)
  - C. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932. (CIV)
  - D. Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation. (USH)
3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
  - A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address*. (CIV)
  - B. Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA). (CIV)
  - C. Summarize the causes and impact of the Dust Bowl including the government's responses. (USH)

STANDARD 4

ITEM SPECIFICATIONS

- Emphasis:**
- Demonstrate an understanding of the economic, political, and social transformation in the United States between World War I and World War II.
  - Demonstrate an understanding of the economic and political events in the period between the World War I and World War II.
  - Demonstrate an understanding of the federal government’s role in addressing economic conditions during the Great Depression.
- Format:**
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.
- Content Limits:**
- Content is limited to those topics listed specifically in the objectives for this standard.
- Distractor Domain:**
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.



Source: *Historical Statistics of the United States: Colonial Times to 1970* (1975).

Which statement **best** explains the trend shown on this graph?

- A** Many people began to use public transportation during the 1920s.
- B** People became less dependent on government programs during the 1920s.
- C** The economic changes during the 1920s resulted in an overall decrease in purchasing power.
- D** The popularity of installment buying during the 1920s resulted in more people being able to buy luxury items.

**Standard 4.1.E (USH):** Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because the student is applying concepts (i.e., economic trends) to other contexts (i.e, installment).

**Distractor Rationale**

- A. The graph focuses on automobile sales and not public transportation.
- B. The graph focuses on automobile sales and not dependence on governmental programs.
- C. The graph shows the economy improving during the early 1920s, which led to an increase in purchasing power.
- D. Correct. As the economy improved and credit became more available, more people were able to purchase luxury items (i.e., automobiles).**



**16** Which phrase describes one effect of the Stock Market Crash of 1929?

- A** repayment of war debts
- B** increased industrial output
- C** widespread unemployment
- D** growth in consumer demand

**Standard 4.2.B (USH):** Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.

**Depth-of-Knowledge: 1**

This item is a DOK 1 because students are recalling information.

**Distractor Rationale**

- A. The repayment of war debts was a contributing factor to the Stock Market Crash of 1929 and not an effect.
- B. The Stock Market Crash of 1929 led to a decrease in industrial output, not an increase.
- C. Correct. One of the largest effects of the Stock Market Crash of 1929 was widespread unemployment.**
- D. After the Stock Market Crash of 1929, consumers did not have excess money to spend, therefore there was not a growth in consumer demand.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Finally, in our progress toward a resumption of work we require . . . safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.

—President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

How did the implementation of these ideas affect the United States?

- A** by reducing the ability of the executive branch to respond to global threats
- B** by granting the executive branch the power to ignore constitutional provisions
- C** by decreasing the ability of the federal government to regulate businesses
- D** by expanding the role of the federal government in addressing domestic issues

**Standard US.4.3.a (CIV):** Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's First Inaugural Address.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because the student is analyzing information.

**Distractor Rationale**

- A. The implementation of the New Deal did not reduce the ability of the executive branch to respond to global threats.
- B. The implementation of the New Deal did not permit the executive branch to ignore constitutional provisions.
- C. The implementation of the New Deal expanded the role of the government to regulate businesses. It did not decrease the ability to regulate business.
- D. Correct.** President Franklin D. Roosevelt is referencing his New Deal plan to help deal with the Great Depression. The implementation of the New Deal expanded the role of the federal government.

**18** Why was the Federal Deposit Insurance Corporation created?

- A** to protect government loans to farmers
- B** to protect people's retirement pensions
- C** to protect corporations from bankruptcy
- D** to protect money in people's bank accounts

**Standard 4.3.B (CIV):** Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).

**Depth-of-Knowledge: 1**

This item is a DOK 1 because the student is recalling information.

