



# *Social Studies*

## Resource Guide

### PART III.1

Assessment Models .....2

**Note:** This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



# Assessment Overview

The purpose of this chapter is to give the reader an overview of social studies assessment at local, State, national and international levels. Assessment as it is currently understood is an important dimension of the learning process and should be viewed as an episode of learning. Assessments at each level have a variety of purposes that include:

- measuring progress toward the attainment of State and national standards
- fulfilling diploma requirements
- influencing instruction
- providing accountability
- identifying students in need of remediation or additional support
- certifying student achievement
- providing information for the improvement of local programs

Most assessments focus upon one or possibly two of the listed purposes, but no single assessment, at whatever level, can successfully achieve all of these purposes. Multiple measures are needed in order to gain a rich and detailed picture of what students know and are able to do habitually over time.

New State social studies assessments will be developed at elementary, intermediate and commencement levels. There will be two Regents Examinations: Global History and United States History at the commencement level. The components of each of these new assessments will include:

- multiple-choice items to measure the scope of the social studies;
- constructed-response items to measure the application of basic social studies skills;
- thematic essays to measure student analytical thinking within the context of the social studies;
- document-based questions to measure critical analysis in social studies, and
- extended tasks to measure research skills, presentational skills, self-management skills, interpersonal skills, in other words all of those skills not readily measured by on-demand, paper and pencil tests.

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## Extended Tasks

Extended-tasks will be developed for elementary, intermediate, and commencement level assessments. In the case of the elementary and intermediate extended-tasks, components of the task will be incorporated into the on-demand assessments. For commencement level Regents, the extended-tasks will be prerequisites for sitting for the Regents but will not be included in the student's Regents score. Extended tasks:

- Are prerequisite for commencement level examinations, but not part of the test grade
- Measure what sit down examinations cannot test, including performance indicators for the social studies standards
- Provide flexibility for local school districts
- Model effective social studies learning
- Assess social studies content and skills
- Use State developed scoring rubric including levels of performance
- Require three to five days of instruction during the school year in which the examination is administered
- May be challenged more than once until student successfully completes.

Specific, 3-5 day, extended-task questions will be developed in the fall of 1997 and will be piloted in the spring of 1998. For the Global History and United States History Regents, the extended task is likely to be a research piece of a problem-solving activity, each part of which would have a library media dimension.



# Elementary Level Assessment

Pilots for the new elementary test, to be administered at the middle of grade 5, will take place in late fall/early winter of the 1997/98 school year. All components of the test will be piloted, including a 2 or 3 class period, extended task. The content, skills and concepts of this test will be based upon the K-4 social studies scope and sequence. The mid-year administration will provide parents, teachers and administrators with an early indicator of student progress toward the achievement of the five social studies standards.

## General Characteristics of the New Elementary and Intermediate Social Studies Assessments

- Each assessment is based on the Social Studies Learning Standards, concepts, and themes
- The scope and sequence outlined in *the Social Studies Resource Guide* serves as the framework for the new Elementary and Intermediate assessments, and the test blueprints
- The components of the two tests will include: multiple-choice items; constructed-response items; document-based questions, and compositions
- Each assessment is designed to be an early indicator of how well students are meeting the social studies standards
- Neither of the two assessments is a program evaluation
- An extended task will be developed for each of the assessments

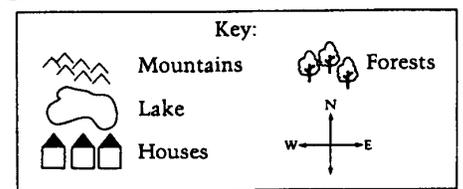
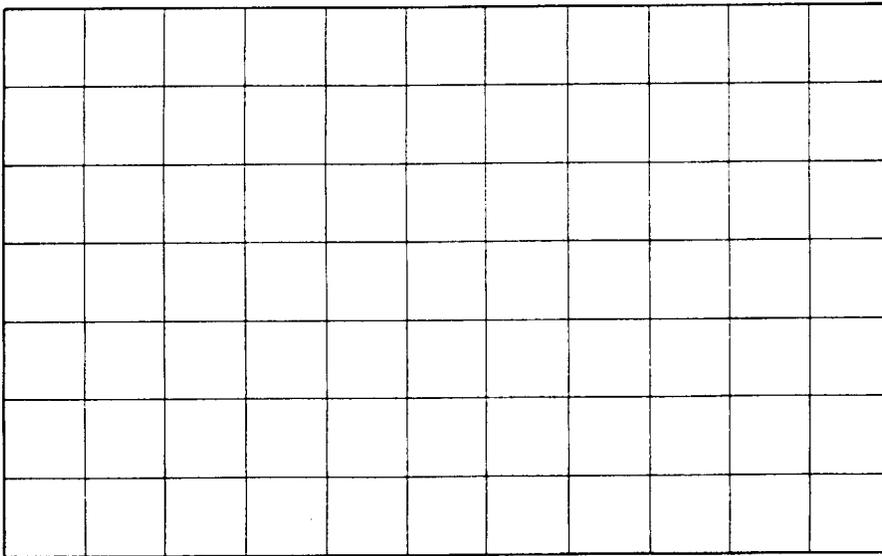
# Geography Content Area: Space and Place

SS

3

GEOGRAPHY

- 1) In the box below, draw a map of an island.
- 2) On the island, put in the following details:
  - Mountains along the west coast
  - A lake in the north
  - Houses along the east coast
  - Forests in the south
 Be sure to use the symbols shown in the key below. Use your colored pencils to help you draw the map.

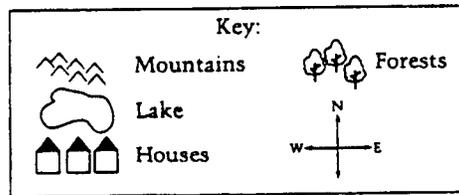
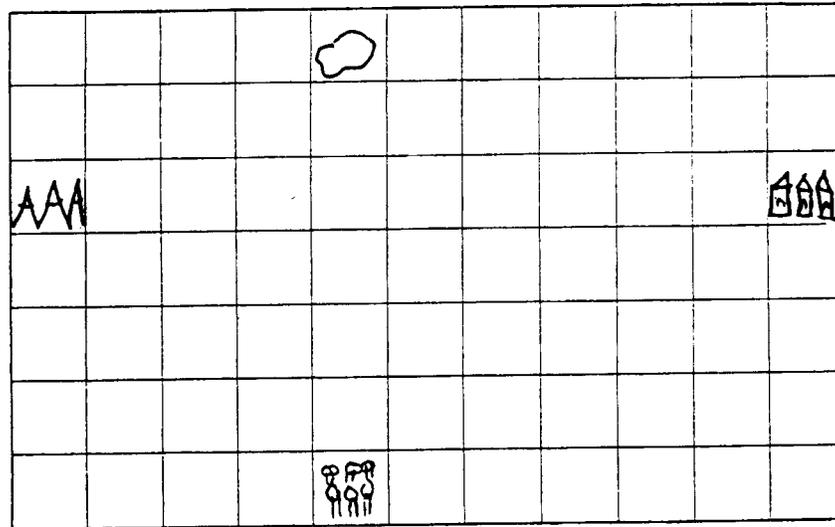


Grade 4				
Percentage "Essential" or "Complete" Within Achievement Level Intervals				
Overall Percentage Essential or Complete	Below Basic 186 and below*	Basic 187-239*	Proficient 240-275*	Advanced 276 and above*
70 (1.5)	37 (3.0)	76 (2.0)	93 (2.1)	***

\* NAEP geography composite scale range. \*\*\* Sample size insufficient to permit a reliable estimate. The standard errors of the estimated percentages appear in parenthesis. It can be said with 95-percent certainty that, for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

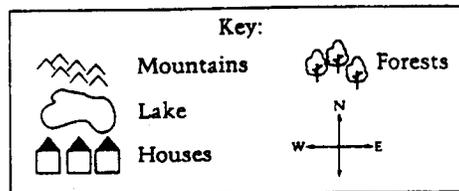
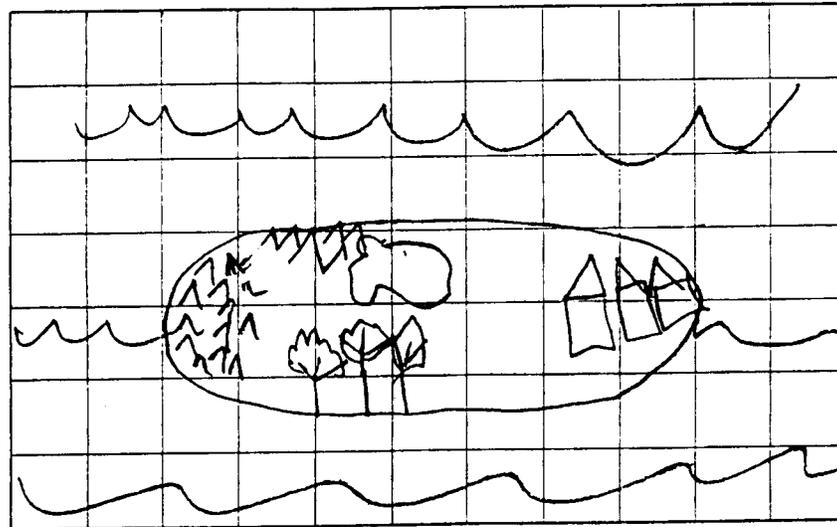
Source: Persky, Hilary R, Clyde M. Reese, Christine Y. O'Sullivan, Stephen Lazer, Jerry Moore, and Sharif Shakrani, *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress*. U.S. Department of Education, Washington: DC, 1996.

Sample Response (Score of 3):



An Essential response (score of 3) correctly indicates three or four of the elements.

Sample Response (Score of 4):



A Complete response (score of 4) correctly indicates all the elements.

# U.S. History Content Area

SS

1

U.S. HISTORY

## Achievement levels

### GRADE 4

BASIC (195)	PROFICIENT (243)	ADVANCED (276)
<p>Fourth-grade students performing at the basic level should be able to identify and describe a few of the most familiar people, places, events, ideas, and documents in American history. They should be able to explain the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history.</p>	<p>Fourth-grade students performing at the proficient level should be able to identify, describe, and comment on the significance of many historical people, places, ideas, events, and documents. They should interpret information from a variety of sources, including texts, maps, pictures, and timelines. They should be able to construct a simple timeline from data. These students should recognize the role of invention and technological change in history. They should also recognize the ways in which geographic and environmental factors have influenced life and work.</p>	<p>Fourth-grade students performing at the advanced level should have a beginning understanding of the relationships between people, places, ideas, events, and documents. They should know where to look for information, including reference books, maps, local museums, interviews with family and neighbors, and other sources. They should be able to use historical themes to organize and interpret historical topics, and to incorporate insights from beyond the classroom into their understanding of history. These students should understand and explain the role of invention and technological change in history. They should also understand and explain the ways in which geographic and environmental factors have influenced life and work.</p>

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *NAEP 1994 U.S. History: AFirst Look*. U.S. Department of Education, Washington: DC, 1995.



Library of Congress

Study the picture above. Using the picture and your knowledge of history, identify TWO ways that Phillis Wheatley (1753-1784) was different from most slaves in the American colonies.

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

An **Appropriate** response lists two valid reasons, which could include: that she could read and write; that her master freed her upon his death; that she was sent by her master to study abroad; that she wrote patriotic poems during the Revolution; that she lived in the North; that she was not beaten; that she was treated well; that she was famous; or that she had nice clothes.

A **Partial** response identifies one valid difference. If a second difference is cited, it is incorrect, such as “she’s sitting down.”

<i>Grade 4</i>	Percentage “Appropriate” within Achievement Level Intervals		
	<i>Basic</i> 195-242*	<i>Proficient</i> 243-275*	<i>Advanced</i> 276 and above*
<b>Overall Percentage Appropriate</b>			
<b>12 (1.0)</b>	<b>14 (1.5)</b>	<b>19 (4.1)</b>	<b>**</b>

# Geography and Economics Content Areas

SS

3

GEOGRAPHY

## Grade 4- Social Studies Question 5

A coal company has discovered a lot of coal under a city park. The company wants to start mining the coal, but some members of the community object.

- What are the advantages of letting the company mine the coal?
- What are the disadvantages of letting the company mine the coal?
- Would you vote to let the coal company mine the coal? Why or why not?

SS

4

ECONOMICS

### OPEN-RESPONSE 5

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Kentucky Instructional Results Information System. Kentucky Department of Education, 1993.

