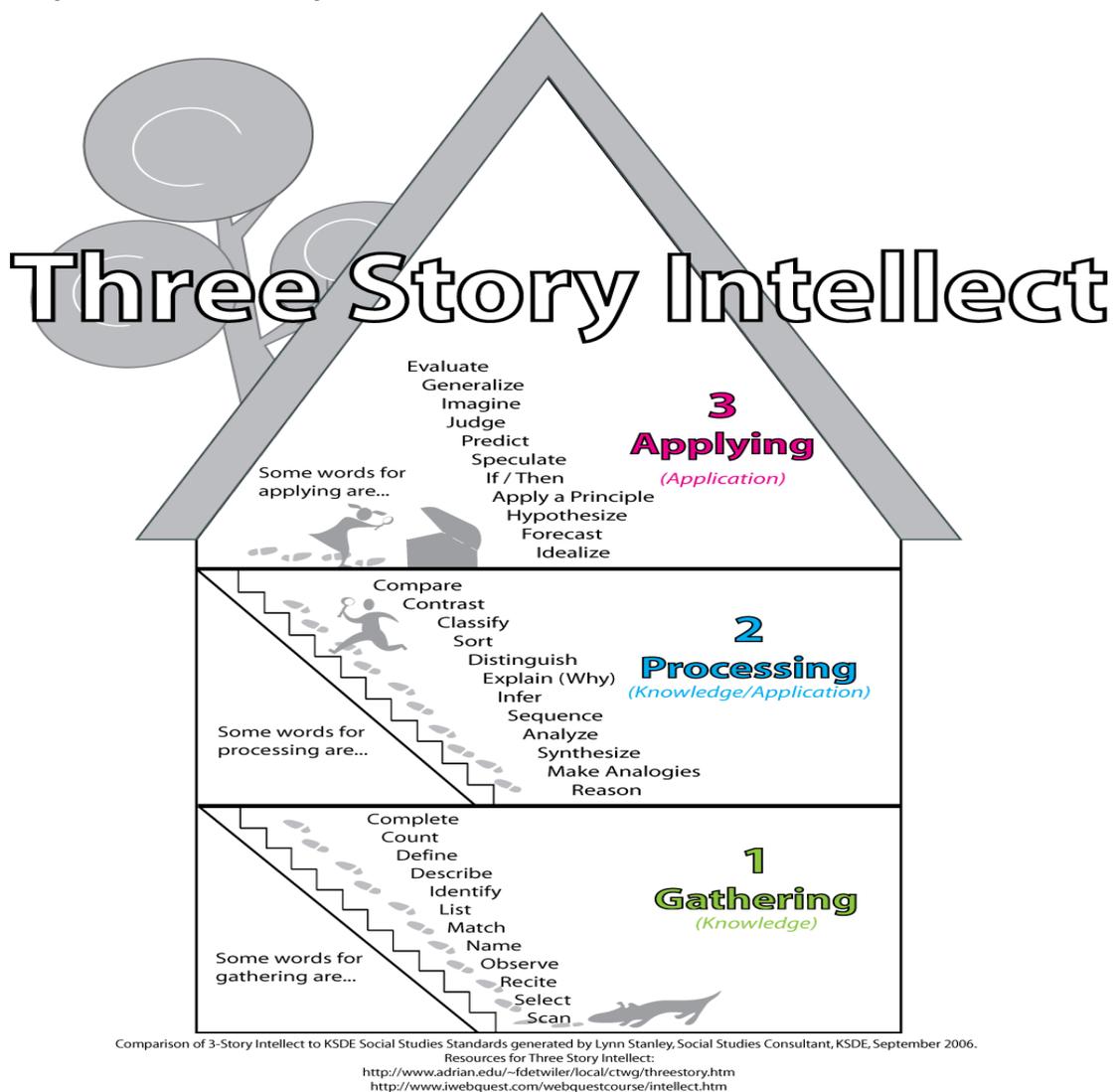


ATTENTION: Civics-Government Indicator SS.7.1.1.2a has been effected by a change of law passed in June 2008, by the Kansas Supreme Court. The indicator remains the same, but the understanding of the content has changed. Juveniles now have constitutional rights to a trial by jury.

KANSAS MIDDLE SCHOOL HISTORY-GOVERNMENT FLIPCHARTS

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

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



Flip Chart Development Committee: Karen Blasi-USD 382, Marcia Fox-USD 320, Bruce Reynolds-USD 429, Lucinda Evans-USD 501, Joffee Tremain-USD 469, Susan Mandelbaum-USD 259.

SS.7.1.1.2a

Standard: Civics-Government

▲ (A) compares how juveniles and adults are treated differently under law (e.g., due process, trial, age restrictions, punishment, rehabilitation, diversion).

ATTENTION: Civics-Government Indicator SS.7.1.1.2a has been affected by a change of law passed in June 2008, by the Kansas Supreme Court. The indicator remains the same, but the understanding of the content has changed. Juveniles now have constitutional rights to a trial by jury.

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) compares, classifies, evaluates, predicts, concludes

Main Concept:

Legal procedures for adults offenders and legal procedures for juvenile offenders

Embedded Concepts:

- Local laws
- Jury trials
- Open/public records
- Sealed records
- 14th Amendment

Instructional Examples/Resources:

- Mock trial – www.landmarkcases.org, county court cases
- Use a Venn diagram to compare juvenile due process vs. adult due process
- Create a flow chart of a crime committed by adult and juvenile and determine differences in sentencing, jury trials, and records
- Follow current events in the news for criminal proceedings and sentencings.

Item Specifications:

- Multiple choice, one correct answer
- Only the terms specified within the indicator are eligible for assessment.
- Visual stimuli are acceptable under this indicator (e.g., Venn diagrams, flow charts).
- Judicial language should be grade appropriate in diagrams and answer choices.
- Items should not require students to be familiar with specific court cases, but specific court cases may be used in stimuli to address general concepts.

Formative Performance Suggestions:

Given a particular offense, write a narrative comparing adult vs. juvenile outcomes

CIVICS/GOVT				
SS.7.1.1.2a				

State Assessment Practice Item:

33. What statement MOST LIKELY applies to both juvenile and adult criminals?

- A) X Juvenile and adult criminals are provided due process
- B) Juveniles and adult criminals will be offered diversion
- C) Juveniles and adult criminals records will be made public
- D) Juveniles and adult criminals rulings will result in death sentences

KSDE Flip chart committee generated question Standard 1 "1-Civics-Government", Benchmark 1 "1", Indicator "2", Sub Indicator "2a"

CIVICS/GOVT				
SS.7.1.1.2a				

<p>SS.7.1.2.1k Standard: Civics-Government ▲ (K) defines the rights guaranteed, granted, and protected by the Kansas Constitution and its amendments.</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) describes, lists, identifies, explains (how/why)</p>
<p>Main Concept: The Kansas state Constitution</p>
<p>Embedded Concepts: Kansas state Constitution Bill of Rights United States Constitution Bill of Rights Things that happened first in Kansas (i.e., women voting) Wyandotte Constitution</p>
<p>Instructional Examples/Resources: Use a Venn diagram to compare Kansas state constitution/United States Constitution (Bill of Rights) Use local newspapers to locate examples of Kansas residents exercising their rights in reference to the Kansas state Constitution</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ All rights assessed under the indicator must appear in the Kansas state Constitution ▪ The use of stimuli is not required or encouraged under this indicator ▪ Only the rights guaranteed, granted, and protected by the Kansas state Constitution are assessable. Other aspects of the Constitution (e.g., structure of government) are not assessable. ▪ Items that ask about who does not have rights under the Kansas state Constitution (e.g., felons' right to vote) are not aligned to the indicator.
<p>Formative Performance Suggestions: Write a compare/contrast paper of the Unites States Constitution and Kansas state Constitution Create an artistic representation (i.e., poster, PowerPoint) of rights guaranteed to Kansas citizens</p>
<p>State Assessment Practice Item:</p> <p>28. In the Kansas state Constitution, the right to be secure against unreasonable searches and seizures guarantees people the right to</p> <p>A) have access to an attorney when questioned. B) protection against the government taking property for public use. C) post bail when charged with committing a crime. D) X protection against the police taking property without justification.</p> <p>QuestionId: 30007, Standard 1 "1-Civics-Government", Benchmark 2 "2", Indicator "1", Sub Indicator "1k"</p>