**Distractor Rationale**

- A. The United States Department of Agriculture, not the Federal Deposit Insurance Corporation, would protect governmental loans to farmers.
- B. The Social Security Act, not the Federal Deposit Insurance Corporation, would protect people's retirement pensions.
- C. The Federal Deposit Insurance Corporation was not created to protect corporations from bankruptcy.
- D. Correct. The purpose of the creation of the Federal Deposit Insurance Corporation was to provide deposit insurance after the Stock Market Crash of 1929.**

## STANDARD 5

STANDARD	<p>The student will analyze the United States role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II, 1933 to 1946.</p>
OBJECTIVE	<ol style="list-style-type: none"> <li>Describe the transformations in American society and government policy as the nation mobilized for entry into World War II. <ol style="list-style-type: none"> <li>Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program. (CIV)</li> <li>Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt's <i>Four Freedoms</i> speech. (USH)</li> <li>Examine President Franklin Roosevelt's <i>Day Which Will Live in Infamy</i> speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German, and Italian descent, including the <i>Korematsu v. United States</i> decision. (CIV)</li> </ol> </li> <li>Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower. (USH)</li> <li>Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes. (USH)</li> </ol>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the social and political transformation of the United States as it mobilized for World War II.</li> <li>Demonstrate an understanding of the events leading to the outcome of World War II.</li> <li>Demonstrate an understanding of the United States' reaction to the Holocaust.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>Content is limited to those topics listed specifically in the objectives for this standard.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.</li> </ul>

**19** Which action by the United States demonstrates its policy of isolationism before World War II?

- A** enactment of a peacetime draft law
- B** passage of a series of neutrality acts
- C** placement of an embargo on exports to Japan
- D** deportation of American Communist Party members

**Standard 5.1.A (CIV):** Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program.

**Depth-of-Knowledge: 1**

This item is a DOK 1 because the student is recalling information.

**Distractor Rationale**

- A. Although the United States did enact a peacetime conscription in 1940, this did not demonstrate isolationism.
- B. Correct. The United States advocated for non-involvement in World War II through a series of Neutrality Acts in 1935, 1936, 1937, and 1939.**
- C. The embargo on exports to Japan in 1941 shows involvement in the war as opposed to isolationism.
- D. Deporting American Communist Party members could be seen as involvement in worldwide affairs, and was not an example of isolationism before World War II.



**Mrs. Naguchi and two children at internment camp in Manzanar, California.**

Source: Photograph of Mrs. Naguchi and two children, Manzanar Relocation Center, Library of Congress, Prints & Photographs Division, Ansel Adams, photographer, LC-DIG-ppprs-00246 DLC.

Before the war, peoples of Japanese ancestry were a small but valuable element in our population. . . . Their contributions . . . were indisputable evidence that the majority of them believed in America. . . . Then war came with the nation of their parental origin. . . . Among the casualties of war has been America's Japanese minority.

—Harold L. Ickes,  
Secretary of the Interior,  
July 1944

Which event was **most** responsible for this situation?

- A** Japan's attack on Pearl Harbor
- B** Japan's occupation of Indochina
- C** Japanese Americans refusing to join the military
- D** Japanese Americans committing acts of sabotage



**Standard 5.1.C (CIV):** Examine President Franklin Roosevelt's Day Which Will Live in Infamy speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German and Italian descent, including the *Korematsu v. United States* decision.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because the student is making connections from sources in order to explain an idea.

**Distractor Rationale**

- A. **Correct.** After the Japanese attack on Pearl Harbor, Americans of Japanese descent were placed in internment camps, as shown in the sources.
- B. Although the Japanese did invade French Indochina, this was not a reason for the internment of Americans of Japanese descent.
- C. Many Americans of Japanese descent joined the military prior to Japanese internment.
- D. Although a Japanese American may have committed an act of sabotage, this was not most responsible for Japanese internment.

**21** The strategy of "island-hopping" in the Pacific theater involved

- A recapturing all Japanese islands and territories.
- B seizing key islands to close in on the Japanese mainland.
- C bypassing smaller Pacific islands to attack Japan directly.
- D launching all attacks against Japan from the Pearl Harbor military base.

**Standard 5.2 (USH):** Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student is recalling then converting information.

**Distractor Rationale**

- A. The United States did not recapture all Japanese islands and territories.
- B. **Correct.** The strategy of "island-hopping" included the United States strategically selecting which of the Japanese islands they wanted to seize.
- C. Although the United States would eventually attack the island of Japan directly, they used the military strategy of "island-hopping" to set up military resources on strategically important islands.
- D. There were attacks against Japan made from places other than Pearl Harbor.

Use the information to answer the following question.

### Japan Surrenders



**Signing the Instrument of Surrender,  
September 2, 1945.**

Match each World War II event with the description that best describes its significance.