## SCORING GUIDE

4	Student lists at least <b>two</b> economic advantages for allowing the coal company to mine the coal and at least <b>two</b> quality-of-life issues against, then states how he/she feels about the issue.
3	Student cites economic advantage(s) for allowing the coal company to mine the coal and quality-of-life issue(s) against (a total of <b>three</b> ), then states how he/she feels about the issue.
2	Student bases the decision to allow a coal company to mine coal under a city park on economic advantages alone <b>OR</b> on quality-of-life issues alone.
1	Student response is confusing, trivial, or incomprehensible <b>OR</b> student misses the whole point.
0	Blank

### ECONOMIC ADVANTAGES

Jobs  
Taxes  
Royalties  
Cheap energy source for the town

### QUALITY-OF-LIFE ISSUES

Loss of park  
Disruption of community  
Noise and dust

## EXAMPLES OF STUDENT RESPONSE\* FOR EACH SCORING GUIDE LEVEL

4	A. Advantage is the city can get more money. The city would have more coal too. B. The disadvantages are the city would have one less park. There would be a lot of noise in that area too. C. I would vote to let the coal company mine the coal. With the money they got for the coal they could built five more parks. The city would have more coal to use. That is why I vote for the coal mines to mine the coal.
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3	A. So that there would be some people getting jobs and it would be creating income. B. Will people still want the park and I don't blame them. C. NO! because the men can get another job somewhere else in stead of letting the whole city down by mining there park.
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2	A. More coal means more prophet for the state. B. It would mean tearing up the park and kids would have no place to play. C. No, I wouldn't because I care about the park.
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1	(a) the company has discovered a lot of coal under a city park. (b) Company wants to mine the coal, but some members say no (c) Yes, because you can be a millionaire, you can be rich with a coal mine.
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\* Wherever typed student responses appear, student errors have not been corrected.

# 6th Grade Social Studies Assessment

## World History Content Area

SS

2

WORLD HISTORY

**Directions: Pick Question A or Question B and follow the directions in the question.**

The ancient Chinese philosopher Confucius taught that a woman’s life should be organized around three “obedience’s.”

*As a girl, she must obey her father.  
As a wife, she must obey her husband.  
As a widow, she must obey her son.*

Courtesy of World Studies Program,  
*In Search of Our Past,*  
Berkeley Unified School District.

Write a short essay comparing the role of women in ancient China with the role of women in the United States today.

In your essay, you might

- tell in your own words what Confucius meant
- tell how the role of women in ancient China was different from the role of women in the United States today and how it was similar
- give some reasons for the differences and similarities.

*California Assessment Program: New Directions in History-Social Science Assessment—History. . .AJourney Through Time. 1990.*

## Intermediate Level Assessments

The Intermediate Social Studies Design Team will meet in the fall of the 1997/98 school year to establish the blueprint for this new assessment and to determine the balance of the components. This assessment will be based upon the grades 7 and 8 scope and sequence. Like the new elementary social studies assessment, the Grade 8 social studies assessment will serve as an indicator of student progress toward the achievement of the standards. It will also serve as an interdisciplinary companion piece to the Grade 8 English Language Arts assessments. All components of this assessment will be piloted in the Spring of 1998.



# Geography Content Area: Space and Place

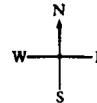
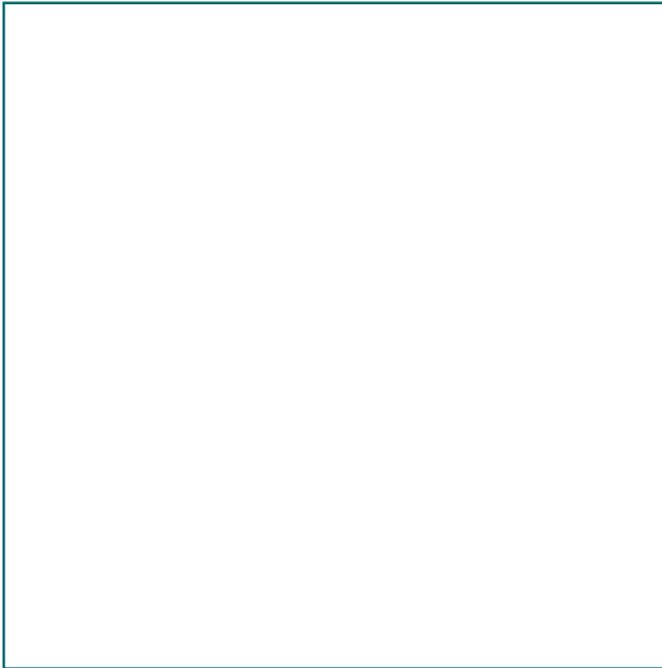
SS

3

GEOGRAPHY

After we anchored our ships in the ocean and went ashore to explore, we marched west. The forest was so thick we could only travel three miles in the first two days. Then we came to the mountains and climbed to the top. A rushing river flowed west out of the mountains. We continued to march two miles west and came down out of the mountains. Two miles further we came to the coast. It was obvious that the area we were exploring was an isthmus.

In the box below, draw a map of the region described above. Be sure to include all of the geographical elements mentioned in the description. Include a scale to indicate distances.



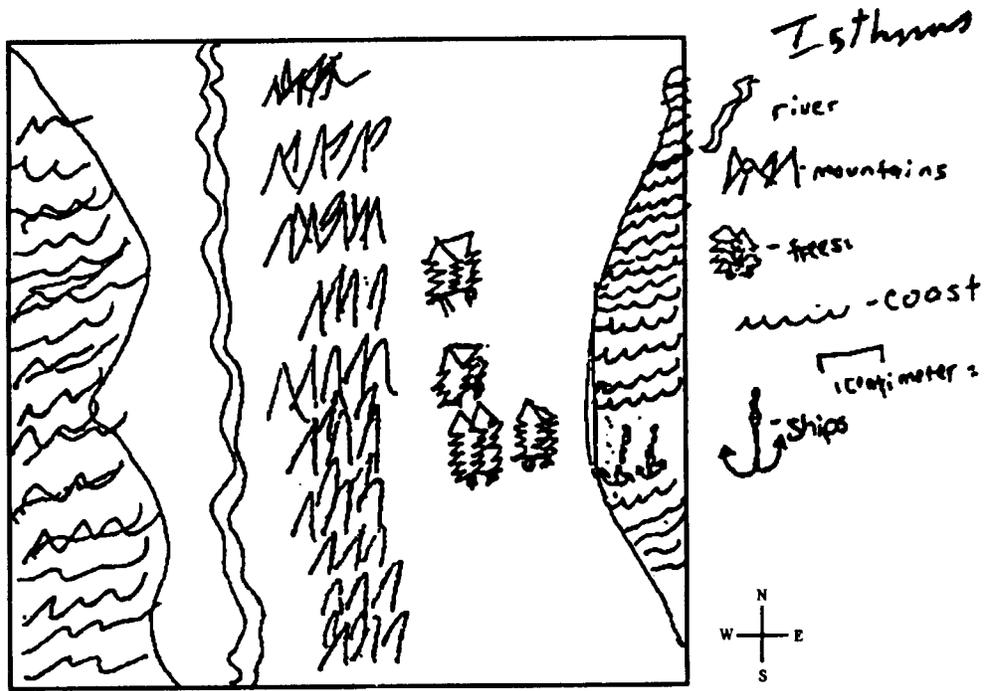
<b>Grade 8</b>	<b>Percentage "Essential" or "Complete" Within Achievement Level Intervals</b>				
	<b>Overall Percentage Essential or Complete</b>	<b>Below Basic 241 and below*</b>	<b>Basic 242-281*</b>	<b>Proficient 282-314*</b>	<b>Advanced 315 and above*</b>
	<b>41 (1.3)</b>	<b>9 (2.0)</b>	<b>39 (2.4)</b>	<b>78 (3.4)</b>	<b>92 (4.8)</b>

\* NAEP geography composite scale range.

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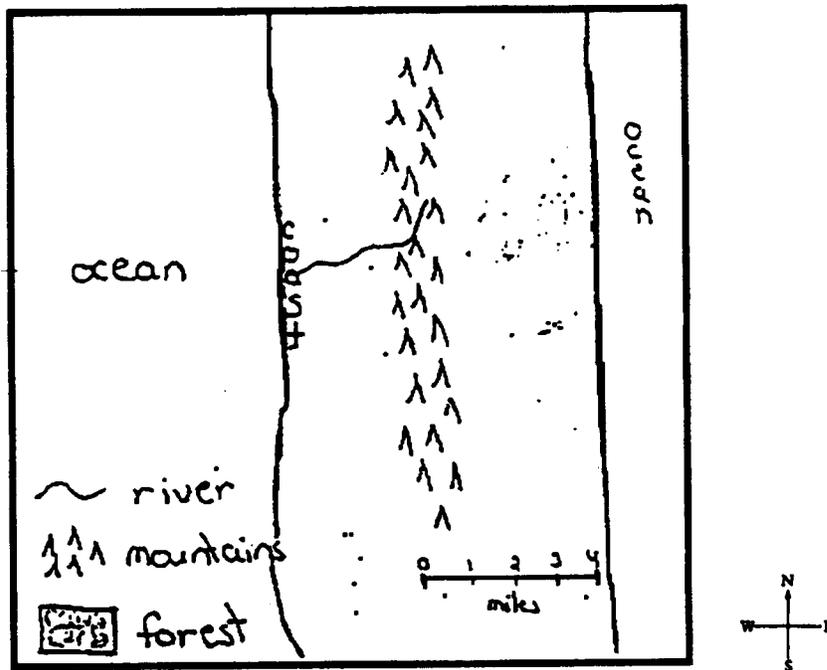
Source: Hilary R. Persky, Clyde M. Reese, Christine Y. O'Sullivan, Stephen Lazer, Jerry Moore, and Sharif Shakrani, *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress*. U.S. Department of Education, Washington: DC, 1996.

Sample Response (Score of 3):



An Essential response (score of 3) includes a map in which three elements are correctly placed. The response may be a peninsula or an island.

Sample Response (Score of 4):



A Complete response (score of 4) includes an accurate map in which at least four elements are correctly placed. The response must be an isthmus and have direction of travel and river correctly indicated.

# U.S. History Content Area

SS

1

U.S. HISTORY

## Achievement levels

### GRADE 8

BASIC (252)	PROFICIENT (294)	ADVANCED (327)
<p>Eighth-grade students performing at the basic level should be able to identify and place in context a range of historical people, places, events, ideas, and documents. They should be able to distinguish between primary and secondary sources. They should have a beginning understanding of the diversity of the American people and the ways in which people from a wide variety of national and cultural heritages have become part of a single nation. Eighth-grade students at the basic level should also have a beginning understanding of the fundamental political ideas and institutions of American life and their historical origins. They should be able to explain the significance of some major historical events.</p>	<p>Eighth-grade students performing at the proficient level should be able to explain the significance of people, places, events, ideas, and documents, and to recognize the connection between people and events within historical contexts. They should understand and be able to explain the opportunities, perspectives, and challenges associated with a diverse cultural population. They should incorporate geographic, technological, and other considerations in their understanding of events and should have knowledge of significant political ideas and institutions. They should be able to communicate ideas about historical themes while citing evidence from primary and secondary sources to support their conclusions.</p>	<p>Eighth-grade students performing at the advanced level should recognize significant themes and movements in history and begin to understand particular events in light of these themes and movements. They should have an awareness of continuity and change over time and be able to draw relevant analogies between past events and present-day situations. They should be able to frame questions about historical topics and use multiple sources to develop historical generalizations and interpretations. They should be able to explain the importance of historical themes, including some awareness of their political, social, and economic dimensions.</p>

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *NAEP 1994 U.S. History: A First Look*. U.S. Department of Education, Washington: DC, 1995.

The following question refers to the magazine cover below,



Vol. II.—No. 3.

SEPTEMBER, 1876.

\$2.50

WHAT SHALL WE DO WITH OUR INDIANS?



Vol. II., No. 3, 17.

A GROUP OF AMERICAN INDIANS.

Philadelphia Museum of Art:  
Purchased: Lola Downin Peck Fund

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

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What attitudes displayed toward American Indians by other American are suggested by this magazine cover?

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A complete response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations versus assimilation.

An essential response answers both parts of the question although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because “there were lots of arguments between the government and the Indians then”; or, the response may describe the attitudes of many other Americans by saying “they did not like the Sioux Indians.”

A partial response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

<b>Grade 8</b>	<b>Percentage “Essential” or Better within Achievement Level Intervals</b>		
	<b>Basic 252-293*</b>	<b>Proficient 294-326*</b>	<b>Advanced 327 and above*</b>
<b>Overall Percentage Essential or Better</b>			
<b>25 (1.2)</b>	<b>32 (2.0)</b>	<b>59 (4.4)</b>	<b>**</b>

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The percentage of students below *Basic* who successfully answered the question is not included in the table. However, these students are included in the overall percentage. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

The following samples of student's responses were selected by the National Assessment Governing Board (NAGB) to be illustrative for the three achievement levels they established for the 1994 NAEP U.S. history assessment. The scoring guide presented was used in rating student's responses. The responses were not scored using the NAGB achievement levels descriptions as guides. Students within any of the three achievement levels would be expected to vary in terms of their performance on any given question. The sample responses presented were selected to illustrate what a typical student in a given achievement level was capable of producing.

### **BASIC - GRADE 8**

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

*They didn't like the Indians back  
them because they thought they  
bothered them and were wondering  
what they shall do with their  
Indians*

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

*The Americans do not like the  
Indians and are wanting to get  
rid of them.*

### **PROFICIENT - GRADE 8**

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

*The genocide of Indians  
while settlers enjoyed their  
new land*

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

That some people felt  
SOBAY for the A/ative Amend

### ADVANCED - GRADE 8

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

Indian uprisings and ambushes  
of frontier farmers  
army putting Indians on reserva.