	CIVICS/GOVT			
	SS.7.1.2.1k			

<p>SS.7.1.5.3k Standard: Civics-Government ▲ (K) identifies the goods and services provided by local governments in the community (e.g., education, health agency, fire department, police, care for local community property, parks and recreation).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) lists, identifies, recognizes, explains (how/why), uses</p>
<p>Main Concept: The role of local units of government</p>
<p>Embedded Concepts: Local government provided services: fire dept., to; include city/county infrastructures with social agencies State provided services as a comparison to what local governments cannot do Federally provided services as a comparison to local government</p>
<p>Instructional Examples/Resources: Invite speakers from local units of government (school boards, city council, county officials, etc) Have students inquire about the use of eminent domain at local and state levels</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only those services identified in the e.g. list are eligible for assessment. ▪ As a knowledge-based indicator, stimuli are not required or encouraged. Items should avoid making comparisons between the functions of local, state, and national governments (e.g., do not use Venn diagrams).
<p>Formative Performance Suggestions: Student research: 1. Interview adult to see what individual taxes they pay; 2. What social services are these taxes paying for?</p>
<p>State Assessment Practice Item: 39. Which is a service provided by local governments in Kansas?</p> <p>A) Social Security B) armed forces C) Medicare D) X schools</p> <p>QuestionId: 30008, Standard 1 "1-Civics-Government", Benchmark 5 "5", Indicator "3", Sub Indicator "3k"</p>

		CIVICS/GOVT		
		SS.7.1.5.3k		

<p>SS.7.2.3.1a Standard: Economics ▲ (A) describes examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargoes).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) compares, contrasts, evaluates, concludes, problem solves</p>
<p>Main Concept: Influences on international trade</p>
<p>Embedded Concepts: Tariffs Free trade agreements NAFTA Current world conflicts</p>
<p>Instructional Examples/Resources: John Stossel’s DVD, “Is America #1?” (abc.com free video) Research where all the parts that make up an item come from (pencil, shoe, hamburger) Research where Kansas commodities go (wheat, beef, airplane parts) Use current events from newspapers or magazines for issues that impact international trade (mad cow disease, bird flu, sweatshops, natural disasters, genocide, foreign regimes, etc)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the concepts identified in the e.g. list are eligible for assessment. ▪ Items should demonstrate application of the concepts listed in the indicator and should not require only a basic recall of knowledge. ▪ Historical examples from the grade seven and eight curricula are suitable for assessment under United States economic sanctions as long they are listed in a history indicator as grade appropriate. ▪ Visual stimuli are acceptable under this indicator (e.g., web diagrams, cause-and-effect diagrams). ▪ Boycotts and embargoes should be considered types of economic sanctions. These two terms should not be assessed in the same item. ▪ The fluctuation of exchange rates between two currencies is an assessable concept under this indicator.
<p>Formative Performance Suggestions: Cause and effect diagram (labor costs – outsourcing, sweatshops) Plan family vacation based on current costs</p>

			ECONOMICS	
			SS.7.2.3.1a	

State Assessment Practice Item:

24. If the value of the U.S. dollar decreases relative to the Japanese yen, which would be the **most likely** effect?

- A) More tourists from the United States will travel to Japan.
- B) X Japanese goods sold in the United States will be more expensive.
- C) Fewer tourists from Japan will travel to the United States.
- D) The United States government will raise tariffs on Japanese goods.

QuestionId: 30010, Standard 2 "2-Economics", Benchmark 3 "3", Indicator "1", Sub Indicator "1a"

			ECONOMICS	
			SS.7.2.3.1a	

<p>SS.7.2.5.1a Standard: Economics ▲ (A) - (\$) compares the benefits and costs of spending, saving, or borrowing decisions based on information about products and services.</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) explains (how/why), evaluates, concludes, problem solves</p>
<p>Main Concept: Compares benefit/costs of products and services</p>
<p>Embedded Concepts: Opportunity cost Trade-off Scarcity Comparison shopping debt</p>
<p>Instructional Examples/Resources: Discuss various scenarios of decision making with students (i.e., costs of participating in sports, going to the movies—what must be given up to do so) Use sale adds from newspapers to compare values on same/similar products. Have students compare price, warranty, rebate, return policies, to determine which product is the “better” decision on which to spend money.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should provide personal experience scenarios and should not focus on abstract economic principles. ▪ Items written to this indicator should demonstrate a comparison between the costs and benefits of spending, saving, and borrowing decisions. ▪ Visual stimuli are acceptable under this indicator (e.g., two-column charts). ▪ Comparative shopping models of a product between stores and comparative unit pricing are acceptable for assessment. ▪ The term “opportunity cost” is acceptable. ▪ Item scenarios should be appropriate to the daily experiences of seventh- and eighth-grade students (e.g., scenarios should not discuss decisions about buying houses).
<p>Formative Performance Suggestions: Compare and contrast the decision to buy on a credit card or through earning and saving the money. Provide a list of three similar products that vary in customer satisfaction rating, warranty, discount/rebate offers. Ask students to decide on the best purchasing power on which to spend their money.</p>

				ECONOMICS
				SS.7.2.5.1a

State Assessment Practice Item:

29. Which would **most likely** be a benefit of buying a 64-ounce bottle of pop for \$2.00 instead of a 12-ounce bottle of pop for \$1.00?

- A) The sales tax on the 64-ounce bottle is less.
- B) X The price per ounce of the 64-ounce bottle is less.
- C) The cost of buying the 64-ounce bottle is less.
- D) The time spent buying the 64-ounce bottle is less.

QuestionId: 30011, Standard 2 "2-Economics", Benchmark 5 "5", Indicator "1", Sub Indicator "1a"

				ECONOMICS
				SS.7.2.5.1a

<p>SS.7.3.2.4k Standard: Geography ▲ (K) identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economic, government).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) recalls, lists, identifies, explains (how/why)</p>
<p>Main Concept: Define a region</p>
<p>Embedded Concepts: Land forms Temperatures and weather patterns Cultural names of a region: corn belt, rust belt, cotton belt, etc. Urban/rural</p>
<p>Instructional Examples/Resources: Use atlas to have students find five mountain regions within the US/World; 5 coastal areas, etc) Have students research the origin of language families: Romance, Germanic, Altaic, Athabaskan, etc Use reciprocal teaching model for students to teach their peers about a region</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items developed under this indicator should require only a basic knowledge recall of geographical regions. ▪ The use of photographs of different regions of the country is acceptable. ▪ Items developed under this indicator may use world geography from the seventh- and eighth grade geography appendix, but must be connected to the seventh- and eighth-grade grade U.S. history curriculum.
<p>Formative Performance Suggestions: Have students writing a historical fiction story about a region using true regional characteristics Students can identifying places on a map Map a trip to another destination in a region and determine what they might experience their: what they see, what type of weather to expect, the kind of government in place, etc</p>
<p>State Assessment Practice Item: 38. Deltas, tidelands, and peninsulas are physical characteristics of which type of geographic region?</p> <p>A) plains B) deserts C) X coasts D) mountains</p> <p>QuestionId: 30012, Standard 3 "3-Geography", Benchmark 2 "2", Indicator "4", Sub Indicator "4k"</p>

GEOGRAPHY				
SS.7.3.2.4k				

<p>SS.7.3.4.3k Standard: Geography ▲ (K) identifies the geographic factors that influence world trade and interdependence (e.g., location advantage, resource distribution, labor cost, technology, trade networks and organizations).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) identifies, recognizes</p>
<p>Main Concept: Global interdependence</p>
<p>Embedded Concepts: Outsourcing U.S. historical events: wars Kansas as a world exporter and importer NAFTA Imports and exports Sweatshops</p>
<p>Instructional Examples/Resources: Research (i.e., cell phone made in Korea – what products were used to make the shirt, labor, technology used, etc. and map the product distribution to other world markets) Follow current events on international trade and determine why commerce partnerships are profitable or agreeable to nations</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the geographical factors identified in the e.g. list are eligible for assessment under this indicator. ▪ Modern geographical examples may be used to illustrate these factors. ▪ Historical examples from United States history may be used to illustrate these factors, but they must be supported by the seventh- and eighth-grade curricula. ▪ Visual stimuli are not required for this indicator.
<p>Formative Performance Suggestions: Find the location on a map that shows the principal producer of a product and list the nations with which it does trade based on the criteria of the indicator's e.g. list.</p>

	GEOGRAPHY			
	SS.7.3.4.3k			

State Assessment Practice Item:

30. Which is a reason Mexico exports more products to the United States than Germany does?

- A) X Mexico has a location advantage.
- B) Mexico has a superior educational system.
- C) Mexico has a more industrial economy.
- D) Mexico has a more stable political system.