### World War II Event

### Significance

Pearl Harbor

Battle of  
Midway

Bombing of  
Hiroshima

a major factor  
in the  
surrender of  
Japan

a surprise  
attack that  
resulted in the  
United States  
declaring war  
on the Axis

a turning point  
in the war  
because Japan  
lost four  
aircraft carriers

**Standard US.5.2 (USH):** Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

### Depth-of-Knowledge: 2

This item is a DOK 2 because students must match three different events with their corresponding significance.

### Correct Response

Match each World War II event with the description that best describes its significance.

### World War II Event

### Significance

Pearl Harbor

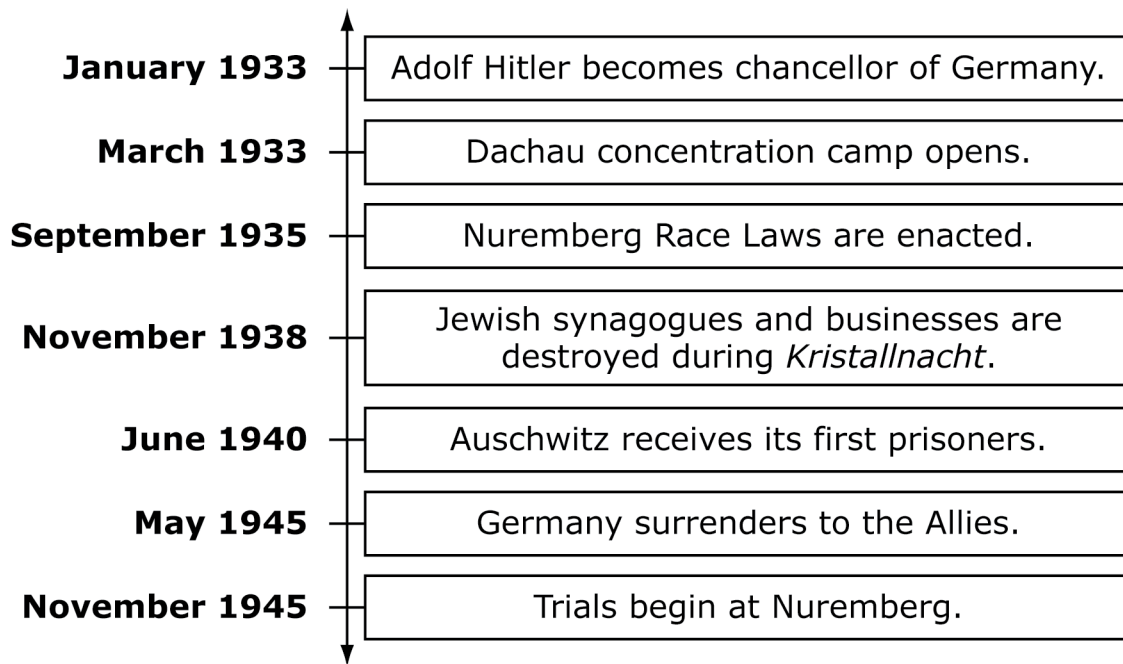
Battle of  
Midway

Bombing of  
Hiroshima

a major factor  
in the  
surrender of  
Japan

a surprise  
attack that  
resulted in the  
United States  
declaring war  
on the Axis

a turning point  
in the war  
because Japan  
lost four  
aircraft carriers



Which conclusion is **best** supported by the events of this timeline?

- A** Nazi political officials were punished for war crimes.
- B** Nazi military officials led efforts to end World War II.
- C** Allied forces decreased in military strength during the war.
- D** Germany made technological advances during World War II.

**Standard 5.3 (USH):** Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because students are analyzing a timeline and then making a conclusion based on the information.

**Distractor Rationale**

- A. Correct.** The timeline shows the progression of war crimes committed against the Jewish and other people in World War II. The Nuremberg Trials were conducted to punish Nazi leaders for committing war crimes during World War II.
- B.** The timeline shows the progression of war crimes committed by Nazi Germany against the Jewish and other people in World War II. It does not support the conclusion that Nazi leaders led efforts to end World War II.
- C.** The timeline shows the progression of war crimes committed against the Jewish and other people in World War II. As World War II progressed, the Allied forces increased in military strength, eventually defeating the Axis powers.
- D.** The timeline shows the progression of war crimes committed against the Jewish and other people in World War II. It does not demonstrate the technological advances that were made during World War II.