What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

that they were less than  
human and far behind rest  
of the world and they were  
a nuisance to frontier farmers and  
settlers and had to be  
put away on reservations

SS

1

U.S. HISTORY

# U.S. History and World History Content Area

## Grade 8 - Social Studies Question 3

SS

2

WORLD HISTORY

The passage below was adapted from the logbook (daily journal) kept by Christopher Columbus on his famous voyage. The excerpt covers two days after Columbus had reached land. Read it and answer the question that follows.

**Friday, October 12.** We waited a day and then reached a small island. When we landed, we saw very green trees, much water, and fruit of various kinds. I took possession of the island for the King and Queen of Spain.

Soon many inhabitants of the island assembled. I gave the island people many small gifts such as red caps and glass beads, which they hung around their necks *The gifts gave them much pleasure.* It was a marvel to see how friendly they became. Afterwards, they swam to the ships and brought us parrots, cotton thread in balls, spears, and many other things.

Some of them paint their faces, some their whole bodies, some only around their eyes, and some only their noses. *They do not know much about weapons,* for I showed them swords, and they took them by the blades and cut themselves. They have no iron. I believe that *they would easily be made Christians,* as it appears to me they have no religion.

**Saturday, October 13.** They came to the ship in small canoes made of tree trunks. They row them with a paddle, and they travel very fast.

I took the trouble to find out if there was gold on this land. I saw that some of them wore a small piece of gold hanging from a hole in the nose. I learned about an island to the south *where there is a king who has much gold.* They did not want to make the trip there, though.

Four conclusions from the logbook are:

1. The gifts gave them much pleasure.
2. They do not know much about weapons.
3. They would easily be made Christians.
4. There is a king who has much gold.

Describe the evidence Columbus had (or probably had) for each conclusion and explain why the evidence is strong or weak. (Strong evidence is very convincing evidence.)

*Kentucky Instructional Results Information System. Kentucky Department of Education, 1993.*



## SCORING GUIDE

4	Student discusses the evidence Columbus had for each conclusion and gives good explanation using evidence from text (knowledge of facts versus opinions) to explain if information is strong or weak.				
3	Student discusses the evidence Columbus had for each conclusion and gives vague explanation of whether it is weak or strong evidence.				
2	Student describes the evidence Columbus had for one to four of the conclusions and correctly explains why the evidence is strong or weak for one to three.				
1	Student describes the evidence Columbus had for one to four of the conclusions only.				
0	Blank				
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Evidence for Statement 1:</p> <ul style="list-style-type: none"> <li>• hung beads around necks</li> <li>• island people became friendly</li> <li>• swam to ships and brought cotton, parrots, spears, etc.</li> </ul> <p>Conclusion - STRONG Because returned to ship and gave gifts.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Evidence for Statement 2:</p> <ul style="list-style-type: none"> <li>• took sword by blade cut themselves</li> <li>• have no iron</li> </ul> <p>Conclusion - STRONG Obviously had no knowledge of European weapons if grabbed sword by wrong end</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Evidence for Statement 3:</p> <ul style="list-style-type: none"> <li>• appear to have no religion</li> </ul> <p>Conclusion - WEAK Opinion only, does not really know or understand their culture</p> </td> <td style="vertical-align: top;"> <p>Evidence for Statement 4:</p> <ul style="list-style-type: none"> <li>• none - other than was translated to him</li> </ul> <p>Conclusion - WEAK May be legend or myth. Did not go to the island so no real evidence to tell if correct</p> </td> </tr> </table>		<p>Evidence for Statement 1:</p> <ul style="list-style-type: none"> <li>• hung beads around necks</li> <li>• island people became friendly</li> <li>• swam to ships and brought cotton, parrots, spears, etc.</li> </ul> <p>Conclusion - STRONG Because returned to ship and gave gifts.</p>	<p>Evidence for Statement 2:</p> <ul style="list-style-type: none"> <li>• took sword by blade cut themselves</li> <li>• have no iron</li> </ul> <p>Conclusion - STRONG Obviously had no knowledge of European weapons if grabbed sword by wrong end</p>	<p>Evidence for Statement 3:</p> <ul style="list-style-type: none"> <li>• appear to have no religion</li> </ul> <p>Conclusion - WEAK Opinion only, does not really know or understand their culture</p>	<p>Evidence for Statement 4:</p> <ul style="list-style-type: none"> <li>• none - other than was translated to him</li> </ul> <p>Conclusion - WEAK May be legend or myth. Did not go to the island so no real evidence to tell if correct</p>
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### EXAMPLES OF STUDENT RESPONSE\* FOR EACH SCORING GUIDE LEVEL

4	The evidence is strong when Columbus said, “The gifts gave them much pleasure,” because the islanders hung them around their necks and became friendly and later gave Columbus gifts of their own. Columbus thought that they don’t know much about weapons because they have no iron and they cut themselves. This is strong. By watching how they act, he believes they would easily be made Christians. This is a weak conclusion because he has no backup information and all he is judging them on is by their actions. Evidence that “there is a king who has much gold” could be weak because some islanders had gold from their noses and they did tell Columbus about it, but could be a story.
3	1. They became friendly and also hung the beads around their necks. This evidence is strong because they continued to be nice to them. They also gave them gifts in return. 2. They grabbed the knife by the wrong end and cut themselves. This evidence is strong they wouldn’t cut themselves for no reason. 3. It appeared they had no god. Weak evidence. Just because it appeared they didn’t have a god Don’t mean they didn’t. 4. He learned about the island the king was on. Weak evidence. Could have been a myth.
2	The gifts conclusion was strong because the journal said they became very friendly. The weapons conclusion was strong because it said they cut themselves with the swords. The religion was strong because the diary said that they had no religion. The gold is weak it was weak they had no facts.
1	They became friendly Because they cut themselves They have no religion There was only little gold in Spain

\* Wherever typed student responses appear, student errors have not been corrected.

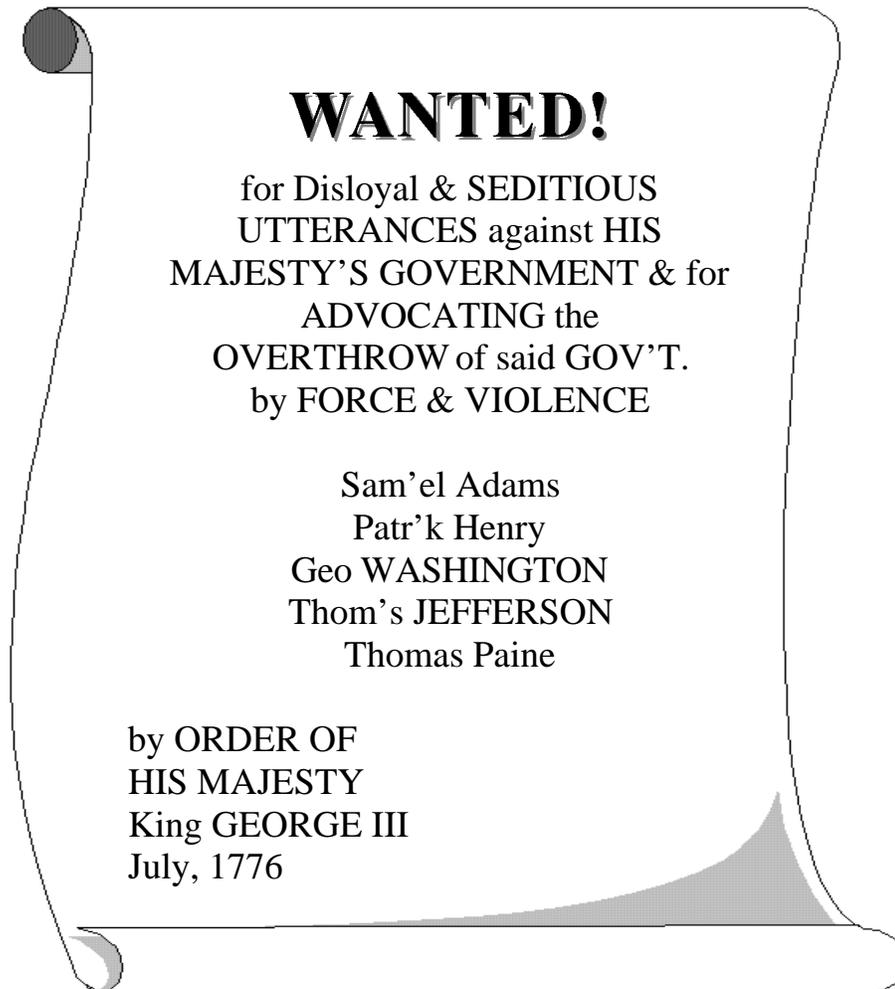
# 8th Grade Social Studies Assessment

## U.S. History Content Area

SS

1

U.S. HISTORY



You are a person living in America in 1776. Write a letter to a friend telling about this poster you have seen all around the city where you live.

In your letter, you might tell

- who ordered the poster to be put up and why
- what else was happening at the time
- what the people named in the poster were doing
- the different ways people around you reacted to the poster.

*California Assessment Program: New Directions in History-Social Science Assessment—History. . .AJourney Through Time. 1990.*



# Commencement Level Assessments

Commencement level social studies assessments will be entering the third year of piloting in the spring of 1998. In the first year of piloting, a broad range of thematic and document-based questions were piloted. Grade 10 students had a much harder time answering document-based questions than did 11th grade students. Thematic essays proved to be a challenge to both grade levels, in that many of the student essays did not include: an introduction with a thesis statement, a conclusion, and the social science content detail needed to address the theme of the question. A conclusion that can be drawn from these findings is that in the future social studies instruction will need to include writing in the content area and the use of documents.

The 1997 social studies pilots included multiple-choice items in Global History, constructed-response items in Global History and United States History, and a variety of formats for both thematic essays and document-based questions at both levels. Two different formats, one open-ended the other more structured for thematic essays, using two different questions for each test were piloted. The more structured format seemed to elicit the best results. Three different document-based formats were tested using two Global History and two United States History questions. Two of the formats had scaffolding. The third unscaffolded format was very like the 1996 DBQ pilots. Of the scaffolded versions, one format asked students to identify the main idea in five out of the seven documents used in the question, and the other version asked students to answer specific questions for each of the documents. The last version appears to have worked the best. There is a tendency among students who have not been instructed in the use of document-based questions, simply to paraphrase the document or to identify the main idea without actually addressing the substance of the question. Asking students to state the main idea, gave students some credit, but did not help students to address the substance of the question. Better responses came from students who received the specific scaffolded version of the question.

In the 1997 pilots, it was evident that the classroom teacher made a difference in the level of student performance. Some students clearly had been taught the skills needed to successfully address the critical thinking level of document-based questions, while other students were not able to address these questions. These findings have clear implications for social studies instruction at all levels.

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## General Characteristics of the New Commencement Level Social Studies Assessments

- Are keyed to the Social Studies Learning Standards
- All students will be required to pass a Global History Regents and United States History Regents
- The scope and sequence outlined in the *Social Studies Resource Guide*, will serve as the framework for the Global History and United States History Regents test blueprints
- The components of the two Regents will include: multiple-choice items; constructed-response items; thematic essays, and document-based questions

- An extended or embedded task will be a prerequisite for each test
- A prototype Global History Regents will be available in June 1999; the United States History Regents prototype will be available in June 2000
- These new Regents will have January, June, and August administrations
- New York State teachers will develop all new test items and will grade all student papers
- All components of the test will be pre-tested
- Students will either pass or fail a complete test, i.e., it will not be possible to pass one component of a test in a given administration, and a second component in another administration
- The new Regents will be translated into languages other than English

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## Multiple-Choice and Constructed-Response Items

Multiple-choice and constructed-response items will be based on the Global History and United States History Regents Specifications Grids located in Chapter I of this *Resource Guide*.

Constructed-response questions measure a student's ability to apply social studies skills. Unlike a multiple-choice question, the teacher can gain a more complete picture of the student's thinking process. Special Education and Limited English Proficiency teachers on the assessment design teams felt that their students had a better chance of success with this type of question. When a student gets a multiple-choice question wrong, it is wrong. With a constructed-response question, students can get partial credit.

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## Characteristics of Constructed-Response Questions

- Are keyed to the Social Studies Learning Standards
- Are open-ended, short answer questions
- Measure application level skills
- Allow for partial credit
- Include: time lines, maps, graphs, cartoons, charts, and short readings
- Are criterion referenced and employ a scoring rubric

Below you will find samples of constructed-response questions that were a part of the 1997 pilots and in the National Assessment of Educational Progress in Geography and History. A sample multiple-choice from the June 1995 United States History and Government and a piloted constructed response using the same graphic is included in the sample.

(Samples of constructed-response questions from NAEP history and geography tests plus samples from the 1997 pilots)

SS

3

GEOGRAPHY

# Geography Content Area



Environmental issues are viewed differently by people in different circumstances. Explain how the artist makes this point in the cartoon.