QuestionId: 30013, Standard 3 "3-Geography", Benchmark 4 "4", Indicator "3", Sub Indicator "3k"

	GEOGRAPHY			
	SS.7.3.4.3k			

SS.7.3.5.1k

Standard: Geography

▲ (K) identifies ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1) describes, identifies, defines, observes, explains (how/why), cause/affect

Main Concept:

Modification of physical environment due to changes in technology

Embedded Concepts:

To improve human lifestyle

Common good

Efficiency

Past & present world cultures that have used technology to improve lifestyle

Weather patterns

Instructional Examples/Resources:

Study the modern day use of the Yangtze River, the longest river in China.

Use current events (floods, droughts, problems faced by developing nations—water access, lack of roads to access commerce, etc. to discuss the ways technology can improve a way of life for a particular culture.

Use primary/secondary source historical maps to see changes within a region (i.e., towns that are no longer there due to reservoirs or urbanization).

Item Specifications:

- Multiple choice, one correct answer
- Only the technologies identified in the e.g. list are eligible for assessment.
- Items should not require detailed analysis of concepts.
- Stimuli are not necessary under this indicator.
- World cultures are assessable under this indicator. Examples should be modern (not from ancient history).

Formative Performance Suggestions:

Write and explain the significance of an area near you that has been changed by technology.

Interview a member of an older generation on what changes have occurred in their community over time as a result of technology.

		GEOGRAPHY		
		SS.7.3.5.1k		

State Assessment Practice Item:

31. How have levees along the Missouri River **mainly** affected the environment?

- A) They have made the local water safe for drinking.
- B) They have enabled fish to move upstream past dams.
- C) They have generated electricity from the passing water.
- D) X They have protected the surrounding countryside from flooding.

QuestionId: 30014, Standard 3 "3-Geography", Benchmark 5 "5", Indicator "1", Sub Indicator "1k"

		GEOGRAPHY		
		SS.7.3.5.1k		

SS. 7.4.1.4a

Standard: History

▲ (A) analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas (e.g., loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) tells, interprets, cause/affect, infers, evaluates, imagines, speculates, problem solves

Main Concept:

Impact of Indian Removal Act

Embedded Concepts:

Missions
 Land allocation to tribes
 Impact on indigenous, tribal people as emigrants and White settlers
 Treaties
 Trail of Tears
 Andrew “Sharp Knife” Jackson

Instructional Examples/Resources:

Use video clips from documentaries (i.e., Into the West)
 Experiential exercises from the *Kansas Journey* textbook
 Analyze primary sources (i.e., treaties, letter from Satanta) to make inferences

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator should analyze the impact of the Indian Removal Act of 1830 on emigrant Indian tribes, not on tribes that existed in Kansas prior to the Indian Removal Act.
- Items written to this indicator should not focus on the causes of emigration of Indian tribes that came to Kansas.
- Items written to this indicator should require analysis of the impacts, not the identification of the types of impacts.
- Excerpts from contemporary accounts are acceptable for this indicator.
- Visual stimuli are acceptable under this indicator (e.g., web diagrams, cause-and-effect diagrams). Photographs may be used as stimuli to assess the concept of assimilation.

Formative Performance Suggestions:

Select an emigrant tribe, identify and discuss changes, experience in life in Kansas
 Given population figures for a particular tribe – pre-immigration and past immigration; discuss the reasons for changes including geography, resources, health, climate, etc.

			HISTORY	
			SS.7.4.1.4a	

State Assessment Practice Item:

23. The quotation below is from a report by the agent in charge of relocating Ottawa Indians from Ohio to Kansas in the 1830s.

. . . out of about 600 emigrants, more than 300 died within the first two years, because of exposure, lack of proper food, and the great difference between the cool, damp woods of Ohio and the dry, hot plains of Kansas.

— Agent who led Ottawas to Kansas

Based on the quotation, which **best** explains why more than half of the Ottawa Indians died within two years after they were relocated to Kansas?

- A) X They were not used to the climate of their new home.
- B) They refused to eat in protest of their forced migration.
- C) They would not accept the help of the federal government.
- D) They lacked the patience to adjust to the new environment.

QuestionId: 30015, Standard 4 "4-History", Benchmark 1 "1", Indicator "4", Sub Indicator "4a"

			HISTORY	
			SS.7.4.1.4a	

SS.7.4.2.2k

Standard: History

▲ (K) describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2) describes, identifies, observes, compares, explains (how/why), classifies, distinguishes, imagines, predicts, generalizes

Main Concept:

Bleeding Kansas

Embedded Concepts;

Kansas-Nebraska Act; popular sovereignty

Stephan Douglas

Missouri Compromise

Instructional Examples/Resources:

Use a t-chart showing actions taken by proslavery groups and abolitionist groups to determine the future of Kansas

Discuss cause and effect with students– impetus for Kansas-Nebraska Act and Bleeding Kansas

Field trips to historical places related to indicator: Lawrence, Kansas; Lecompton, KS; Topeka, KS, etc.

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator should focus only on the concepts listed within the indicator during the period of the Kansas Territory.
- Items written to this indicator should require factual recall of knowledge, rather than analysis.
- Visual stimuli are not required for this indicator.
- The Kansas-Nebraska Act is assessable under this indicator.
- The Pottawatomie Massacre and the raid on Lawrence by pro-slavery forces are assessable.
- The terms “Border War” and ‘Bleeding Kansas’ may be used.
- John Brown is assessable under this indicator.
- The term “Border Ruffians” should be used only to refer to pro-slavery supporters during the Border War and Bleeding Kansas.
- The term ‘bushwhackers’ should be used to describe aggressors from Missouri during the Civil War.

Formative Performance Suggestions:

If you were alive at this time would you have been an abolitionist or proslavery and explain why?

				HISTORY
				SS.7.4.2.2k

State Assessment Practice Item:

35. During the Civil War, Confederate guerrillas who came from Missouri to carry out raids in Kansas were known as

- A) Exodusters.
- B) X bushwhackers.
- C) Jayhawkers.
- D) carpetbaggers.

QuestionId: 30016, Standard 4 "4-History", Benchmark 2 "2", Indicator "2", Sub Indicator "2k"

				HISTORY
				SS.7.4.2.2k

SS.7.4.3.1k

Standard: History

▲ (K) describes the reasons for tension between the American Indians and the United States government over land in Kansas (e.g., encroachment on Indian lands, depletion of the buffalo and other natural resources, the Sand Creek massacre, broken promises).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2) describes, identifies, interprets, cause/affect, distinguishes, imagines

Main Concept:

Kansas land disputes

Embedded Concepts:

Homestead Act
 Railroads
 Medicine Lodge Treaty
 Indian Wars
 Cattle trails
 European immigration
 Westward Expansion

Instructional Examples/Resources:

Use maps to identify relocation of tribal people; trails, railroad lines
 Use primary/secondary source documents to study topic and acquire perspective to hold debates (United States government views vs. Native Americans views)

Item Specifications:

- Multiple choice, one correct answer
- Items aligned to this indicator should focus on only the terms identified in the e.g. list.
- Items aligned to this indicator should be basic descriptions of the reasons for tension, and should not require analysis.
- Stimuli are not necessary for this indicator.