## STANDARD 6

### STANDARD

The student will analyze foreign events and policies during the Cold War, 1945–1975.

### OBJECTIVE

1. Analyze the origins of international alliances and efforts at containment of Communism following World War II.
  - A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan. (USH)
  - B. Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and NATO by the United States and the formation of the Warsaw Pact by the Soviet Union. (USH)
  - C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea. (USH)
  - D. Evaluate the Kennedy administration's international goals as expressed in his Inaugural Address in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps. (USH)
2. Describe domestic events related to the Cold War and its aftermath.
  - A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials. (USH)
  - B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race. (USH)
  - C. Evaluate the continuing role of radio, television and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections. (USH)
3. Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment. (CIV)
4. Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China. (USH)

STANDARD 6

ITEM SPECIFICATIONS

Emphasis:

- Demonstrate an understanding of the origins of international alliances and efforts of containment of Communism following World War II.
- Demonstrate an understanding of the events that changed domestic policies during the Cold War and its aftermath.
- Demonstrate an understanding of the series of events and long-term consequences of the United States’ military involvement in Vietnam.

Format:

- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:

- Content is limited to those topics listed specifically in the objectives for this standard.

Distractor Domain:

- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.



It is my duty to place before you certain facts about the present position in Europe. . . .

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe . . . in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence, but to a very high and, in some cases, increasing measure of control from Moscow. . . .

—Winston Churchill, former Prime Minister of England, 1946

Which situation is related to this excerpt?

- A** the beginning of the Cold War
- B** the founding of communism in Russia
- C** the political division of Europe after World War I
- D** the efforts by the United States to gain influence in Asia

**Standard 6.1.A (USH):** Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. Correct.** The quote “an iron curtain has descended across the Continent” denotes the division of Europe into two separate areas at the end of 1945.
- B.** Communism began in Russia in 1917 with the Bolshevik Revolution.
- C.** Winston Churchill was Prime Minister of England during World War II and not World War I.
- D.** The source does not refer to situations in either the United States or Asia.

In my opinion the State Department . . . is thoroughly infested with communists. I have here in my hand a list of 205 . . . names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department.

—U.S. Senator Joseph McCarthy, 1950

What was the purpose of the speech made by Senator McCarthy?

- A** to defend the right of government workers to criticize the federal government
- B** to praise State Department employees for their work in preserving democracy
- C** to create fear that communists were making government decisions
- D** to condemn those who opposed the right to join the Communist Party

**Standard 6.2.A (USH):** Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. The purpose of the speech was not to defend the right to criticize the government, but to incite fear.
- B. The purpose of the speech was not to praise the State Department; it was critical of the State Department.
- C. Correct. Senator McCarthy led a campaign against alleged communists within the government, striking widespread panic and fear that they had infiltrated our government.**
- D. The purpose of the speech was not to condemn those who opposed the right to join the Communist Party, as that would be a pro-Communist position, and the speech was anti-Communist.

“Does the executive branch have the right to involve U.S. forces—whether Army, CIA, or in any other guise<sup>1</sup>—in a war with neither the knowledge nor the consent of either Congress or the American people? I say very clearly that the administration has no such right.”

—Senator Walter Mondale, March 9, 1970

<sup>1</sup>guise: the appearance of something, especially when intended to deceive

Which congressional action is **most** aligned to the idea expressed in this quote?

- A** creating the War Powers Resolution to restore the checks and balances
- B** passing the Civil Rights Act to alleviate public protests against the war
- C** giving the president authority to handle additional military actions
- D** increasing the funding and training for all military operations overseas

**Standard 6.3 (CIV):** Analyze the series of events and long term foreign and domestic consequences of the United States’ military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because students are analyzing information from a source and making a connection to explain main concepts.

**Distractor Rationale**

- A. Correct.** The idea of the executive branch acting unilaterally spurred Congress to create the War Powers Resolution Act to restore checks and balances.
- B.** The passage of the Civil Rights Act was not a response to military overreach or executive war powers.
- C.** Granting more authority to the president goes against the idea that the executive branch can act without congressional knowledge.
- D.** An increase in funding and training for all military operations overseas does not align with the quote’s concern about unauthorized use of military force by the executive branch.

Why are we in South Viet-Nam? . . .