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## Geography Content Area: Environment and Society

Grade 12	Percentage "Essential" or "Complete" Within Achievement Level Intervals				
	Overall Percentage Essential or Complete	Below Basic	Basic	Proficient	Advanced
	269 and below*	270-304*	305-338*	339 and above*	
	40 (1.7)	7 (1.6)	40 (2.4)	71 (3.6)	***

\* NAEP geography composite scale range. \*\*\* Sample size insufficient to permit a reliable estimate. The standard errors of the estimated percentages appear in parenthesis. It can be said with 95-percent certainty that, for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

Source: Hilary R. Persky, Clyde M. Reese, Christine Y. O'Sullivan, Stephen Lazer, Jerry Moore, and Sharif Shakrani, *NAEP 1994 Geography Report Card: Findings From the National Assessment of Educational Progress*. U.S. Department of Education, Washington: DC, 1996.

Sample Response (Score of 3):

The man chopping the tree is riding a mule. The man telling the other man not to chop down the tree is in an automobile and is causing pollution. In a way they are both hurting the ozone.

Complete response (score of 3) mentions two different views (developed versus developing) and refers to trees and car pollution. An appreciation of tension may or may not be present. Or the response implies or states the hypocrisy that exists and talks about the tree or the car.

Sample Response (Score of 4):

Environmental issues are viewed differently by people in different circumstances Explain how the artist makes this point in the cartoon.

The artist says that developed countries are condemning underdeveloped countries for cutting down trees because it adds to the green house effect. But the developed countries are driving cars and polluting the atmosphere. The artists are saying the developed countries are hypocrites.

An Essential response (score of 4) discusses the environmental issues, tension (implied or stated between the two worlds), hypocrisy (not absolutely necessary if tension is clearly discussed), and two different viewpoints (developed versus developing). The discussion must be at the national level.

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1

# U.S. History Content Area

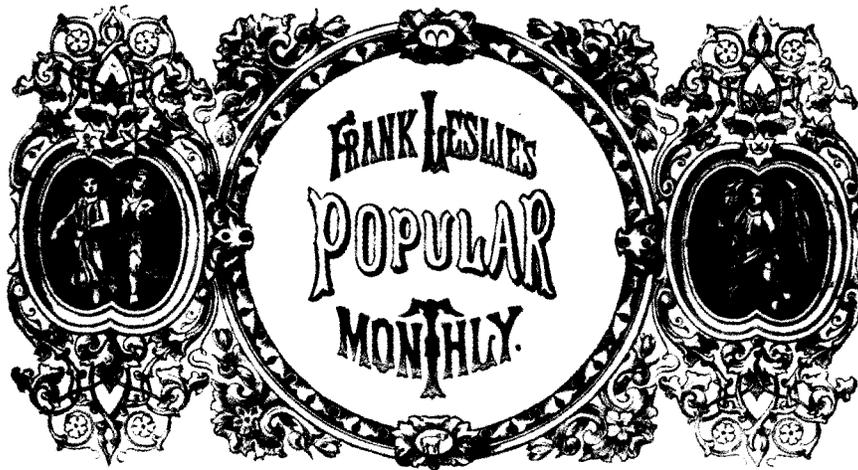
U.S. HISTORY

GRADE 12

BASIC (294)	PROFICIENT (325)	ADVANCED (355)
<p>Twelfth-grade students performing at the basic level should be able to identify the significance of many people, places, events, dates, ideas, and documents in U.S. history. They should also recognize the importance of unity and diversity in the social and cultural history of the United States, and have an awareness of America’s changing relationships with the rest of the world. They should have a sense of continuity and change in history and be able to relate relevant experience from the past to their understanding of contemporary issues. They should recognize that history is subject to interpretation and should understand the role of evidence in making an historical argument.</p>	<p>Twelfth-grade students performing at the proficient level should understand particular people, places, events, ideas, and documents in historical context, with some awareness of the political, economic, geographic, social, religious, technological, and ideological factors that shape historical settings. They should be able to communicate reasoned interpretations of past events, using historical evidence effectively to support their positions. Their written arguments should reflect some in-depth grasp of issues and refer to both primary and secondary sources.</p>	<p>Twelfth-grade students achieving at the advanced level should demonstrate a comprehensive understanding of events and sources of U.S. history. Recognizing that history is subject to interpretation, they should be able to evaluate historical claims critically in light of the evidence. They should understand that important issues and themes have been addressed differently at different times and that America’s political, social, and cultural traditions have changed over time. They should be able to write well-reasoned arguments on complex historical topics and draw upon a wide range of sources to inform their conclusions.</p>

Source: Paul L. Williams, Stephen Lazer, Clyde M. Reese, and Peggy Carr, *NAEP 1994 U.S. History: A First Look*. U.S. Department of Education, Washington: DC, 1995.

The following question refers to the magazine cover below,



Vol. II.—No. 3.

SEPTEMBER, 1876

\$2.50

WHAT SHALL WE DO WITH OUR INDIANS?



Vol. II., No. 3, p. 17.

A GROUP OF PROGRESSIVE INDIANS

Philadelphia Museum of Art:  
Purchased: Lola Downin Peck Fund

Look at the magazine cover. What historical events would have led this question and picture to appear on the cover of a popular magazine in 1876?

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What attitudes displayed toward American Indians by other Americans are suggested by this magazine cover?

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A complete response answers both parts of the question and provides specifics. It may, for example, discuss disputes about western lands and the issue of reservations versus assimilation.

An essential response answers both parts of the question although one part gives a general statement without providing any specifics. For instance the response may state that the issue is addressed on a magazine cover because “there were lots of arguments between the government and the Indians then”; or, the response may describe the attitudes of many other Americans by saying “they did not like the Sioux Indians.”

A partial response correctly answers only one part of the question. It may give two answers that are not wrong but both are very vague.

<b>Grade 12</b>	<b>Percentage “Essential” or Better within Achievement Level Intervals</b>		
	<b>Basic 294-324*</b>	<b>Proficient 325-354*</b>	<b>Advanced 355 and above*</b>
<b>Overall Percentage Essential or Better</b>			
<b>47 (1.6)</b>	<b>71 (2.9)</b>	<b>86 (3.0)</b>	<b>**</b>

\* NAEP U.S. history composite scale range. \*\* Sample size insufficient to permit reliable estimate. The standard errors of the estimated percentages appear in parentheses. It can be said with 95 percent certainty that for each population of interest, the value for the whole population is within plus or minus two standard errors of the estimate for the sample.

# Geography Content Area

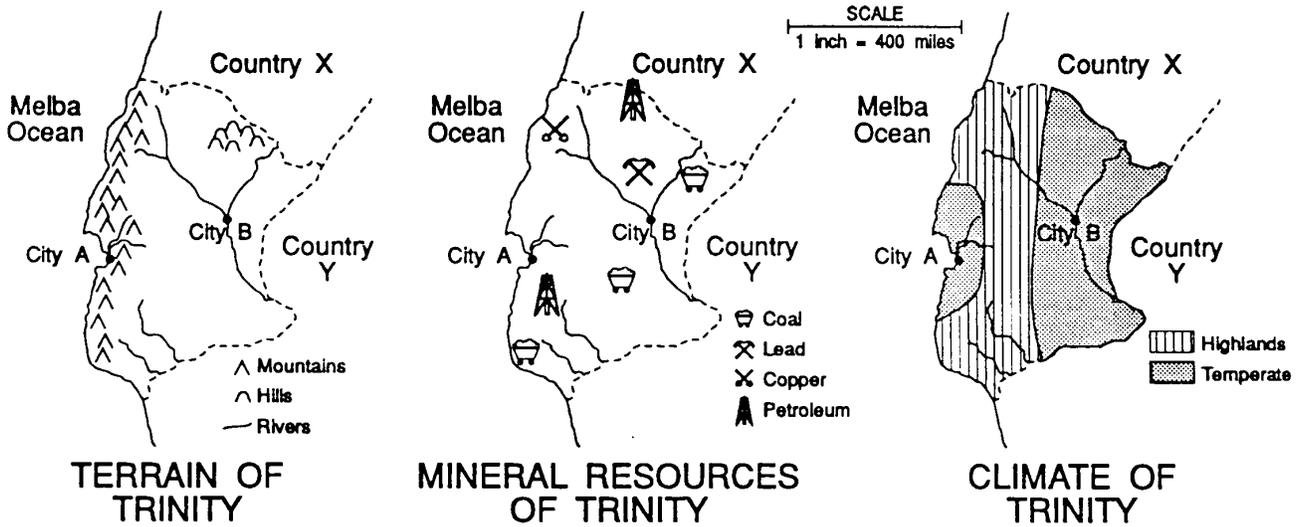
SS

3

GEOGRAPHY

## Grade 12 - Social Studies Question 4

The three maps shown below provide information about the terrain, mineral resources, and climate of a hypothetical country named Trinity. City A and City B are two centers of development.



Use the information given in the maps to describe how the people in each city live and work. Explain the reasons for your answers.

### OPEN-RESPONSE 4

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Kentucky Instructional Results Information System. Kentucky Department of Education, 1993.

## SCORING GUIDE

4	Student describes cities A and B and describes how people most likely live and work in both cities. Descriptions reflect an understanding of how the geography and the concentration of mineral resources may affect the lives of the people in both.
3	Student describes cities A and B and describes how people live and work in both those cities. May include a vague discussion of aspects of terrain, mineral resources or climate in answer.
2	Student chooses one city and gives good description of how people would live and work in either City A or City B. Or, student chooses both cities and gives minimal but accurate descriptions of how people live and work in cities A and B.
1	Student discusses only one city and gives minimal description of how people live and/or work, or answer is totally incorrect.
0	Blank

### EXAMPLES OF STUDENT RESPONSE\* FOR EACH SCORING GUIDE LEVEL

4	<p>City B is probably a more industrial than City A. City B is located at the diverging point of two rivers, and is surrounded by mineral resources. The people of City B work mostly with mining coal and lead. The city receives copper and oil from mines and fields further out in the country. Most of the minerals mined are transported by river. City B is probably larger and more polluted from the industries.</p> <p>City A is a smaller community. The major employments are fishing and shipping. Tourism is also an important part of City A. Tourists enjoy the temperate weather and the skiing in high altitudes.</p>
3	<p>City A, located in the western-most part of Trinity, is the main source of lumber. The lumberjacks cut down the trees and then ship them to be processed. In the southern part of City A, oil was discovered. Trinity receives most of its oil within their own country instead of using imports.</p> <p>City B is Trinity's coal region. Most residents are miners, but a few are boatman. They use barges to bring copper and lead from central Trinity and then sell them as imports.</p>
2	<p>The people in City A live in the mountains by the ocean. These people are fishermen, miners, and oil riggers. The weather is nice and the children like to play outside. For fun they snowski, waterski, and fish.</p> <p>The people in City B live on the plains by a river. These people are farmers, factory workers, and miners. They live in temperate weather zone where the weather is not bad. For fun they go rafting, go hunting, and fish.</p>
1	<p>City A Timber, Petroleum, Coal B, Lead Coal</p>

\* Wherever typed student responses appear, student errors have not been corrected.

# Constructed Questions: New York State

- A "... the power to make laws is given to the many rather than the few. While every citizen has an equal opportunity to serve the public, we reward our most distinguished citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale."  
—Pericles, Funeral Oration
- B "Whoever undertakes to maintain the organizational structure of another political party or to form a new political party will be punished with penal servitude up to three years, if the deed is not subject to a greater penalty according to other regulations."  
—Law against the establishment of parties, July 14, 1933

Which statement reflects the principles of democratic government? Explain your answer.

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## Constructed Responses—Rubric

### Quotations—Principles of Democratic Government

Choice A identified.

Score: 1

Explanation:

Score: 2 - relates information from the document to principles of democracy, participation in government, sources of power or citizenship

1 - vague response about democratic values or partial information is provided or information is not specifically related to the document

0 - no answer or is unrelated to specific democratic principles

Total points: 3

Source: Spring 1997. *New York State Global History Pilot*.

The events listed below occurred in Cuba between 1955 and 1995. In the space provided, use these events to construct an outline.