Formative Performance Suggestions:

Create questions for a mock interview of Native Americans who have lost their lands, settler who have taken land, government officials who facilitated the take over.

HISTORY				
SS.7.4.3.1k				

State Assessment Practice Item:

25. During the late 1800s in Kansas, which action taken by white settlers with the support of the United States Army led to increased conflict with American Indians?

- A) the seizure of tribal lands
- B) overuse of the Ogallala aquifer
- C) the enslavement of tribes
- D) forced conversions to Christianity

QuestionId: 30017, Standard 4 "4-History", Benchmark 3 "3", Indicator "1", Sub Indicator "1k"

HISTORY				
SS.7.4.3.1k				

<p>SS.7.4.3.5k Standard: History ▲ (K) describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin “Pap” Singleton).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) describes, recalls, identifies, explains (how/why), distinguishes, evaluates</p>
<p>Main Concept: Exodusters/African American migration</p>
<p>Embedded Concepts: Nicodemus/Hill City, Bogue Promotional advertisements Homestead Act Reconstruction Governor John St. John Leavenworth/St. Louis</p>
<p>Instructional Examples/Resources: Socratic seminar over Exoduster chapter from <u>The Kansas Journey</u> Visit Nicodemus National Historic Site via online field trip or question and answer session with park ranger.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the concepts identified in the e.g. list are assessable under this indicator. ▪ Items written to this indicator should require only basic factual recall of knowledge. ▪ Benjamin “Pap” Singleton should always be referred to as such, not as Benjamin Singleton. ▪ Stimuli are not required or encouraged for this indicator.
<p>Formative Performance Suggestions: Performance assessment – create a poster encouraging African-Americans to come to Kansas in the 1860s; provide a minimum of three reasons on the poster Formative – which statement best explains why African-Americans migrated to Kansas in the 1860s</p>
<p>State Assessment Practice Item: 37. Benjamin "Pap" Singleton encouraged which group to move to Kansas?</p> <p>A) Confederate soldiers B) American Indians C) European immigrants D) X African Americans</p> <p>QuestionId: 30018, Standard 4 "4-History", Benchmark 3 "3", Indicator "5", Sub Indicator "5k"</p>

	HISTORY			
	SS.7.4.3.5k			

<p>SS. 7.4.4.2k Standard: History ▲ (K) describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, government corruption, high debts and low prices for farmers).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) describes, identifies, compares, classifies, infers, evaluates</p>
<p>Main Concept: Populism in Kansas</p>
<p>Embedded Concepts: Gilded Age Progressivism William Allen White William Jennings Bryan Fred Harvey Cyrus Holliday</p>
<p>Instructional Examples/Resources: Frank Baum’s <u>Wizard of Oz</u> allegory “What’s the Matter with Kansas” article by William Allen White (1896)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should only assess the concepts identified in the e.g. list. ▪ Items should be descriptive about the development of Populism in Kansas, not analytical. ▪ Stimuli are not required for this indicator.
<p>Formative Performance Suggestions: Toto represents what in <u>Wizard of Oz</u>? Pick one character or scene from movie and explain connection to Kansas/populism</p>
<p>State Assessment Practice Item:</p> <p>27. In the 1880s, one major reason Kansas farmers supported the Populist movement was because they were upset about increasing</p> <p>A) monetary inflation. B) regulation of international trade. C) X railroad shipping costs. D) government control of big business.</p> <p>QuestionId: 30019, Standard 4 "4-History", Benchmark 4 "4", Indicator "2", Sub Indicator "2k"</p>

		HISTORY		
		SS.7.4.4.2k		

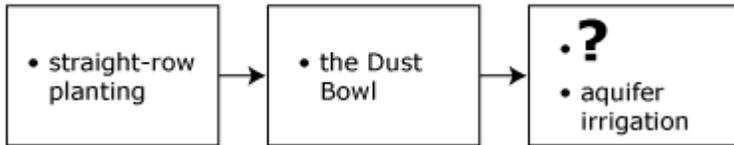
<p>SS.7.4.5.1a Standard: History ▲ (A) compares agricultural practices before and after the dust storms of the 1930s (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (2) describes, identifies, compares, contrasts, interprets, explains (how/why), cause/affect, evaluates, predicts, generalizes</p>
<p>Main Concept: Environmental impact on agricultural practices</p>
<p>Embedded Concepts: Soil conservation Drought Great Depression Relief programs Declining population</p>
<p>Instructional Examples/Resources: Resources available for topics relating to <i>Dust Bowl in Kansas</i> at the Kansas State Historical Society website. Use photographs from the Dust Bowl to complete a then and now analysis. Read primary source from those living in Kansas during the time of the Dust Bowl. Show “Little Rascals” without sound to discuss financial difficulty during time period. Create models of stubble mulch, irrigation, terracing, etc.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should demonstrate a comparison between farm practices before and after the dust storms of the 1930s. ▪ Items written to this indicator may only assess the farm practices listed in the indicator. ▪ Visual stimuli are acceptable under this indicator (e.g., web diagrams, cause-and-effect diagrams). Photographs should be used with caution. Any item that uses a photograph must require the student to analyze the photograph to answer the question.
<p>Formative Performance Suggestions: Students create questions from interviews for a panel of people discussing agricultural practices pre/post; compare this to a modern technological development familiar to students (i.e., cell phones); predict future</p>

			HISTORY	
			SS.7.4.5.1a	

State Assessment Practice Item:

32. The flow chart below shows changes in farm practices in Kansas.

Kansas Farm Practices



Which **best** completes the chart?

- A) sodbusting
- B) single-crop planting
- C) X stubble mulching
- D) slashing and burning

QuestionId: 30020, Standard 4 "4-History", Benchmark 5 "5", Indicator "1", Sub Indicator "1a"

			HISTORY	
			SS.7.4.5.1a	

SS.7.4.7.2a

Standard: History

▲ (A) examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2) describes, identifies, compares, contrasts, interprets, explains (how/why), classifies, infers, evaluates, concludes

Main Concept:

Primary sources related to Kansas history

Embedded Concepts:

Research skills
 Analysis skills—credibility; bias
 Literary terms—purpose, point of view
 Historical thinking skills

Instructional Examples/Resources:

Use primary source materials available on the Kansas State Historical Society website to compare and contrast opposing points of view.
 Discuss main ideas found in primary source materials and make a connection to events that are occurring today. Are these perspectives still relevant? (state/government policy impact of people? Hardships faced by various ethnic groups? Etc...)

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must use primary sources and ask students to analyze them.
- Items written to this indicator must focus on topics from Kansas history that are supported by the seventh-grade curriculum.
- Items written to this indicator must use one of the types of primary sources identified in the e.g. list.

Formative Performance Suggestions:

Provide two articles on different point of view; have students analyze purpose of article (e.g., railroad propaganda posters, diaries of poor farmers during dust bowl, Kansas Journeys-buffalo hunter journal of kills)

				HISTORY
				SS.7.4.7.2a

State Assessment Practice Item:

26. The quotation below is from a letter written by Kansas Governor John P. St. John to the Reverend Henry Smith in 1879.

My Dear Sir
. . . Any colored man who is honest and industrious and who can come with a very small capital to sustain him for a short time until he can get a start can do well. . . . The life and property of the colored man is just as safe here as is the life and property of a white man. The advantages for educating his children are equal to those extended to white children.

— Governor John P. St. John (1879)

Based on the quotation, Governor St. John would have **most likely** encouraged Exodusters to

- A) move to the South.
- B) avoid visiting Kansas.
- C) stay in the South.
- D) X come live in Kansas.