We are . . . there because there are great stakes in the balance. Let no one think for a moment that retreat from Viet-Nam would bring an end to conflict. The battle would be renewed in one country and then another. The central lesson of our time is that the appetite of aggression is never satisfied.

—President Lyndon B. Johnson, speech at Johns Hopkins University,  
April 1965

Which U.S. foreign policy did President Lyndon B. Johnson describe in this excerpt?

- A** domino theory
- B** isolationism
- C** imperialism
- D** free trade

**Standard 6.3 (CIV):** Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to evaluate the information from a source and determine which foreign policy is being described.

**Distractor Rationale**

- A. Correct.** The domino theory was a belief that the political events in one country will cause similar events in other countries. This belief led to President Johnson to become involved in Vietnam in an attempt to prevent communism from spreading to other countries in southeast Asia.
- B.** Isolationism is a foreign policy of remaining apart from the events taking place in other countries. The United States' involvement in Vietnam was not part of an isolationist foreign policy.
- C.** The excerpt is referencing the domino theory and efforts by the United States to contain the spread of communism; it is not referencing an imperialist foreign policy.
- D.** The excerpt is referencing the domino theory and is not referencing free trade agreements.

## STANDARD 7

STANDARD	The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.
OBJECTIVE	<ol style="list-style-type: none"> <li>1. Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.               <ol style="list-style-type: none"> <li>A. Assess the effects of President Truman’s decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between <i>de jure</i> and <i>de facto</i> segregation. (CIV)</li> <li>B. Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:                   <ol style="list-style-type: none"> <li>1) <i>Brown v. Board of Education</i>, Topeka, Kansas decision.</li> <li>2) Montgomery Bus Boycott.</li> <li>3) desegregation of Little Rock Central High School.</li> <li>4) Oklahoma City lunch counter sit-ins led by Clara Luper.</li> <li>5) Freedom Rides.</li> <li>6) Marches on Washington and Selma to Montgomery.</li> <li>7) adoption of the 24th Amendment.</li> <li>8) passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. (CIV)</li> </ol> </li> <li>C. Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his <i>I Have a Dream</i> speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives. (CIV)</li> </ol> </li> <li>2. Analyze the ongoing social and political transformations within the United States.               <ol style="list-style-type: none"> <li>A. Summarize and examine the United States Supreme Court’s use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties. (CIV)</li> <li>B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson’s civil rights initiatives, the war on poverty, and the Great Society. (CIV)</li> <li>C. Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz. (CIV)</li> <li>D. Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez. (USH)</li> </ol> </li> </ol>

## STANDARD 7

<b>OBJECTIVE (continued)</b>	<p>E. Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women’s Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court’s ruling in <i>Roe v. Wade</i>. (CIV)</p> <p>F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford’s decision to pardon former President Nixon. (CIV)</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the major events, personalities, tactics, and effects of the Civil Rights Movement.</li> <li>• Demonstrate an understanding of the ongoing social and political transformations within the United States.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>• Content is limited to those topics listed specifically in the objectives for this standard.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>• Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.</li> </ul>

# The Daily Herald

August 1958

## Sit-in in Oklahoma

Yesterday, a group of Black Americans entered a drug store in Oklahoma and sat down and ordered at a segregated lunch counter. The Black Americans were not served.

# The Daily Herald

May 1961

## Freedom Ride Begins

Last week, a group of seven Black Americans and six whites, who were all members of CORE, a civil rights organization, began what has become known as a Freedom Ride. The students rode together on buses, knowing that the segregationists would protest their action.

How were the actions of these two groups of people similar?

- A** Both groups used nonviolent protests to gain support for their causes.
- B** Both groups used voter registration drives to gain civil rights.
- C** Both groups used boycotts to gain support for their causes.
- D** Both groups used militant tactics to gain civil rights.

*(continued on next page)*



**Standard 7.1.C (CIV):** Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his I Have a Dream speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. **Correct.** The groups in both headlines were using nonviolent protests to enact political change during the Civil Rights Movement.
- B. The headlines are not describing the use of voter registration drives.
- C. The headlines are not describing the use of economic boycotts.
- D. The headlines are describing the use of nonviolent protest, not describing the use of militant tactics.