- The Cuban Revolution
- Unequal distribution of wealth within Cuban society
- Improvements in housing and medical care
- Institution of a totalitarian regime under Fidel Castro
- Nationalization of business, agriculture, and industry
- Dictatorship under Fulgencio Batista
- Control of sugar plantations by the upper class elite

TITLE: \_\_\_\_\_

Causes

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

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## Constructed Responses—Rubric

### Outline—Events in Cuba

**TITLE:** The Cuban Revolution

**Causes**

- 1 Unequal distribution of wealth
- 2 Dictatorship under Batista
- 3 Control of sugar plantations by upper class

**Effects**

- 1 Improvements in housing and medical care
- 2 Institution of a totalitarian regime
- 3 Nationalization of business, agriculture, and industry

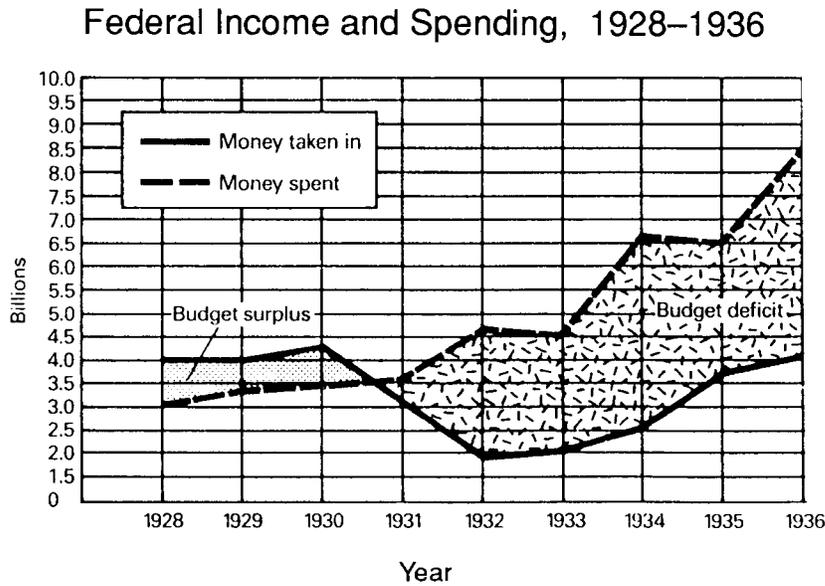
Score: 1 point for each correct answer. [No penalty for a different order of answers under causes and effects.]

Total points: 7

Source: Spring 1997. *New York State Global History Pilot.*

The following has been used as a constructed-response item and as a multiple-choice question. These are meant as a comparison of the two types of questions.

## Constructed-Response



Source: June 1995, *New York State United States History Pilots*.

1 In which year was the Federal income smallest?

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2 What was the budget deficit in 1934?

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3 State a historical event that influenced this trend in the budget deficit.

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Explain the circumstances that caused the budget deficit to grow between 1931 and 1936.

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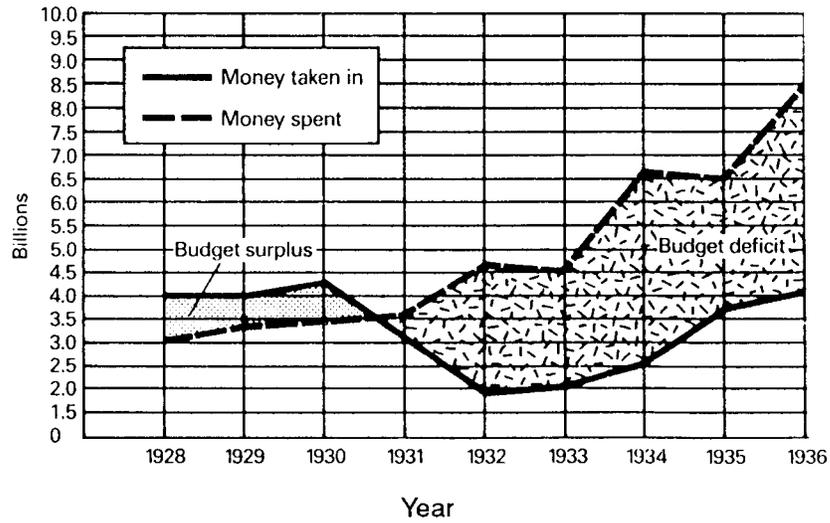
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Base your answer to the next question on the graph below and on your knowledge of social studies.

### Federal Income and Spending, 1928–1936



Source: June 1995, *United States History*.

#### Multiple-Choice

Which situation best accounts for the difference in Federal income and spending between 1928 and 1936, as shown in the graph?

- 1 government funding of programs to combat economic problems
- 2 increase in personal income tax
- 3 military spending in World War II
- 4 United States trade imbalance with Japan

# Thematic Essay

**T**hematic essays require students to apply their ability to compare and contrast, to analyze and evaluate identified social studies themes. It allows students to explore themes over time and place in a well constructed holistic essay. These essays will be scored using a rubric based on pre-tested student papers. Students will have to complete two or three of these essays. There will be no choice.

## Characteristics of Thematic Essays

- Focus on concepts and themes included in the Social Studies Learning Standards
- Require interpretation and analysis
- Ask students to frame an argument, develop it, and bring it to closure
- Ask students to make connections and linkages
- Ask students to write an essay that has a thesis statement and a conclusion
- Are criterion referenced and employ a scoring rubric

## Theme: The Changing Role of Government

Throughout United States history, the proper role of government in dealing with social and economic conditions has been debated.

For instance, early in our history, Thomas Jefferson believed “the government that governs best, governs least.”

In the 1930’s, Franklin D. Roosevelt said, “. . . democratic government has innate capacity to protect its people against disasters. . . We refused to leave the problems of our common welfare to be solved by the winds of chance and the hurricanes of disaster. . . .”

## Task:

Discuss how and why the role of government has changed in dealing with various social and economic conditions.

## Hints:

You may use any example from your study of United States history. Some examples you might wish to consider include: the Progressive movement, the New Deal, the Great Society, and New Federalism. You are not limited to these hints.

## Scoring Scale

Discusses clearly how and why the role of government changed in dealing with at least two social and /or economic conditions. Uses examples of government policies to support the theme

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1

U.S. HISTORY

SS

5

CIVICS

that change occurred. Describes how government policies have changed in response to changing social and/or economic conditions.

Discusses clearly how and why the role of government changed in dealing with one social and/or economic condition. Contains a coherent discussion of changes in government policies and why they occurred.

Discusses how the role of government changed in dealing with one social and/or economic condition. Specific government programs and the changes in government policies are discussed, but any recognition of why the changes occurred is omitted.

Provides one historic example of the changing role of government, but does not mention any specific governmental programs or policies. Discussion is very general.

1. Attempts to answer the question, but may merely repeat information given in the theme.

The following answers show student work and do not necessarily have correct spelling and grammar. The numbers in parenthesis reflect the student's score awarded by teacher raters.

**Answer 1: (5)**

The role of the government in dealing with social and economic problems has not remained uniform over the years, rather it has adapted to meet the needs of the country at any given time. We have had laissez-faire policies, and regulatory policies, the trickle-down economics of Hoover and the New Deal programs of FDR, as well as attempts to regulate social morality.

In its early years, the federal government practiced a policy of laissez-faire economics. Because the government did not interfere with business, the development of monopolies ensued. Monopolies threatened competition and hurt the consumer as well as the small businesses that are often the source of new innovations; and, in a sense, monopolies were a threat to the American Dream. Over time, it became clear that the federal government had to take action to protect the people and the economy from such unfair business practices. This led to the passage of the Sherman Anti-Trust Act, which President Roosevelt used to personally attack business monopolies that were stifling competition. Thus, the role of the government adopted to meet the changing needs of the nation.

During the Great Depression the role of the government went through another metamorphosis. Until then, the federal government had remained out of the affairs of the majority of the people. The general public did not have any direct contact with the federal government and it had little impact on their daily lives. Hoover did not realize that this policy had to be changed. He believed in supply-side economics and as a result the Depression continued to worsen.

Upon coming to the Presidency, FDR proposed some (perhaps revolutionary for the time) changes. He offered direct relief to the people. The American public began to interact with the government at a more personal level. Thus, once again the government's role was improvised to meet the challenges of the period.

Perhaps less obvious were the different roles of the government when it came to regulating public morality. For most of American history, the federal government stayed out of the lives of the average citizen. It was your decision to go to church or to smoke or drink alcohol. However, with the passage of the 18th amendment, people were prohibited from drinking alcohol for anything other than sacramental purposes. This legislation was probably one of the first attempts to regulate public morality and it failed miserably. As a result, it was repealed and few such laws have been passed since. Once again, the federal government had altered its stance on how it would deal with social problems. Today it uses other powers to discourage such acts of 'immorality,' for example placing a tax on cigarettes.

In conclusion, the role of the government has been constantly changing to meet the needs of the nation at any given point in time. It has been conservative at one time and liberal at another. This was in fact necessary in order for the government to successfully address the needs of the country.

## Answer 2: (5)

Through the years, the government of the United States has evolved, particularly in the area regarding its role in dealing with social and economic difficulties presented by the times. It could be argued that these changes are the result of the liberal and conservative natures of the country's leaders — its presidents and this is, to a great extent, true. Yet, despite the differing viewpoints on government involvement in social and economic involvement, there has been a gradual trend towards an increased control of these things as the government grows and strengthens.

Beginning with Thomas Jefferson and most others preceding him, the precedent was set for a government that involved minimum involvement. While Jefferson believed in social mobility through education and a solid economy, he did little to expand on his beliefs in the social arena and had little cause to work for a solid economy seeing that it was already somewhat stable. Jackson like Jefferson, championed the common man. Yet, he believed in social mobility through economics and power of the people. Thus, the government involvement of this time period focused mainly upon economics and was characterized by Jackson's war on the National Bank and its master Biddle. The effort of this time and Andrew Jackson himself led not only to an increased role of government in controlling the nation's finances but a harmful panic and an increase in the power of the president, 'His Majesty King Andrew.'

Theodore Roosevelt, the popular progressive president, set the precedent for a government highly involved in the social happenings of the country. He dealt not only with temperance, voting rights, industry reform and conservational efforts but with the very idea of reform and progress. Even Herbert Hoover, a conservative that came into office some years later, was affected by the dramatic ideas set forth by TR. Dealing with the horror and complications of the Depression (1930's), he introduced some recovery programs, incorporating them into this 'let things fix themselves' attitude. FDR now in office had to face the problem of the depression. Yet, he, unlike Hoover increased government's role in the social and economic affairs by leaps and bounds. With his New Deal program, he introduced many relief, recovery, and reform measures such as the Civilian Conservation Corps., the National Banking Recovery Act and the Tennessee Valley Authority. Many of these components of the plan, passed during the First Hundred Days not only provided much needed relief but prepared the country for a variety of reforms that would follow (Social Security, Welfare).

As the nation grew and expanded, the train of continuing presidents were faced with new issues. Indeed, the complexity of the nation faced by Thomas Jefferson was rather simple compared to what FDR had to face. Issues of depression, industry, civil rights, social welfare all resulted from the growing, expanding United States. Thus, faced with more problems, the government would need to increase its role in the social and economic affairs of the country.

**Answer 3: (4)**

Throughout United States' history, the proper role of government in dealing with social and economic problems has been debated all the time. The relationship between government and people had been changing during different stages of the nation's development. United States had practiced a policy of free enterprise for business and little intervention until the Age of New Deal, where the national crisis had brought people great disasters. The only way out was government's help and regulation. As time goes on, presidents after Roosevelt tend to deregulate businesses and again develop a laissez faire atmosphere in this country.

United States practiced a free market enterprise policy until the progressive age. When the big trusts monopolized rail and, oil, steel and many other industries. Wealth was so concentrated in the hands of a few by businesses, and there was no mean of free competition. Accordingly, government had regulated business, and force the big businesses to break down to small one, thus promote fair competition.

Government regulation was especially practiced during Roosevelt's presidency. When his New Deal tried to bring the nation out of the Great Depression. Roosevelt paid the farmers to decrease agricultural production so the price can be kept high. Never before in US history that one group within the society was subsidized for the interest of the rest of the society. Roosevelt also started the first project which government can compete with private corporations in providing public utilities, such as electricity (Tennessee Valley project) Roosevelt also altered the role of government greatly by practicing the social security system. It's now the government's responsibility to provide people's pension and unemployment payment. Roosevelt's policies has been seen as socialist by some historians.

Later on, when president Reagen came to his presidency, he deregulated many business. His new federalism again believes the little government interference will bring the best to the nation's economy.

The role of government has been changing throughout the US. History. However, it serving the best interest of its people.



# Document-Based Questions

**D**ocument-based questions have been well received in the field. They represent an authentic performance in that they reflect what social scientists and historians actually do in their day to day professional lives. These questions also reflect real life skills that citizens need to have in their daily lives. These questions ask students to critically analyze and evaluate documents, and to determine the validity of sources. Teachers have recommended that document-based questions include 6-8 documents and that at least two of the documents be graphics (maps, charts, cartoons, graphs, posters, photographs, etc.).

## Characteristics of Document-Based Questions

- Are based on the Social Studies Learning Standards, themes, and concepts
- Provide students with a common base from which they demonstrate what they now and are able to do
- Focus on interpretation and analysis
- Ask students to make comparisons and draw analogies
- Ask students to apply knowledge to the given data
- Ask students to take positions on issues or problems and support their conclusions
- Require students to look at issues from multiple perspectives
- Are reflective of social science practices
- Are reflective of skills that students will use as adults
- Are criterion referenced and employ a scoring rubric

Document-based questions have been used on social studies assessments in the United Kingdom and on Advanced Placement tests in the United States. The questions being piloted in New York State incorporate the best characteristics of document-based questions used elsewhere, but also characteristics that have been recommended by New York State social studies teachers who have served on the design teams, administered pilots, and scored student papers.

*The following are samples of document-based questions from the United Kingdom, the Advanced Placement United States History exam and the New York State Global History test.*

# The United Kingdom: Schools History Project—Southern Examining Group World History Content Area

SS

2

WORLD HISTORY

## Instructions

Write your answers on the answer sheets provided. Number and letter each answer clearly.