QuestionId: 30021, Standard 4 "4-History", Benchmark 7 "7", Indicator "2", Sub Indicator "2a"

				HISTORY
				SS.7.4.7.2a

<p>SS.8.1.3.3k Standard: Civics-Government ▲ (K) explains how the United States Constitution can be changed through amendments.</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) describes, lists, identifies, interprets, explains (how/why), predicts</p>
<p>Main Concept: Amending the Constitution</p>
<p>Embedded Concepts: Constitutional flexibility for social changes/changing times Bill of Rights Article V Amending and ratifying the Constitution State legislatures</p>
<p>Instructional Examples/Resources: Discuss successful /unsuccessful amendments and have students explain why some were successful (i.e.: Campaign Finance Amendment, electoral College Amendment, Equal Rights Amendment; Flag Desecration Amendment). As a class, create a graphic organizer for Article V of the U.S. Constitution. Have students rank the top 10 social issues and discuss the potential future amendments?</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should focus only on the process of changing and adding amendments to the United States Constitution. They should not focus on the history of specific amendments. ▪ Stimuli are not required for this indicator.
<p>Formative Performance Suggestions: Using the Bill of Rights, pick a current social issue that you believe could lead to an effort to amend the Constitution; write the steps which are necessary to add this amendment</p>
<p>State Assessment Practice Item:</p> <p>42. With a two-thirds majority vote in both houses, Congress may propose an amendment to the United States Constitution, which must then be approved by three-fourths of the</p> <p>A) state governors. B) electoral college. C) X state legislatures. D) presidential cabinet.</p> <p>QuestionId: 30022, Standard 1 "1-Civics-Government", Benchmark 3 "3", Indicator "3", Sub Indicator "3k"</p>

	CIVICS/GOVT			
	SS.8.1.3.34			

SS.8.1.3.4a

Standard: Civics-Government

▲ (A) analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) compares, contrasts, interprets, evaluates, speculates, concludes

Main Concept:

American Constitutional ideals

Embedded Concepts:

Magna Carta
 Paine's "Common Sense"
 Bill of Rights
 Federalist/anti-federalist papers
 Mayflower Compact
 Authority of the people/consent of the people
 US Constitution as the Supreme Law of the Land

Instructional Examples/Resources:

Using paragraph 2, sentence 1, of the Declaration of Independence, determine the rights of citizens.
 Read Preamble and write in their own words the responsibility of the government to the people.
 School House Rock video – music connection
 Compare U.S. Constitution to other countries – discussing rights given to the people (How does the U.S. Constitution compare to other democracies: India, South Korea, and South Africa?)

Item Specifications:

- Multiple choice, one correct answer
- Items should require analysis of essential principles of American government including, but not limited to, popular sovereignty, federalism, limited government, the separation of powers, respect for individual rights, the recognition of human (natural) rights, and checks and balances.
- Items should use excerpts from the Declaration of Independence and the United States Constitution.
- Items should require students to analyze excerpts to answer the question.

Formative Performance Suggestions:

Essay question – what rights are implied to an American in today's world?

	CIVICS/GOVT			
	SS.8.1.3.34			

State Assessment Practice Item:

51. The passage below is the Preamble to the United States Constitution.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

— Preamble to the United States Constitution

Which democratic principle is referred to in this passage?

- A) minority rights
- B) X popular sovereignty
- C) free enterprise
- D) separation of powers

QuestionId: 30023, Standard 1 "1-Civics-Government", Benchmark 3 "3", Indicator "4", Sub Indicator "4a"

	CIVICS/GOVT			
	SS.8.1.3.34			

SS. 8.2.1.1a

Standard: Economics

▲ (A) analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services (e.g., price goes up and production goes down, consumption goes down and distribution is limited).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (2) compares, interprets, explains (how/why), cause/affect, evaluates, predicts

Main Concept:

Effect of scarcity on goods and services

Embedded Concepts:

Supply and demand
Historical concepts (i.e., cotton, gold, land, natural resources)

Instructional Examples/Resources:

Use relevant items to show difference in things you can easily get or those very difficult (iPod, Tickle Me Elmo, etc.) to discuss the relationship to price and supply and the relationship to price and demand. Create a double line graph of cotton production and slave population (after cotton gin – 1793). What inferences can be made about the production of cotton?

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must require analysis of the effect of scarcity on one of the factors listed (i.e., price, production, consumption, distribution).
- Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, supply-and demand charts).
- Historical examples in items are acceptable as long as they are supported by the seventh- and eighth-grade history curricula.
- Modern United States context questions are acceptable. World history contexts are not acceptable except when scenarios show the United States' interdependence on the world economy.

Formative Performance Suggestions:

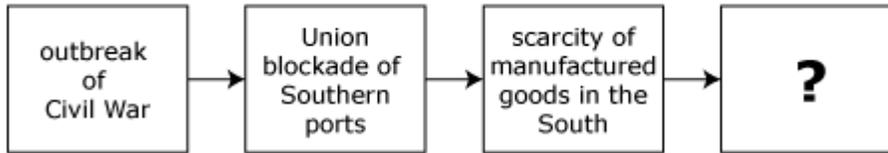
Essay question – in the future what commodity or natural resource is going to become scarce? Defend your answer.

		ECONOMICS		
		SS.8.2.1.1a		

State Assessment Practice Item:

41. The cause-and-effect diagram below illustrates the economy of the South during the American Civil War.

The Southern Economy During the Civil War



Which **best** completes the diagram?

- A) increase in the consumption of goods in the South
- B) increase in the quality of goods in the South
- C) increase in the distribution of goods in the South
- D) X increase in the price of goods in the South

QuestionId: 30024, Standard 2 "2-Economics", Benchmark 1 "1", Indicator "1", Sub Indicator "1a"

		ECONOMICS		
		SS.8.2.1.1a		

SS.8.2.2.1k

Standard: Economics

▲ (K) explains how relative price, people’s economic decisions, and innovations influence the market system (e.g., cotton gin led to increased productivity, more cotton produced, higher profits, and lower prices; steamboat led to increased distribution of goods, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef).

Explanation of Indicators:

Cognitive Level (K); Three Story Intellect (1) lists, defines, cause/affect

Main Concept:

Market system

Embedded Concepts:

Supply and demand
 Monopoly
 Industrial Revolution
 Entrepreneurs
 Technological innovation
 Settling the West

Instructional Examples/Resources:

Create a cause and effect graphic organizer for items on the indicator’s e.g. list.
 Create a timeline based on events that occur related to items on the indicator’s e.g. list.
 Look at events/innovations that have occurred in the past and current century and discuss the impact of them in relationship to how people make decisions (“greener lifestyles,” compact cars, food choices, etc…)

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may assess only the examples identified in the e.g. list.
- Stimuli are not required for items under this indicator.

Formative Performance Suggestions:

Research a technological invention; develop a museum display; student do gallery work; then rank the top 10 items and defend their ranking based on the impact of people’s decision making and price stability).

State Assessment Practice Item:

50. In the 1800s, the widespread use of the cotton gin in the South **decreased** the

- A) X cost of producing cotton.
- B) amount of cotton produced.
- C) use of slaves to harvest cotton.
- D) amount of profit made from cotton.