- 29** Which statement describes a long-term result of the Civil Rights Movement on society?
- A Minorities played larger roles in state and federal politics.
  - B State courts overturned federal laws they considered unjust.
  - C Businesses offered workers guaranteed wage increases due to higher costs of living.
  - D Government officials eliminated immigration quotas that discriminated against some ethnic groups.

**Standard 7.2.A (CIV):** Summarize and examine the United States Supreme Court's use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to identify patterns of events.

**Distractor Rationale**

- A. **Correct.** The Civil Rights Movement was dedicated to activism, which led to an increase in minorities' roles within government.
- B. State courts do not overturn federal laws.
- C. The Civil Rights Movement did not result in wage increases due to higher costs of living.
- D. The Civil Rights Movement did not result in immigration quotas that discriminated against some ethnic groups.

<b>November 20, 1969–June 11, 1971</b>	<b>February 27, 1973–May 8, 1973</b>
Occupation of Alcatraz	Wounded Knee Occupation
A group of approximately 89 American Indians calling themselves the “Indians of All Tribes” occupied Alcatraz Island, California.	Approximately 200 members of the American Indian Movement (AIM) seized and occupied the town of Wounded Knee, South Dakota.

What was one **primary** goal of these occupations?

- A** to protest government policies that took land away from American Indian tribes
- B** to persuade politicians to increase funding for American Indian universities
- C** to force the government to grant citizenship to members of American Indian tribes
- D** to protest the drafting of American Indian soldiers to serve in the military

**Standard US.7.2.c (CIV):** Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student is describing information.

**Distractor Rationale**

- A. Correct.** Both the Wounded Knee occupation and the occupation of Alcatraz were protesting government policies toward American Indian tribes.
- B.** The goals of the Wounded Knee occupation and the occupation of Alcatraz were not to try to increase funding for American Indian universities.
- C.** The goals of the Wounded Knee occupation and the occupation of Alcatraz were not to try to obtain citizenship because the Indian Citizenship Act of 1924 granted U.S. citizenship to American Indians.
- D.** The goals of the Wounded Knee occupation and the occupation of Alcatraz were not to protest the drafting of American Indian soldiers to serve in the military.

On June 13, 1971, the *New York Times* published the first installment of the Pentagon Papers. These papers consisted of top-secret information regarding U.S. involvement in Vietnam. The controversy surrounding the publishing of this classified information affected the public's view of wartime politics.

How did the publishing of these papers affect the United States?

- A** by leading to an increase in public support for the Vietnam War
- B** by contributing to improved diplomatic relations with North Vietnam
- C** by leading to a decline in the public and media interest in government affairs
- D** by contributing to a legal battle regarding freedom of the press and government censorship

**Standard US.7.2.f (CIV):** Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford's decision to pardon former President Nixon.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students must examine and then determine how the event described in the text affected the United States.

**Distractor Rationale**

- A. The publication of the Pentagon Papers resulted in a decrease in support for the Vietnam War, not an increase.
- B. The publication of the Pentagon Papers did not improve diplomatic relations with North Vietnam.
- C. The publication of the Pentagon Papers increased public and media awareness of government actions and did not result in decline in interest.
- D. **Correct.** The publication of the Pentagon Papers resulted in a legal battle between freedom of the press and government censorship.

## STANDARD 8

STANDARD	The student will analyze the impact foreign and domestic policies from 1977 to 2001.
OBJECTIVE	<ol style="list-style-type: none"> <li>1. Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis. (USH)</li> <li>2. Analyze the economic and political impact of the rise of conservatism and President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan’s <i>Tear Down This Wall</i> speech in West Berlin. (USH)</li> <li>3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire. (USH)</li> <li>4. Describe the goal of President George H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf. (USH)</li> <li>5. Describe and evaluate the influence of William J. Clinton’s presidency, including:             <ol style="list-style-type: none"> <li>A. the continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics. (USH)</li> <li>B. the political impact of Clinton’s impeachment. (CIV)</li> </ol> </li> <li>6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security. (CIV)</li> </ol>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the major policies and events from the: Carter Administration, Reagan Administration, George H.W. Bush Administration, and Clinton Administration.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>• Content is limited to those topics listed specifically in the objectives for this standard.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>• Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.</li> </ul>

Egypt, Israel, Jordan and the representatives of the Palestinian people should participate in negotiations on the resolution of the Palestinian problem in all its aspects. To achieve that objective, negotiations relating to the West Bank and Gaza should proceed in three stages:

1. Egypt and Israel agree that, in order to ensure a peaceful and orderly transfer of authority, and taking into account the security concerns of all the parties, there should be transitional arrangements for the West Bank and Gaza for a period not exceeding five years. In order to provide full autonomy to the inhabitants, under these arrangements the Israeli military government and its civilian administration will be withdrawn as soon as a self-governing authority has been freely elected by the inhabitants of these areas to replace the existing military government.