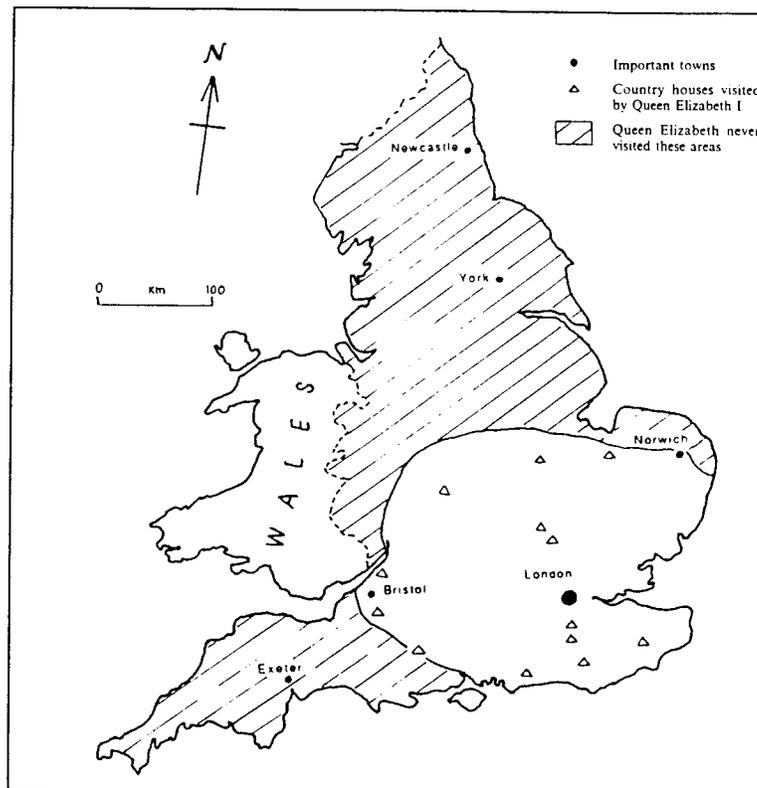
## Advice

You are advised to spend about 1 hour 20 minutes on Section A and about 40 minutes on Section B.

You will be awarded up to 6 marks for accurate spelling, punctuation, and grammar.

## OPTION 1- ELIZABETHAN ENGLAND

Study the following sources: Total for this question: 20 marks



## Source A

The main towns in England, and places Elizabeth visited on her "progresses."

## Source D



Elizabeth I's coronation portrait

## Source B

Country nobles and gentry came to court, and went back home to spread its culture and civilising standards. They took back some of its luxuries but they also grumbled about its expense.

Source: A. L. ROWSE, *The Elizabethan Renaissance*, 1971

## Source C

Noblemen had a right to present their personal views to the Queen. This naturally depended upon her convenience and health, or the good behaviour of the nobleman in question. Others did not have such a freedom of entry.

Source: A. L. ROWSE, *The Elizabethan Renaissance*, 1971

Now, using the sources and your own knowledge, answer the following questions:

- (a) Why might Elizabeth have travelled on summer "progresses" around England?  
(6 marks)
- (b) What was the painter of Source D trying to show?  
(6 marks)
- (c) How important was the court in the way that Elizabeth ruled England?  
(8 marks)

Study the following sources: Total for this question: 20 marks

### Source A

### Source B

**Look but upon the common plays in London and see the multitude that flocketh to them and followeth them!**

WHITE, "A Sermon Preached at Pawles Cross, 3 November 1577"  
London. 1581

### Source C

**"The groundlings . . . for the most part are capable of [understanding] nothing but dumb shows and noise . . ."**

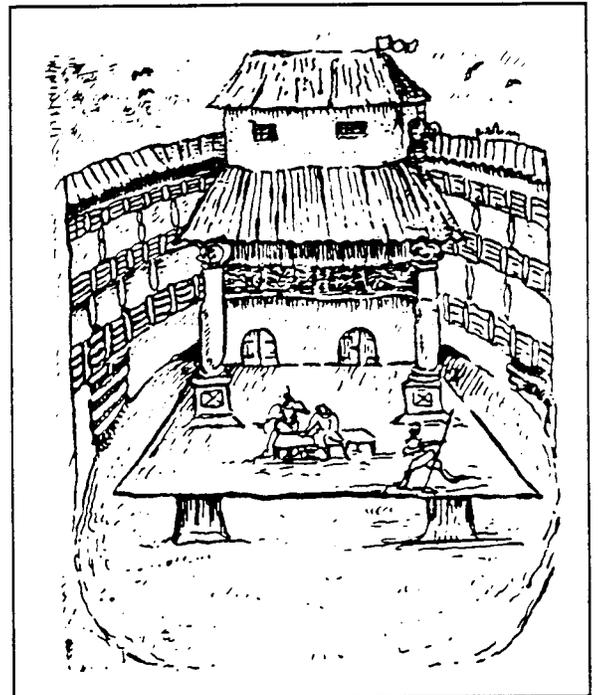
SHAKESPEARE. *Hamlet*, Act III, Scene ii

### Source D

**Theatres are the ordinary places for persons to meet together to the great displeasure of Almighty God and the hurt and annoyance of her Majesty's people.**

**Theatres also draw apprentices and other servants from their ordinary work. This greatly hinders trade.**

A letter from the Lord Mayor of London, 1597



The Swan Theatre, drawn in the 1590s

Now, using the sources and your own knowledge, answer the following questions:

- What problems did Elizabethan playwrights face in writing for the theatre?  
(6 marks)
- Why was the theatre so popular in Elizabethan London? Explain your answer.  
(6 marks)
- Explain why some people saw the theatre as a source of danger.  
(8 marks)

SS

1

U.S. HISTORY

# United States History Content Area

## Section II

### PART A

(Suggested writing time—45 minutes)  
Percent of Section II score—45

**Directions:** The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

1. Analyze the changes that occurred during the 1960's in the goals, strategies, and support of the movement for African American civil rights.

Use the documents and your knowledge of the history of the 1960's to construct your response.

#### Document A

Source: Student Nonviolent Coordinating Committee (SNCC) Statement of Purpose, April 1960

We affirm the philosophical or religious ideal of nonviolence as the foundation of our purpose, the presupposition of our faith, and the manner of our action. Nonviolence as it grows from Judaic-Christian traditions seeks a social order of justice permeated by love. Integration of human endeavor represents the crucial first step toward such a society.

Through nonviolence, courage displaces fear; love transforms hate. Acceptance dissipates prejudice; hope ends despair. Peace dominates war; faith reconciles doubt. Mutual regard cancels enmity. Justice for all overthrows injustice. The redemptive community supersedes systems of gross social immorality.

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## Document B

Source: Martin Luther King, Jr., Letter from the Birmingham Jail, 1963

My Dear Fellow Clergymen:

I think I should indicate why I am here in Birmingham since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia.

Several months ago the affiliate here in Birmingham asked us to be on call to engage in a non-violent direct action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so I am compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

Reprinted by arrangement with The Heirs to the Estate of Martin Luther King, Jr., c/o Joan Daves Agency as agent for the proprietor.

**GO ON TO THE NEXT PAGE** 

Document C

Source: News Photograph, Birmingham, Alabama, 1963



Charles Moore/Black Star

GO ON TO THE NEXT PAGE

## Document D

Source: President John F. Kennedy in a radio and television Report to the American People, June 11, 1963.

We are confronted primarily with a moral issue. It is as old as the scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. . . .

The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your state and local legislative body and, above all, in all of our daily lives. . . .

Next week I shall ask the Congress of the United States to act, to make a commitment it has not fully made in this century to the proposition that race has no place in American life or law.

## Document E

Source: Stokely Carmichael in "What We Want," 1966

But our vision is not merely of a society in which all black men have enough to buy the good things of life. When we urge that black money go into black pockets, we mean the communal pocket. We want to see money go back into the community and used to benefit it. We want to see the cooperative concept applied in business and banking. We want to see black ghetto residents demand that an exploiting store keeper sell them, at minimal cost, a building or a shop that they will own and improve cooperatively; they can back their demand with a rent strike, or a boycott, and a community so unified behind them that no one else will move into the building or buy at the store. The society we seek to build among black people, then, is not a capitalist one. It is a society in which the spirit of community and humanistic love prevail.

**GO ON TO THE NEXT PAGE** 

## Document F

Source: Statement by the Minister of Defense of the Black Panthers, May 2, 1967.

The Black Panther Party for Self-Defense calls upon the American people in general and the black people in particular to take careful note of the racist California Legislature which is now considering legislation aimed at keeping the black people disarmed and powerless at the very same time that racist police agencies throughout the country are intensifying the terror, brutality, murder, and repression of black people.

Black people have begged, prayed, petitioned, demonstrated, and everything else to get the racist power structure of America to right the wrongs which have historically been perpetrated against black people. All of these efforts have been answered by more repression, deceit, and hypocrisy. As the aggression of the racist American government escalates in Vietnam, the police agencies of America escalate the repression of black people throughout the ghettos of America. Vicious police dogs, cattle prods, and increased patrols have become familiar sights in black communities. City Hall turns a deaf ear to the pleas of black people for relief from this increasing terror.

The Black Panther Party for Self-Defense believes that the time has come for black people to arm themselves against this terror before it is too late.

## Document G

### ESTIMATED PERCENTAGE OF VOTING-AGE AFRICAN -AMERICANS REGISTERED IN 1960 AND 1968

State	1960	1968
Alabama	13.7	56.7
Arkansas	37.3	67.5
Florida	38.9	62.1
Georgia	29.3	56.1
Louisiana	30.9	59.3
Mississippi	5.2	59.4
N. Carolina	38.1	55.3
S. Carolina	15.6	50.8
Tennessee	58.9	72.8
Texas	34.9	83.1
Virginia	22.8	58.4
<b>Total South</b>	<b>29.1</b>	<b>62.0</b>

GO ON TO THE NEXT PAGE 

Document H

**VOTING IN SELECTED STATES IN THE 1968 ELECTION**

(with voting totals for all states)

**CANDIDATES FOR PRESIDENT AND VICE PRESIDENT**

Democratic—Hubert H. Humphrey; Edmund Muskie

Republican—Richard M. Nixon; Spiro T. Agnew

American Independent Party—George C. Wallace; Curtis LeMay

(in thousands)

State	Dem.	Rep.	AIP	Electoral Vote		
				D	R	AIP
Alabama.....	197	147	691	—	—	10
Arkansas.....	188	191	241	—	—	6
California.....	3,244	3,468	487	—	40	—
Florida.....	677	887	624	—	14	—
Georgia.....	344	380	536	—	—	12
Illinois.....	2,040	2,175	391	—	26	—
Indiana.....	807	1,068	243	—	13	—
Kentucky.....	398	462	193	—	9	—
Louisiana.....	310	258	530	—	—	10
Maryland.....	538	518	179	10	—	—
Massachusetts.....	1,469	767	87	14	—	—
Michigan.....	1,593	1,371	332	21	—	—
Mississippi.....	151	89	415	—	—	7
Missouri.....	791	812	206	—	12	—
New Jersey.....	1,264	1,325	262	—	17	—
New York.....	3,378	3,008	359	43	—	—
North Carolina .....	464	627	496	—	12	1
Ohio .....	1,701	1,791	467	—	26	—
Oklahoma.....	302	450	192	—	8	—
Pennsylvania .....	2,259	2,090	379	29	—	—
South Carolina.....	197	254	215	—	8	—
Tennessee.....	351	473	425	—	11	—
Texas.....	1,267	1,228	584	25	—	—
Virginia.....	442	590	322	—	12	—
Wisconsin.....	749	810	128	—	12	—
Totals of all.....	31,275	31,785	9,906	191	301	46
50 states						

## Student Response to United States History Section II, Part A.

*The following answers show student work and do not necessarily demonstrate complete understanding or have correct spelling and grammar. The numbers in parenthesis reflect the student's score awarded by teacher raters.*

**(3)**

Prior to the 1960's few advancements for the treatment for blacks occurred. Blacks were discriminated against, segregated in schools, restaurants, transportation, and other public facilities, and also victim to the Jim Crow laws (also blacks were segregated in the army and were dumped out of trucks when they were brought back from WWII). Their response to this was setting goals, strategies, and support of the movement for African American civil rights.

Organizations of blacks were set up such as the Student Nonviolent Coordinating Committee (SNCC). Their goal and strategy was for non violence to our social justice. They believed that the only way to achieve peaceful coexistence was to not resort to violence. Martin Luther King was also an advocate for nonviolence. He headed peaceful demonstrations to make everyone aware of his cause. In his letter from the Birmingham jail he tried to get the support of the churches to help his cause. At his home more churches wouldn't let blacks in. In his peaceful protest Birmingham Alabama police used fire hoses and dogs to hurt the protestors. These strategies proved to be ineffective. Nobody wanted to listen or help.