QuestionId: 30025, Standard 2 "2-Economics", Benchmark 2 "2", Indicator "1", Sub Indicator "1k"

			ECONOMICS	
			SS.8.2.2.1k	

<p>SS.8.2.2.4k Standard: Economics ▲ (K) - (\$) describes the positive and negative incentives to which employees respond (e.g., wage levels, benefits, work hours, working conditions).</p>
<p>Explanation of Indicators: Cognitive Level (K); Three Story Intellect (2) identifies, recognizes, contrasts, interprets, explains (how/why), classifies, distinguishes</p>
<p>Main Concept: Factors effecting employment decisions</p>
<p>Embedded Concepts: Child labor laws Women labor laws Unions/Strikes Lowell Mills Triangle shirt waist Haymarket Homestead Movement of people</p>
<p>Instructional Examples/Resources: Interview an adult as to job conditions Invite panel of speakers from human resource professions – What do people look for in a job? What do employers look for in an employee? Examine job ads in the classified section of newspapers or print from on-line. List the benefits for each job. How do these benefits vary? How does the pay rate/salary vary? Make inferences about types of jobs.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should require only basic recall of knowledge. ▪ Only the four types of positive and negative incentives identified in the e.g. list are eligible for assessment. ▪ Items should not assess abstract principles; rather, they should focus on personal experiences. ▪ Items may be placed in historical context (e.g., wage levels demanded by labor unions). ▪ Items should not assess benefits that are beyond the knowledge level of eighth-grade students (e.g., students should not be expected to know the language of benefits packages, such as 401k).
<p>Formative Performance Suggestions: Role play – employers, workers, union leaders, unemployed, immigrants groups; select one of the characters to develop questions/answers; conduct press interview. Pair students to simulate job interviews. One is the employer, the other the future employee. What questions should the employee be asking related to the items on the indicator’s e.g. list?</p>

				ECONOMICS
				SS.8.2.2.4k

State Assessment Practice Item:

49. If a business wanted to expand its workforce, which incentive would **most likely** attract new employees?

- A) long hours
- B) limited health benefits
- C) X high wages
- D) strict working conditions

QuestionId: 30026, Standard 2 "2-Economics", Benchmark 2 "2", Indicator "4", Sub Indicator "4k"

				ECONOMICS
				SS.8.2.2.4k

SS.8.3.4.1a

Standard: Geography

▲ (A) evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, migration patterns: rural, urban).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) evaluates, generalizes, concludes, problem solves, uses

Main Concept:

Why people live where they do

Embedded Concepts:

Push-pull factors

Immigration

Census records/data

Eminent domain

Map skills/reading primary/secondary sources

Instructional Examples/Resources:

Look at census records for local community and compare them to the growth of the state. Compare census records for ethnic groups.

Compare health records of pre-inoculation era vs. later era; compare life spans

Math activity – unincorporated cities on maps: How many people are needed to allow a city to incorporate?

What would attract people? How many people must come?

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the types of demographic data identified in the e.g. list.
- Items should use stimuli that show demographic data.
- Items must focus only on demographic data about the United States.

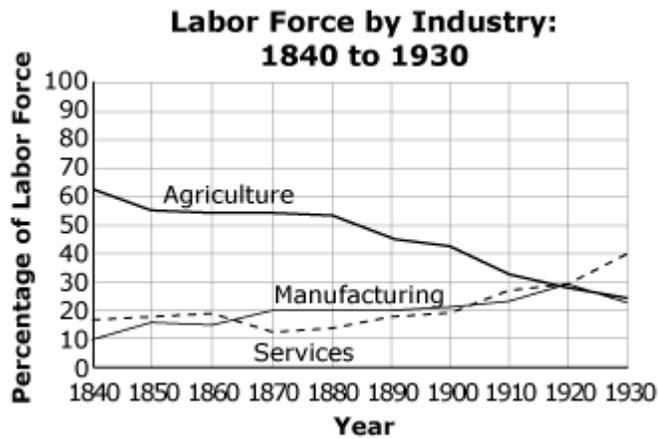
Formative Performance Suggestions:

Have students pick a city in Kansas or in the United States and prepare a PowerPoint that contains census information, diversity in the community, and promoting why others would want to live there.

GEOGRAPHY				
SS.8.3.4.1a				

State Assessment Practice Item:

47. The graph below shows changing labor patterns in the United States between 1840 and 1930.



Which **best** explains the change in the agricultural labor force during this period of time?

- A) the passage of antitrust legislation
- B) the westward expansion across the continent
- C) X the industrialization of the country
- D) the abolition of slavery throughout the country

QuestionId: 30027, Standard 3 "3-Geography", Benchmark 4 "4", Indicator "1", Sub Indicator "1a"

GEOGRAPHY				
SS.8.3.4.1a				

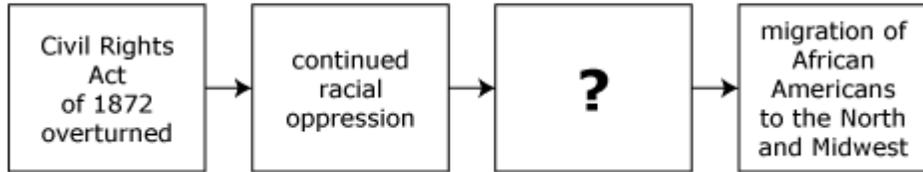
<p>SS.8.3.4.2a Standard: Geography ▲ (A) analyzes push-pull factors including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of natural resources, job opportunities created by technology; political: Jim Crow laws, free-staters; social factors: religious, ethnic discrimination).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) describes, lists, identifies, interprets, explains (how/why), classifies, evaluates, predicts, hypothesizes, generalizes</p>
<p>Main Concept: Push-pull factors of settlement</p>
<p>Embedded Concepts: Immigration Slavery Illegal immigrants Exodusters/Nicodemus/Pap Singleton Homestead Preemption Acts Technological innovations Cattle</p>
<p>Instructional Examples/Resources: Create cause and effect organizers to study push-pull factors (i.e.: stockyards in Garden City, KS, increased the demand for jobs; the opportunity for employment attracted diverse populations to move to Garden City) Do same for other groups of historical immigration periods. Interview city council members and ask how your city, KS attracts new residents. What must a city be able to offer? Propaganda campaigns (kansashistory.org)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should focus only on the factors identified in the e.g. list. ▪ Items written to this indicator should be placed in the context of United States history. ▪ Scenarios for items should be supported by the seventh- and eighth-grade curricula. ▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, web diagrams, bulleted lists).
<p>Formative Performance Suggestions: Using railroad posters, student identifies “what is not there?” Identify why a city did or did not flourish.</p>

	GEOGRAPHY			
	SS.8.3.4.2a			

State Assessment Practice Item:

46. The cause-and-effect diagram below shows some push factors that encouraged African Americans to migrate out of the South in the late 1800s.

Push Factors Leading to African American Migration



Which **best** completes the diagram?

- A) X the passage of Jim Crow laws
- B) the growth of the cotton industry
- C) the decline of the sharecropping economy
- D) the development of the Underground Railroad

QuestionId: 30028, Standard 3 "3-Geography", Benchmark 4 "4", Indicator "2", Sub Indicator "2a"

	GEOGRAPHY			
	SS.8.3.4.2a			

SS.8.4.1.4a

Standard: History

▲ (A) explains the impact of constitutional interpretation during the era (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court - Marbury v. Madison, McCulloch v. Maryland (1819)).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) identifies, interprets, explains (how/why), cause/affect, evaluates, predicts, hypothesizes, concludes

Main Concept:

Constitutional interpretation

Embedded Concepts:

Amendments
 State and citizen rights
 Thomas Jefferson
 Judicial review
 Judicial branch
 Chief Justice Marshall
 John Adams

Instructional Examples/Resources:

Use readings of information found at Landmarkcases.org and discuss the effects the items on the indicator's e.g. list had.
 Use trial transcripts – bias, interpretation, point of view ([May It Please the Court](#) audios)
 Use a story map (literacy connection) to identify main characters involved in each e.g. item for the indicator and explain their relationship with each other.

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must assess the impact of only the government documents identified in the e.g. list.
- Items written to this indicator must assess the constitutional implications of these government documents.
- Items should require analysis, not factual recall of information about the documents.
- Excerpts from these documents are acceptable, but the excerpts should be recognizable to students.
- Visual stimuli are acceptable under this indicator (e.g., cause-and-effects diagrams).

Formative Performance Suggestions:

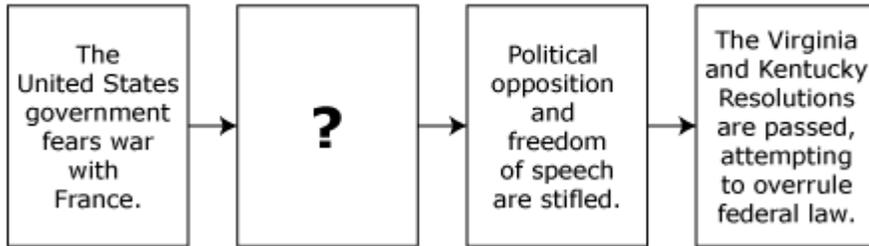
Have students use primary/secondary source excerpts from the Sedition Act. Have them translate the meaning of the act into modern day explanation.
 Use landmarkcases.org (case and worksheet which has students analyze various situations according to this case)

		HISTORY		
		SS.8.4.1.4a		

State Assessment Practice Item:

45. The cause-and-effect diagram below shows a constitutional crisis in American history.

A Constitutional Crisis in the Early American Republic



Which **best** completes the diagram?