—excerpt from The Camp David Accords, 1978

According to the information in the excerpt, which principle must be met before full autonomy for the West Bank and Gaza can be achieved?

- A** religious conversion
- B** territorial exchanges
- C** military disarmament
- D** legitimate democracy

**Standard 8.1 (USH):** Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. The source does not suggest that religious conversion must be achieved before full autonomy of the region.
- B. The source does not suggest that territorial exchanges must be achieved before full autonomy of the region.
- C. The source does not suggest that military disarmament must be achieved before full autonomy of the region.
- D. **Correct.** Within the source, the following indicates a principle of government (i.e., democracy) that must be met for full autonomy of the region: “a self-government authority has been freely elected by the inhabitants.”

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. . . . As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind. . . .

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate!

Mr. Gorbachev, open this gate!

Mr. Gorbachev, tear down this wall!

—President Ronald Reagan, address at the Brandenburg Gate, June 12, 1987

Which statement **best** describes one result of this speech?

- A** The countries of East and West Germany were reunited.
- B** The Soviet Union joined the North Atlantic Treaty Organization.
- C** German citizens were prohibited from traveling throughout Europe.
- D** Soviet citizens were prohibited from entering the European Union.

**Standard 8.2 (USH):** Analyze the economic and political impact of the rise of conservatism and President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan's Tear Down This Wall speech in West Berlin.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. Correct.** President Reagan delivered this speech as a challenge to the Soviet leader Gorbachev for him to continue the policies of glasnost and perestroika. The continuation of those policies resulted in the reunification of Germany.
- B.** The Soviet Union never joined the North Atlantic Treaty Organization (NATO).
- C.** German citizens were never prohibited from traveling throughout Europe.
- D.** President Reagan's speech did not result in a ban on Soviet citizens entering the European Union.

Russia and the United States do not regard each other as potential adversaries. From now on, the relationship will be characterized by friendship and partnership founded on mutual trust and respect and a common commitment to democracy and economic freedom.

—U.S. President George H.W. Bush and  
Russian Federation President Boris N. Yeltsin  
in a joint declaration, February 2, 1992

What event led to this declaration?

- A** the rise of the Iron Curtain
- B** the collapse of the Soviet Union
- C** the decline of political stability in Western Europe
- D** the deployment of coalition troops to the Yugoslav Republics

**Standard 8.3 (USH):** Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source and determine which event is associated with the information.

**Distractor Rationale**

- A. The Iron Curtain refers to the Soviet Union and its satellite countries during the Cold War when the United States and Soviet Union (Russia) were adversaries.
- B. Correct. The collapse of the Soviet Union and end of the Cold War led President Bush and President Yeltsin to issue this joint statement.**
- C. President Bush and President Yeltsin did not issue this joint statement because of political instability in Western Europe.
- D. President Bush and President Yeltsin did not issue this joint statement in response to the outbreak of war in the former Yugoslav Republics.



We agree that this is not an American problem or a European problem or a Middle East problem: It is the World's problem.

—President George H.W. Bush  
in a speech about the Iraqi invasion of Kuwait, August 8, 1990

According to this statement, with which solution would President Bush agree?

- A** The United States should work alone to resolve this problem.
- B** The United States should let other countries resolve this problem.
- C** The United States should tell other countries how to resolve the problem.
- D** The United States should work with a coalition of countries to help resolve the problem.

**Standard 8.4 (USH):** Describe the goal of President George H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source into a conclusion.

**Distractor Rationale**

- A. The United States did not work alone to liberate Kuwait from Iraq.
- B. The United States did not leave the problem of the Iraqi invasion of Kuwait for other countries to resolve.
- C. The United States did not dictate to other countries on how they should respond to the problem of the Iraqi invasion of Kuwait.
- D. Correct. The United States responded to the Iraqi invasion of Kuwait by forming a coalition of countries to help liberate Kuwait.**

1. \_\_\_\_\_ ?