Other protests occurred during this time period. People had sit-ins at restaurants until they would serve the blacks. Rosa Parks refused to get up out of the section for reserved "whites" only on the bus. Blacks boycotted the bus for a year. The decision by the Supreme Court also came out. Brown vs. Board of Education stated that the schools could not be segregated any more. These examples showed blacks were making some strides. At the University of Mississippi the college president wouldn't let blacks in. One black boy demanded that he should be accepted. The scene got bad and John F. Kennedy had to send troops in. Kennedy was liked by blacks. He felt that the problem that they had was a moral issue and should be dealt with. He felt that all Americans are to be afforded equal rights and equal opportunities. He wanted to take time and act in Congress.

Martin Luther King and A.P. Randolph set up the March on Washington. Here King gave his I Have a Dream speech where he said that it was time for blacks to be treated better. A.P. Randolph and WEB du Bois were both founders of the NAACP which was to help with black opportunities. Stokely Carmichael was also an advocate of black equality. He wanted to see that money was to be given the blacks to help them achieve things. He wanted no price discrimination against them. Blacks couldn't join unions. Both King and Carmichael were assassinated by white people who feared the threat of equality.

Not all black people took the peaceful approach. Malcolm X and the Black Panther group knew that peace couldn't be found with nonviolence. The Black Panthers believed that had to get arms to defend themselves and that the others efforts had only been received with more repression, deceit and hypocrisy.

During Lyndon B. Johnson's presidency Civil Rights Acts of 64 and 68 for Blacks came out. There was more legislation for desegregation of schools and other public facilities. The 24th Amendment was passed which didn't allow anymore poll taxes to be taken. There was a huge rise in the amount of blacks voting from 1960 to 1968. Blacks were moving up at these times. It was seen that in the 1968 election all of the southern states voted for either the Republican candidate or the American Independent Party candidate. This showed that they wanted no more democratic presidents.

Many things changed for the quality of life of the black citizen in the 1960's but there was still a long way to go. They achieved many of their goals through either peaceful or non peaceful actions. All demonstrations had one purpose though. That was that they were fighting for the rights for a free black man or woman.

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## Student Response to United States History

### Section II, Part A.

**(4)**

Before the 1960's, African Americans had achieved little in terms of civil rights. They had all but been abandoned with the compromise of 1877, which ended Reconstruction. During this time blacks were subjected to Jim Crow laws and the violence of such groups as the Klu Klux Klan. During the Truman administration the discrimination of the Armed forces was officially terminated. Segregation was officially ended in the 1950's with the landmark case of Brown vs. the Board of Education. The 1960's illustrated a more determined effort of the African Americans to achieve civil rights.

During the '60's, the civil rights movement was headed by Dr. Martin Luther King Jr. King's primary method of achieving civil rights was the use of peaceful, civil disobedience. This thought was grounded in the ideals of Ghandi and Thoreau. Both proposed a peaceful means by which to meet an end. Through King the African Americans in the South participated in sit ins, pray ins and peaceful marches and demonstrations.

King also advocated that African Americans increase their voting power by holding mass voter registrations. While actually being a majority, only a small percentage of eligible African Americans were registered to vote. During the Johnson administration and the advent of the 24th amendment tactics such as unfair literacy tests and poll taxes were removed. Thus, the power of the Black vote would achieve more influence.

To many African Americans, the moderate and peaceful policies of King were not effective. As in Birmingham, Alabama, white policeman reacted violently to peaceful protestors. Protestors were beaten and attacked by dogs. Activists such as Malcolm X proposed black separatism. Also an increasingly rising amount of African Americans were becoming violent. In neighborhoods such as Watts Los Angeles, the African Americans began rioting and pilaging and burning their neighborhoods. Police intervention also seemed ineffective because many were attacked.

African Americans were also upset over the Vietnam draft situation. Many of the deferments open as options to members of white suburbia were not offered to African Americans who lived in the poorer neighborhoods of the inner city. As such an increasing amount of young African American men were sent to Vietnam.

Appearing at this time was the Black Panther Party. Led by Huey Newton, party members used their extended knowledge of the law to gain their rights. Members would follow around police officers to assure that violent tactics were not used against blacks. Despite moves towards reform as a goal of the party, such as subsidized lunches in inner city schools, the Black Panther Party was considered a threat by the government. They were considered a threat because of their willingness to use arms and force against the Police.

The gains made for the civil rights movement would be put on hold with the escalation of the Vietnam war and the election of the moderate conservative Richard Nixon.

## Student Response to United States History

### Section II, Part A.

(5)

The rights of African American throughout U.S. history since 1619, have been continually disregarded. However, during the Second World War, the rights of African Americans became thoroughly prominent. During WWII, black began moving North to enter jobs in the war industries. They were continually discriminated in these jobs, so A. Philip Randolph addressed the issue by threatening a Negro march on Washington. Franklin D. Roosevelt saw this as a threat and decided to help by setting up a Fair Employment in Labor Commission. This was a step, but not large enough since the blacks, who fought for the country during WWII were still discriminated against.

The turning point for African Americans was the Supreme Court's unanimous decision in *Brown vs. Board of Education of Topeka, Kansas*. Earl Warren, chief justice, recognized that segregation in public schools was unconstitutional. This began a flurry of demonstration, including a bus boycott in Montgomery, Alabama, and an uprising in Little Rock, Arkansas. By the 1960's, the African Americans had specific goals to accomplish different strategies, and support from various groups of people.

The goals of African Americans were to attain equal rights as the whites in the United States. They wanted to be legal citizens, have voting rights and equal economic opportunities. In order to obtain these goals, they had to end segregation. African Americans had different strategies to accomplish their goals. Martin Luther King, Jr., a teacher in the civil rights movement, supported Ghandi's principles of non violent protest. Students of the Nonviolent Coordinating Committee supported King's beliefs. They said, "the philosophical or religious ideal of nonviolence as the foundation of our purpose."

Many attempts of the nonviolent strategy were based on several occasions. In 1960, at a lunch counter in Greensboro, N.C., African Americans organized a sit in, and refused to leave before being served. Other attempts include a peaceful protest in Birmingham, Alabama. At Birmingham, the response of the police was outrageous. As seen in a new photograph by Charles Moore, violent dogs, houses, and cattle prods were used against peaceful demonstrators. Many African Americans were beaten and sent to jail, including Martin Luther King, Jr. Alabama was a highly African American populated state and only 13.7% of them were registered to vote in 1960. In Martin Luther Kings letter from the Birmingham Jail, he writes, "whatever affects one directly, affects all indirectly." He needed to help the people of Birmingham because it was his duty as a clergyman and an African American.

John F. Kennedy was the president of the United States during the early 1960's, and he very much supported the civil rights movements. He did everything in his power to

force the integration issue in America. After the violence at Birmingham, JFK, in a public announcement, declared the oppression of African Amer. civil rights as a “moral crisis”. Many American agreed w/ him after seeing the horror the African Amer. went through on T.V. and newspapers. The U.S. gov’t would not tolerate such behavior.

Another strategy of the African Americans came about when they were continually repressed even after ardent nonviolent protests. People, such as Stokely Carmichael, Malcolm X and H. Rapp Brown began to emerge. Carmichael, in “What We Want” said that Africans American must “seek to build [a society] among black people”. If integration was not going to happen, the sought separation of the races. H. Rapp Brown violently opposed the “whiterace”. The Black Panther Party for Self-Defense” was set up with Malcolm X as a supporter. They preached that black people must “arm themselves against this terror.” They believed that African Americans must resort to violence because they have not made any gains through peace. Malcolm X even scorned Martin Luther King’s attempt at Birmingham and said it showed the ineffectiveness of nonviolent protest. The upsurge of African Americans promoting violence concerned the people of the U.S. There would be mass riots and destruction if the U. S. gov’t did not take some action.

As Lyndon B. Johnson became president, the civil rights movement took a giant leap forward. Civil Rights Act, 1966 was passed which banned segregation in all public places. Still, the blacks were not given any political rights. Congress then passed the 24th amendment which outlawed the poll taxes formerly used as a barrier against voting. From 1960 to 1968, the total southerners registered to vote nearly doubled. In the 1968, many African Amer. voted for the first time. Most of the electoral votes in the south went to the Amer. Independent Party w/ Wallace who sought to improve the conditions for the African Americans.

The 1960’s was a peak time for the civil rights movement. The African Americans were formally recognized and given the rights they forever deserved. By 1972, two black mayors were elected in Gary, Indiana and Cleveland, Ohio. The African Americans were slowly climbing the ladder upward.

# Document-Based Question

This task is based on the accompanying documents (1-7). Some of these documents have been edited for the purposes of this task. The essay is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author's point of view.

## Directions:

- Write a well-organized essay that includes an introduction with a thesis statement, several paragraphs explaining the thesis, and a conclusion.
- Analyze the documents.
- Use evidence from the documents to support your position.
- Do not simply repeat the contents of the documents.
- Include specific related outside information.

## Historical Context:

Imperialism has been interpreted from a variety of viewpoints. The documents below express various viewpoints about the positive and negative effects of European imperialism.

## Task:

Evaluate both the positive and negative effects of imperialism.

## Part A

### Short Answer

The documents below relate to the positive and negative effects of imperialism. Examine each document carefully and then answer the question which follows it.

#### Document 1

“Modern progressive nations lying in the temperate zone seek to control ‘garden spots’ in the tropics. [mainly in Africa, Latin America, and Asia] Under [the progressive nations] direction, these places can yield tropical produce. In return, the progressive nations bring to the people of those garden spots the foodstuffs and manufactures they need. [Progressive nations] develop the territory by building roads, canals, railways, and telegraphs. They can establish schools and newspapers for the colonies [and] give these people the benefit of other blessings of civilization which they have not the means of creating themselves.”

O.P. Austin, “Does Colonization Pay”  
*The Forum*, 1900

Source: *New York State Global History Pilots*, Spring 1997.

1. According to the author, what benefits did the colonies receive from the “modern progressive nations”?

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Document 2



“Learning civilized ways is hard work.”

2. What did colonization mean for the native people?

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**Document 3**

“To begin with, there are the exporters and manufacturers of certain goods used in the colonies. The makers of cotton and iron goods have been very much interested in imperialism. Their business interests demand that colonial markets should be opened and developed and that foreign competitors should be shut out. Such aims require political control and imperialism.

Finally, the most powerful of all business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines. They also make loans to colonial plantation owners, importers, and exporters.

The imperialist business interests have powerful allies. Military and naval leaders believe strongly in extending the white man’s rule over the ‘inferior races,’ To this company may be added another element—the missionary. Missionaries went forth to preach a kingdom beyond this world. But they often found themselves the builders of very earthly empires. . . . Last, but by no means least, let us add politicians to our list of empire builders.”

*Imperialism and World Politics, Parker T. Moore, 1926*

3. Who are the empire builders described in this passage?

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**Document 4**

“When the whites came to our country, we had the land and they had the Bible, now we have the Bible and they have the land.”

African proverb

4. How did the Africans feel about the missionaries?

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**Document 5**

The White Man killed my father,  
My father was proud.  
The White Man seduced my mother,  
My mother was beautiful.  
The White Man burnt my brother beneath the noonday sun,  
My brother was strong.  
His hands red with black blood  
The White Man turned to me;  
And in the Conqueror's voice said,  
"Boy! a chair, a napkin, a drink.

*An Anthology of West African Verse, David Diop, 1957*

5. What were some negative effects of imperialism on Africa?

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**Document 6**

"Colonialism's greatest misdeed was to have tried to strip us of our responsibility in conducting our own affairs and convince us that our civilization was nothing less than savagery, thus giving us complexes which led to our being branded as irresponsible and lacking in self-confidence. . .

The colonial powers had assimilated each of their colonies into their own economy.

Our continent possesses tremendous reserves of raw material and they, together with its potential sources of power, give it excellent conditions for industrialization. . ."

*Sekou Toure, West African nationalist, 1962*

6. In 1962, what was the response of this West African nationalist to years of colonialism?

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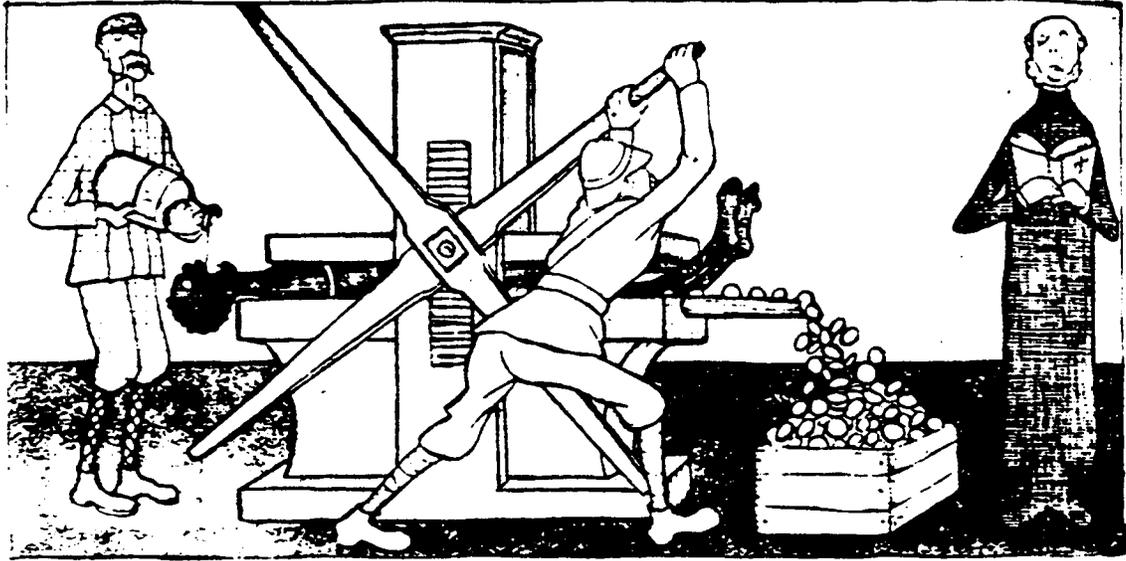
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Document 7

This German cartoon, published in the early 20th century, is entitled "Thus colonize the English."