- A) Congress passes the Northwest Ordinance.
- B) The army suppresses the Whiskey Rebellion.
- C) X Congress passes the Alien and Sedition Acts.
- D) The Supreme Court rules on *McCulloch v. Maryland*.

QuestionId: 30029, Standard 4 "4-History", Benchmark 1 "1", Indicator "4", Sub Indicator "4a"

		HISTORY		
		SS.8.4.1.4a		

SS.8.4.1.5a

Standard: History

▲ (A) analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) describes, identifies, recognizes, interprets, infers, evaluates, imagines, predicts, speculates, concludes

Main Concept:

Territorial expansion

Embedded Concepts:

Constructionism
 Loose or strict interpretation of the Constitution
 Thomas Jefferson
 James Polk
 54' 40" fight
 Compromise 1850
 Missouri Compromise
 Articles of Confederation
 States' rights

Instructional Examples/Resources:

Locate and examine primary/secondary sources from the time period and make inferences
 Examine election propoganda of era (Tippecanoe, 54' 40", etc.)
 Locate relevant areas on a map (area of the Lousina Purchase; Northwest Ordinance, etc...)

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator should assess only the specific concepts identified in the e.g. list.
- Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, excerpts, bulleted lists, web diagrams, political cartoons).

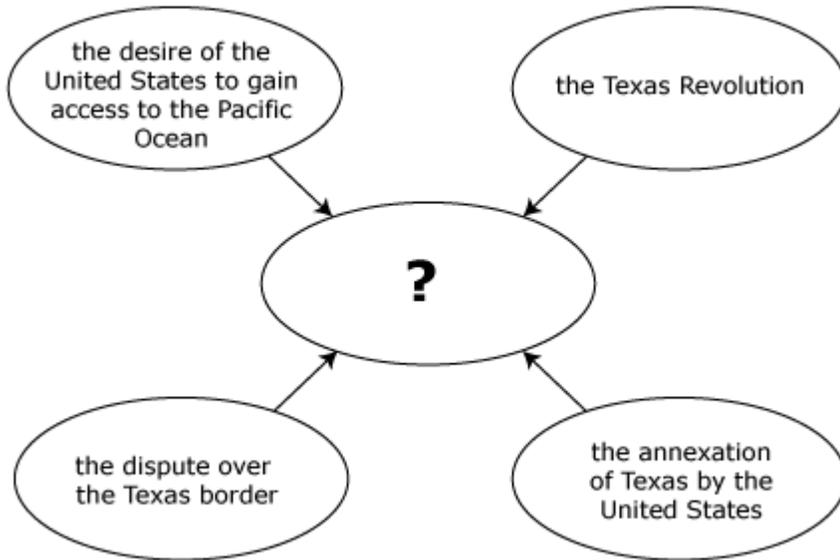
Formative Performance Suggestions:

Journal form the perspective of a person affected by expansion
 With "America's Progress" shown, students portray one of the people in the picture; others/teacher question student with spiraling questions (i.e., who are you; what are you doing, how does this impact your life/family, how des this impact others (Native Americans, animals, environment)) History Alive!
 RAFT – write to person displaced, explaining why

			HISTORY	
			SS.8.4.1.5a	

State Assessment Practice Item:

52. The diagram below shows some causes of a nineteenth-century war.



Which **best** completes the diagram?

- A) the War of 1812
- B) the Spanish-American War
- C) the Civil War
- D) X the Mexican-American War

QuestionId: 30030, Standard 4 "4-History", Benchmark 1 "1", Indicator "5", Sub Indicator "5a"

			HISTORY	
			SS.8.4.1.5a	

SS.8.4.1.6a

Standard: History

▲ (A) explains how the Industrial Revolution and technological developments impacted different parts of American society (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) lists, explains (how/why), cause/affect, evaluates, imagines, speculates, generalizes

Main Concept:

Industrial revolution and technological development

Embedded Concepts:

Standard of living
 Inventors (i.e., Whitney, Fulton)
 Child labor
 Canals (i.e., Erie)
 Slaves
 Textile mills
 Immigrant labor
 Shirtwaist Triangle Fire
 Robber barons

Instructional Examples/Resources:

Create a timeline of events, inventions during the Industrial Revolution and use graphic organizers (i.e., KWL, t-charts) to explain cause and effect of these vents and inventions.
 Primary sources – reading literature books: *Lyddie* (i.e., advertisement; have students pick out key words from article, condense to 15 words, write a summary)
 Compare to today’s sweatshops (i.e., child labor) – reference United Nations website for lesson plans on current child labor issues

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator must focus only on the technological developments identified in the e.g. list.
- Items should not require students to identify types of technologies; rather, they should require students to determine the impact of these technological developments on different parts of American society.
- Visual stimuli are acceptable under this indicator (e.g., maps, cause-and-effect diagrams, charts, web diagrams).

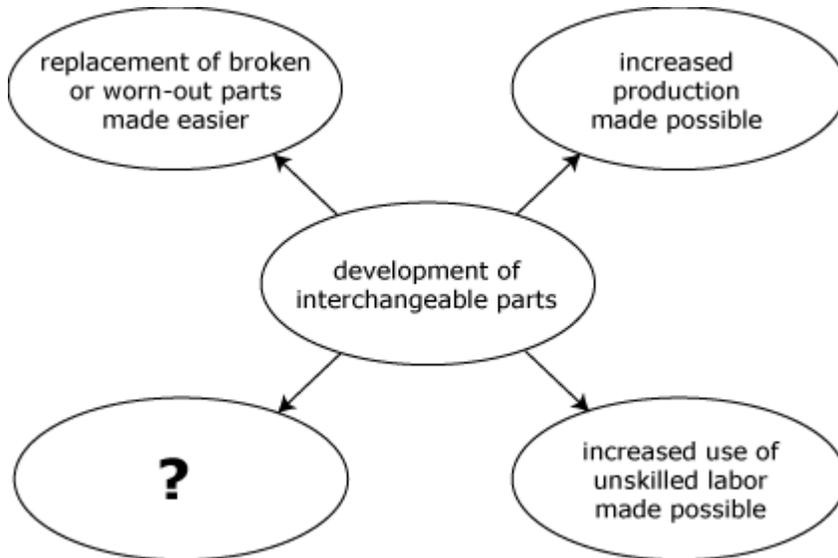
Formative Performance Suggestions:

Write a pro and con paper from Shirtwaist Triangle Fire viewpoint

				HISTORY
				SS.8.4.1.6a

State Assessment Practice Item:

48. The diagram below shows some of the effects of the development of interchangeable parts in the 1800s.



Which **best** completes the diagram?

- A) decreased need for coal
- B) X decreased prices of consumer goods
- C) decreased need for steel
- D) decreased demand for consumer goods

QuestionId: 30031, Standard 4 "4-History", Benchmark 1 "1", Indicator "6", Sub Indicator "6a"

				HISTORY
				SS.8.4.1.6a

SS.8.4.2.3k

Standard: History

▲ (K) retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, Uncle Tom’s Cabin).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2) describes, recalls, lists, identifies, compares, contrasts, explains (how/why), cause/affect, evaluates

Main Concept:

Causes of Civil War

Embedded Concepts:

Slavery
 Dred Scott
 Bleeding Kansas/Border wars (jayhawkers, bushwhackers, etc.)
 Stephen Douglas
 Abraham Lincoln
 John Brown
 Henry Clay
 Roger Taney
 Fort Sumter
 States’ rights
 Wilmot Provision

Instructional Examples/Resources:

Create a timeline of events leading up to the Civil War and explain how one events lead to another. Identify on a map, free slave states by year of admission into the Union; locate the Mason Dixon line. Create a flowchart of each major act (i.e., Missouri Compromise, Compromise 1850, Kansas Nebraska Act) and what that act enforced.

