

REVISED DRAFT FOR GLOBAL HISTORY AND GEOGRAPHY II

Changes and additions highlighted in yellow; PLDs column added

Part I: Task Models for Stimulus Based Multiple-Choice Question

Task Models for MCQs	Claims	Evidence	PLDs
1) Students are given a stimulus and asked to evaluate and classify (identify) best use.	1, 2, 3	Analysis of sources; Dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 2.1, 3.1
2) Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.1, 3.1
3) Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). It must require students to draw on their knowledge rather than on straight comprehension of text.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 1.5, 2.1, 2.2
4) Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 1.5, 2.1, 2.2
5) Students are given a stimulus and asked to identify the significance of a turning point in history.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; The dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.4, 2.4, 3.1
6) Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 2.1, 2.2, 2.3

Task Models for MCQs	Claims	Evidence	PLDs
7) Students are given a stimulus and asked to identify a central cause of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political and/or historical lenses; Effects of location and other spatial concepts	1.4, 2.5, 2.6
8) Students are given a stimulus and asked to identify a central effect of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political and/or historical lenses; Effects of location and other spatial concepts	1.4, 2.5, 2.6
9) Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; Effects of location and other spatial concepts; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments;	1.4, 2.7, 3.1
10) Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments;	1.1, 1.4, 3.2
11) Students are given one stimulus or two stimuli and asked to identify a difference in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments;	1.1, 1.4, 3.2
12) Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism.	1, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2
13) Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument. <i>New Task Model</i>	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; differentiate between relevant and irrelevant evidence demonstrating ability to accurately interpret visual stimuli;	1.3, 1.4, 1.7, 3.1
14) Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue.	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2

Task Models for MCQs	Claims	Evidence	PLDs
15) Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government .	1, 2, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism; Recommended course of action to address the issue(s)	1.4, 2.3, 3.1, 4.1, 4.3
16) Students are given a stimulus and asked to identify how historical events are related chronologically. New Task Model	1, 2	Analysis of sources/information; identifies how events are related historically/chronologically or identifies characteristics associated with a historical period (sequencing events)	2.1, 2.2, 2.4, 2.5, 2.6, 3.1
17) Students are given one stimulus or two stimuli and asked to identify a problem (issue) New Task Model; created by splitting former Task Model 13	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2
18) Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue) New Task Model; created by splitting former Task Model 13	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2