7. What is the point of view of this cartoonist about European imperialism?

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## Part B

### Essay Response

**Evaluate both the positive and negative effects of imperialism.**

Your essay should be well organized with an introductory paragraph that states your position. Develop your position in the next paragraphs and then write a conclusion. In your essay, include specific historical details and refer to the specific documents you analyzed in Part A. You may include additional information from your knowledge of global history.

The following answers show student work and do not necessarily have correct spelling and grammar. The numbers in parenthesis reflect the student's score awarded by teacher raters.

**(5)**

Throughout history, imperialism has been a common exercise that was practiced by major super powers like Western Europe. To some imperialism may seem like a good idea with all of the riches and wealth to the mother country, but it really is not a good thing. Imperialism helped start slavery and it also makes countries lose their self confidence and self respect by calling them savages. These examples and many others are reasons why imperialism has negative effects on countrys and people.

First imperialistic countrys feel that they hold all of the power and they can do whatever they want to the smaller countries. The higher people from the mother country "kill people, seduce people, and make the younger stronger people slaves" as stated in Document #5 ("An Anthology of West African Verse" by David Diop, 1957). Here they take the young people and make them their personal servants by having them bring them things like food and drinks. Document #2 ("Learning civilized ways is hard work" cartoon) shows a big man from a major country making slaves out of the people from the smaller countrys. He is saying that by doing what ever he says to do, the people will become civilized, but what they're really becoming is slaves.

Second, major countrys come to developing countrys with many empty promises just so they can have the land. As stated in Document #4 (African proverb), "when the whites came to our Country, we had the land and they had the Bible, now we have the Bible and they have the land." The white men came over and they wanted to modernize Africa so they taught them their religion. As they were learning, the white men snatched up their land without the Africans even realizing it. When they come, they always come with something to exchange for land.

Third, imperialistic countries not only hurt the other countries land or economy, but they effect the person also. In Document #6 (Sekou Toure, West African Nationalist, 1962) the smaller countrys people felt like they were being "stripped from their responsibility" and they were "irresponsible" because this other country came in and said that they needed them to survive. They called them savages and their civilization was nothing worth keeping. By saying this, it ruined their self-respect, self-confidence, and self-esteem. The other country also takes all of their raw materials in exchange for things that the country can do without.

In conclusion, imperialism is not good for any country economically or socially. It ruins people's sense of self, their land, and their lives by making them slaves. The world would be a better place without imperialist. Imperialists think that they're helping out, but really their hurting. If a country really wants to help another country out then they should send aid, but not their troops to take over the country.

## (5)

Throughout the history of the world, Imperialism is a factor which brought cultural diversity. It has brought the world new ideas and technology through both positive and negative effects to different countries.

There are many positive effects which imperialism has brought to the world. It has brought many poor continents, such as Africa and Asia, the ability to manufacture and produce goods which could not have been produced before. This is proved as stated in document 1, "Under [the progressive nations] direction, these places can yield tropical fruit. "This shows that the poor countries could not produce or did not know how to produce & manufacture efficiently. When the "progressive nations" colonized, they taught how to efficiently produce & manufacture. The "progressive nations" also helped protect the colonized nation and helped build up the military power of that nation to a certain extent. They also helped westernize and modernize the nation building modern buildings, factories, transportation, and faster communication such as newspapers and telegraphs. They have given the poor countries help in becoming what they could not have done alone.

As Imperialism helped the poor countries, it has helped the imperialistic country also. Imperialism has given them different raw materials, resources and certain goods in which the "progressive nations" could not get themselves due to geographic and climatic problems. It has brought money and land to the imperialistic countries. In bringing land, it has brought under their control, the money and goods that the imperialistic countries themselves need.

As Imperialism brought good and prosperous aspects, it has brought many negative aspects and effects as well. It has brought much death. The imperialistic countries have complete control. Many times the country heavily taxes the poor country to use their own land. As the poor countries prosper, the imperialistic countries become more and more greedy. They tax more and take land if they cannot pay. As shown in document #'s 2 and 7, the imperialistic countries are living wealthy off of the poor countries who do all the hard work. In document 2, it is shown that the imperialistic country uses the poor countries as slaves to live in luxury. In document 7, it shows that the imperialistic countries go and drain all the life out of the poor countries, not caring whether they live or die to gain all the gold they can get their hands on. Imperialism brought about prejudice. As stated in Document 6 and shown in Document 2, the imperialistic country thinks that the poor countries are "lesser" than they are thus using them as slaves and cheap ways of gaining money. Document 5 shows that the family was killed because of their better traits. It shows the imperialistic countries thinking mentality how they feel they are superior to the inferior or poor countries. Another aspect is war and chaos. Imperialism brought war and chaos in that in the efforts to extract every ounce of gold and resources, the poor countries have gone into increasing poverty as shown in India with British imperialistic rule. In many poor countries, there are many riots, peaceful and violent that usually are ended in violence and bloodshed. As is the case, many countries sent into a state of turmoil and chaos. In response to the violence, increasing poverty, heavy taxation and complete control, many countries have strived towards independence. This event causes Revolutionary wars and violence. This is because the imperialistic countries become greedy and do not want to give up the good land and easy money. In this sense, imperialism is a negative aspect.

Of all the negative aspects imperialism brought to the poorer nations, many opposing positive aspects were also brought about. Imperialism brought about the rising of many modernized nations and helped nations grow advanced technologically and politically. But as is the case in all positive aspects there is a price to pay which are the negative aspects.

#### (4)

Imperialism has been interpreted from a variety of viewpoints. There are many positive and negative effects of imperialism.

Imperialism has benefitted the colonial power and the colonies. Imperialism will benefit many different business groups, so it is a big interest of many nations. The Europeans, in colonializing Africa, received many raw materials and sources of power. They were able to set up the colonies to benefit their own economies, as pointed out by Sekoutoure, a Western African nationalist in 1962. The imperialism also benefitted Africa. The Europeans built many roadways, railroads, and improved many aspects of the society by improving health care. They also build factories to help industrialize their colonies.

At the same time imperialism is having negative effects, mostly on the colonies. Imperialism is usually by force, and the colonial powers used their superior military technology to obtain their colonies, sometimes resulting in many deaths. The Europeans brought many diseases to their colonies, such as Africa, Latin and South America, and Asia. The Europeans also forced their culture on their colonies, demonstrated in document four from the African proverb. The Europeans used a lot of forced labor. An example would be the African slave trade in the 1800's, where the West brought many Africans to their country to be used as slaves. Dave Diop wrote about the forced labor in "an anthology of Western African verse" in 1957. The political cartoon of document two also demonstrates this point. Imperialist caused many nations to lose self-confidence and to get away from their own culture to adopt Western ways.

Most nations used imperialism to obtain their needed raw materials, but to obtain these it has had many side effects on the natives of the colonies. These side effects may be positive, but the majority of them have a negative effect.

## Imperialism Document-Based Question Rubric

5	<ul style="list-style-type: none"> <li>• Thoroughly addresses the social, political, and economic effects of imperialism, utilizing most of the documents and incorporating outside information that relates to the documents.</li> <li>• Thorough discussion of the positive and negative effects of imperialism that is richly supported with accurate facts, examples, and details.</li> <li>• Clearly stated thesis that is supported by accurate interpretation and analyzes of most of the documents and outside information that relates to the documents.</li> <li>• Analysis reflects the conflicting perspectives and complexity of the issue and document. The documents are analyzed, synthesized, and woven into the body of the essay.</li> <li>• The conclusion summarizes key arguments and points made in the essay.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Addresses most of the social, economic, and political effects of imperialism. Utilizes most of the documents and incorporates limited outside information which may be somewhat uneven in treatment.</li> <li>• Discussion of positive and negative effects of imperialism is supported with accurate facts, examples, and details.</li> <li>• Thesis is supported by accurate interpretation, analyzes most of the documents with limited outside information.</li> <li>• Analysis reflects the conflicting perspectives and complexity of the documents. May be descriptive or analytical.</li> <li>• Conclusion summarizes key arguments and points made in the essay.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Addresses some of the social, economic, and political aspects of imperialism. Utilizes some of the documents with little or no outside information.</li> <li>• Attempts to discuss the positive and negative effects of imperialism, which may be supported with some facts and examples. Minimal factual errors may be present.</li> <li>• Thesis statement may simply restate the task and not establish a position. May not fully support the thesis statement.</li> <li>• Thesis statement may be missing or not supported.</li> <li>• Conflicting perspectives are acknowledged. Discussion of the documents may be more descriptive than analytical. Paraphrasing of the documents may be present.</li> <li>• Conclusion maybe a simple restatement of the task.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Attempts to address the issue of imperialism with limited use of the documents. No outside information is apparent.</li> <li>• Some recognition of the positive and negative effects of imperialism with little discussion or use of factual knowledge.</li> <li>• Thesis statement may be missing or vague.</li> <li>• Discussion merely reiterates the contents of the documents. Only one perspective of imperialism may be acknowledged.</li> <li>• Conclusion may be vague or missing.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrates a very limited understanding of imperialism.</li> <li>• Little or no recognition of the effects of imperialism.</li> <li>• No thesis statement.</li> <li>• Fails to use the documents or references are vague.</li> <li>• No conclusion.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to address the *task.</li> <li>• No response.</li> <li>• Blank paper.</li> </ul>

# Sample Questions from the *French Brevet de College* World History Content Area

SS

2

WORLD HISTORY

AT THE completion of the 9th grade. French students can earn the lower secondary diploma, the *brevet de collège*. To do so, they must earn satisfactory grades in a wide range of academic courses and perform well on *brevet* examinations based on the national curriculum in French, mathematics, and history / geography. More than 80 percent of French students take the *brevet* exams, and 75 percent of those test takers earn the diploma. In other words, more than 60 percent of the age cohort earn the *brevet de college*. Following are sample questions from the math and history sections of a typical *brevet de collège* exam.

## History-Geography

### History and Civic Education

Respond to *one* of the following topics.

Organize your answer with an introduction and a developed text. Edit your conclusion, which will be evaluated when your answer is corrected.

#### 1. The Causes of the First World War

First, explain the indirect causes (imperialism and nationalism) which facilitated the appearance of European networks of alliances. Briefly describe these networks. Next, tell how the crisis at Sarajevo was directly responsible for the First World War.

#### 2. Decolonization of France (1945-1962)

Within the structure of the French colonial empire, note and discuss:

- the origins of the decolonization movements
- the different forms of decolonization: an example of peaceful decolonization and an example of a struggle for liberation
- the political, economic, and demographic consequences of decolonization for France

#### 3. The Constitution of the Fifth Republic

In the first part, after defining the word “constitution,” indicate by whom and under what circumstances the constitution of the Fifth Republic was put into place.

In the second part, list the principal powers of the president of the Republic and those of the prime minister.

In the last part, characterize Parliament and its powers.

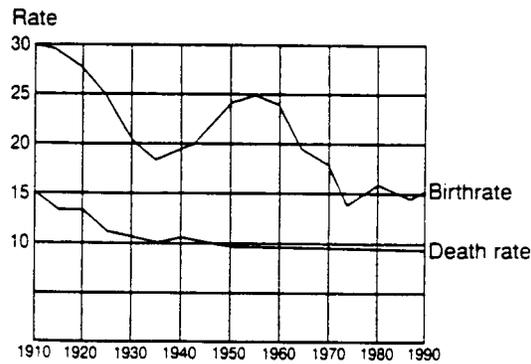
Source: *Brevet de College*.

## Finding Points Along a Timeline

- Draw a timeline from 1910 to 1980 (scale: cm = 10 years).
- Use letters to note along this axis the following events:
  - the electoral victory of the Popular Front           A
  - the first oil crisis    B
  - the independence of India                                C
  - the length of the Algerian war                         D
- Note along the same timeline the date January 30, 1933 and indicate the event that corresponds to that date.

## Geography—Study of Documents

The following document concerns the United States of America.  
Answer the following questions:



1. Give a name to this graph.
2. Define:
  - birthrate
  - death rate
  - natural rate of growth
3. How and in what proportions have the rates of birth and death changed between 1910 and 1990?
4. Using a colored pencil, draw the natural growth rate and include this (document 1) in your answer sheet.
5. Using the information on the graph, calculate the natural growth rate in 1955 and 1990.
6. After copying the table below on your answer sheet, write in the four principal phases of the change of natural growth rates, noting each phase, the dates and the direction of change.

Dates	Type of Change