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may assess only the events identified in the e.g. list.
- Visual stimuli are not required or encouraged for items under this indicator.

Formative Performance Suggestions:

Create propaganda persuading your audience to vote “free or slave” state. Use Lincoln’s “House Divide” speech to identify main concepts and summarize or draw cartoon explaining the “House Divide” speech.

HISTORY				
SS.8.4.2.3k				

State Assessment Practice Item:

54. Which law, passed in 1854, stated that each territory could decide for itself whether slavery was legal?

- A) the Wilmot Proviso
- B) the Great Compromise
- C) X the Kansas-Nebraska Act
- D) the Missouri Compromise

QuestionId: 30032, Standard 4 "4-History", Benchmark 2 "2", Indicator "3", Sub Indicator "3k"

HISTORY				
SS.8.4.2.3k				

SS.8.4.2.5k

Standard: History

▲ (K) describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman’s March to the Sea).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1) describes, recalls, lists, identifies, observes, interprets

Main Concept:

Civil War turning points

Embedded Concepts:

- Abraham Lincoln
- Robert E. Lee
- Differences in North and South
- Focus of war/changes
- European support changes
- Economic resources of the North and South
- Black soldiers in the Union
- Pickett’s charge

Instructional Examples/Resources:

- Locate events of turning points on a map.
- Invite Civil War reenactors to ask questions on the topic
- Read primary sources (Emancipation Proclamation) to understand purpose and will of the government.

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator may only assess the specific battles and events identified in the e.g. list.
- Items should require only basic recall of knowledge.
- Items may also assess why the events were important turning points of the Civil War.
- Stimuli are not required or encouraged for items under this indicator.

Formative Performance Suggestions:

Ask student to explain a turning point in the Civil War and create a R.A.F.T project (R= role, A=audience, F=format, T=topic). Have students assume a character of the Civil War (Lincoln, Sherman, soldier, etc) and write a diary entry as the format of the RAFT.

State Assessment Practice Item:

53. During the Civil War, Union victory in which battle marked the last time Confederate forces attempted a major invasion of the North?

- A) the Battle of Shiloh
- B) the Battle of Bull Run
- C) the Battle of Antietam
- D) X the Battle of Gettysburg

QuestionId: 30033, Standard 4 "4-History", Benchmark 2 "2", Indicator "5", Sub Indicator "5k"

	HISTORY			
	SS.8.4.2.5k			

<p>SS.8.4.2.9a Standard: History ▲ (A) analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping; Jim Crow; Amendments 13, 14, and 15; Frederick Douglass; Ku Klux Klan; Exodusters).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) identifies, compares, interprets, infers, evaluates, imagines, generalizes, concludes</p>
<p>Main Concept: Reconstruction Westward migration Carpetbaggers</p>
<p>Embedded Concepts: John Brown's land Lynching 14th Amendment made states give people rights Plessy v. Ferguson Westward migration Carpetbaggers</p>
<p>Instructional Examples/Resources: Song "Strange Fruits" by Billie Holiday (refers to Black lynchings) Simulate discrimination and or segregation of students by color of hair, type of shoes they are wearing, etc. Have one group set in the front of the class, the other in the back-- discuss effects on the class and relate the simulation to historical perspectives. Discuss how society today might be divided. (Rural v urban communities; public schools v private schools—discuss pros and cons of such divisions) Use amendments 13, 14, 15 to discuss the effect these Amendments had on African Americans and other groups.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written for this indicator should assess only the concepts identified in the e.g. list. ▪ Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams, excerpts, photographs).
<p>Formative Performance Suggestions: Hold a Socratic seminar on discrimination topics Create a story of a freed man or respond to an essay question: Would you rather have been a slave or freed man?</p>

		HISTORY		
		SS.8.4.2.9a		

State Assessment Practice Item:

44. The quotation below is from a speech by Frederick Douglass that was presented at the National Convention of Colored Men in 1883.

No more crafty and effective device for defrauding the Southern laborer could be adopted than the one that substitutes orders upon shop-keepers for currency in payment of wages. . . . By this means the laborer is brought into debt, and hence is kept always in the power of the land-owner.

— Frederick Douglass, Speech at the National Convention of Colored Men (1883)

In this speech, Frederick Douglass argued that African Americans in the South were hurt by the

- A) factory system.
- B) national homesteading laws.
- C) X sharecropping economy.
- D) arrival of immigrant farmers.

QuestionId: 30034, Standard 4 "4-History", Benchmark 2 "2", Indicator "9", Sub Indicator "9a"

		HISTORY		
		SS.8.4.2.9a		

SS.8.4.3.2k

Standard: History

▲ (K) explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (1) describes, tells, lists, interprets

Main Concept:

Impact of railroads

Embedded Concepts:

Segregation
County seat wars
European immigration
Robber barons
Emigrants

Instructional Examples/Resources:

Place the railroad lines on a map. Discuss how the railroads impacted the creation of time zones, development of cities and businesses.
Use primary/secondary sources to investigate stories of boom towns
Use the diaries or other primary/secondary source reading of immigrants to do a first person narrative.
Examine railroad propoganda posters and identify pull factors.

Item Specifications:

- Multiple choice, one correct answer
- Items written to this indicator should assess the impact of the railroad on the development of the West.
- Items written to this indicator may only assess the terms identified in the e.g. list.
- Stimuli are not required for this indicator.

Formative Performance Suggestions:

Research the impact of the railroad coming through your town or a location close to your town. Write a summary and share with an older member of the community.
Compare the development of the railroad to development of highway systems. Write a compare/contrast paper.

State Assessment Practice Item:

43. Fred Harvey contributed to the development of railroads in the nineteenth century by

- A) founding new towns at railroad junctions.
- B) selling land to companies for railroad construction.
- C) X providing restaurants and hotels along the railroad lines.
- D) supplying the railroad construction crews with tools and laborers.

QuestionId: 30035, Standard 4 "4-History", Benchmark 3 "3", Indicator "2", Sub Indicator "2k"

			HISTORY	
			SS.8.4.3.2k	

<p>SS.8.4.4.4a Standard: History ▲ (A) compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) tells, interprets, explains (how/why), evaluates, imagines, predicts</p>
<p>Main Concept: Interpreting historical events from different point of views</p>
<p>Embedded Concepts: Photographs Primary sources (journals, speeches, news articles, diaries)</p>
<p>Instructional Examples/Resources: Venn diagram/t-chart – compare two viewpoints (i.e., black kettle vs. Chivington, Jefferson/Adams, federalist/anti-federalist)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator must use one or two excerpts from a primary source about an event found in United States history from the seventh- and eighth-grade curricula. ▪ If two excerpts are used, they should be stacked chronologically. ▪ Items written to this indicator should require students to analyze the excerpts. ▪ Excerpts and historical cartoons are acceptable.
<p>Formative Performance Suggestions: Pick controversial event in U.S. history; use historical documents to justify your opinion</p>

				HISTORY
				SS.8.4.4.4a

State Assessment Practice Item:

40. The quotations below express the opinions of Thomas Jefferson and Alexander Hamilton about the establishment of a national bank.

The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States by the Constitution.

— Thomas Jefferson (February 15, 1791)

. . . there is a clause of its Constitution which would be decisive. It is that which declares that the Constitution, and the laws of the United States made in pursuance of it, . . . shall be the *supreme law of the land*. The power which can create the *supreme law of the land*, in any case, is doubtless *sovereign* as to such case.

— Alexander Hamilton (February 23, 1791)

Based on the quotations, over which issue did Jefferson and Hamilton **mainly** differ in their disagreement about the establishment of a national bank?

- A) the natural rights of citizens
- B) the cost of having a national bank
- C) the location of the national bank
- D) X the authority of the federal government

QuestionId: 30036, Standard 4 "4-History", Benchmark 4 "4", Indicator "4", Sub Indicator "4a"

				HISTORY
				SS.8.4.4a