- A. Better relations with Mexico and Canada
- B. Elimination of trade barriers
- C. Job creation

Which topic would **best** complete this outline?

- A World Trade Organization (WTO)
- B Free Trade Area of the Americas (FTAA)
- C North American Free Trade Agreement (NAFTA)
- D Central European Free Trade Agreement (CEFTA)

**Standard 8.5.A (USH):** Describe and evaluate the influence of William J. Clinton's presidency, including the continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

**Depth-of-Knowledge: 2**

This item is a DOK 2 because students have to convert information from a source and determine the title that encompasses that information.

**Distractor Rationale**

- A. The World Trade Organization (WTO) is an intergovernmental organization that helps to regulate trade between nations. The outline is referencing a free trade agreement between the United States, Canada, and Mexico and not an action of the WTO.
- B. The Free Trade Area of the Americas (FTAA) was a proposed agreement, that was never ratified, to try and eliminate trade barriers between all countries in the Americas, excluding Cuba. The outline is referencing a free trade agreement between the United States, Canada, and Mexico and not an action of the FTAA.
- C. **Correct. The North American Free Trade Agreement (NAFTA) was a free trade agreement between the United States, Canada, and Mexico.**
- D. The Central European Free Trade Agreement (CEFTA) was established to help central European countries integrate politically and economically with western European countries. The outline is referencing a free trade agreement between the United States, Canada, and Mexico and not the CEFTA.

- 37** Which remark by President George W. Bush during the signing of the Homeland Security Act summarizes the intent of the new department?
- A** “Many terrorists are now being interrogated.”
  - B** “We understand they hate us because of what we love.”
  - C** “America will be better able to respond to future attacks.”
  - D** “We’re fighting a new kind of war against determined enemies.”

**Standard 8.6 (USH):** Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security.

**Depth-of-Knowledge: 3**

This item is a DOK 3 because students are applying concepts (i.e., signing of the Homeland Security Act) to other contexts (i.e., remarks from President Bush).

**Distractor Rationale**

- A. The “interrogation of terrorists” is not the intent of the Department of Homeland Security.
- B. This remark does not summarize the intent of the Department of Homeland Security.
- C. Correct. Founded after 9/11, the Department of Homeland Security focuses on federal preparations to deal with terrorism (i.e., “respond to future attacks”).**
- D. Although the United States did begin “fighting a new kind of war” during this time period, that was not the intent of the Department of Homeland Security.



# APPENDIX: COLLEGE- AND CAREER-READINESS ASSESSMENT: U.S. HISTORY CONTENT

Summary Definitions of Depth of Knowledge (DOK)		
DOK 1 Recalling information	DOK 2 Basic Reasoning	DOK 3 Complex Reasoning
<p>DOK 1 items require students to recall facts, terms, trends, theories, generalizations, and concepts (who, what, when, and where).</p> <p>These items often require students to identify, list, or define specific information contained in a stimulus.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Recognizing and identifying specific information about an event, map, or document</li> <li>Describing and identifying the features of a place or people</li> <li>Identifying key figures involved in a particular event and/or context</li> </ul>	<p>DOK 2 items require students to engage in basic reasoning skills (how and why).</p> <p>These items generally require students to describe and/or explain issues, problems, patterns, reasons, causes, effects, significance/impact of events, relationships, and provide examples and points of view or processes found throughout United States History.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Describing the causes and/or effects of particular events</li> <li>Identifying patterns in events or behavior</li> <li>Categorizing events or figures into meaningful groupings</li> <li>Comparing and/or contrasting people, places, and events</li> <li>Explaining the significance of issues, problems, and events</li> </ul>	<p>DOK 3 items require students to go beyond knowing the how and why to being able to justify the how and why through the application of evidence.</p> <p>These items generally require students to draw conclusions, cite evidence, apply concepts to situations, analyze similarities and differences in issues and problems; propose and evaluate solutions, make connections, and explain main concepts.</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Analyzing how changes have affected people or places</li> <li>Applying conceptual thinking and high-level thinking skills</li> <li>Developing conclusions</li> <li>Analyzing and synthesizing information from multiple sources</li> <li>Making connections across time and place to explain events, concepts, or big ideas</li> </ul>





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