

OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA MODIFIED ALTERNATE ASSESSMENT PROGRAM
TEST AND ITEM SPECIFICATIONS
End-of-Instruction
United States History



OKLAHOMA
STATE DEPARTMENT *of* EDUCATION



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Oklahoma School Testing Program

End-of-Instruction U.S. History

Purpose

The purpose of this test is to measure Oklahoma students' level of proficiency in U.S. History. The End-of-Instruction assessment requires students to respond to a variety of items linked to the U.S. History standards identified in the *Oklahoma C³ Standards for the Social Studies (revised 2012)*. Each U.S. History test form will assess the standards and objectives listed below.

Oklahoma C³ Standards for the Social Studies **Standards and Objectives**

Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)

- Post Reconstruction Amendments (1.1)
- Immigration, Westward Movement, and Native American Experiences (1.2)
- Impact of Industrialization on Society, Economics, and Politics (1.3)

Expanding Role of the United States in International Affairs (2.0)

Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)

- Economic, Political, & Social Transformation Between the World Wars (3.1)
- Economic Destabilization and the Great Depression/New Deal (3.2, 3.3)

Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)

- Mobilization for World War II (4.1)
- World War II and U.S. Reaction to the Holocaust (4.2, 4.3)

U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)

- The Cold War - Foreign and Domestic (5.1, 5.2)
- The Vietnam War Era (5.3)
- The African American Civil Rights Movement (5.4)
- Social Political Transformation (5.5)

U.S. Foreign and Domestic Policies, 1976 to the Present (6.0)

- End of the Cold War (6.1, 6.2, 6.3)
- Post Cold War World (6.4, 6.5, 6.6)



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Process

It is necessary to create test items that are reliable, fair, and targeted to the *Oklahoma C³* standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards listed in the Test Blueprint for U.S. History. In the *Oklahoma C³* document, asterisks have been used to identify standards and objectives that must be assessed by the local school district.
2. Test items are focused on content that is authentic, authentic and understandable to students.
3. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand what is required of them.
4. All items are reviewed to eliminate language that shows bias or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.
5. All multiple-choice items (the key and all distractors) are similar in length and in syntax. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks or sounds different from the other answer choices. Distractors are created so that students must reason their way to the correct answer rather than simply identify incorrect responses because of a distractor's obviously inappropriate nature. Distractors should always be plausible (but incorrect) in the context of the item stem. Correct responses will be approximately equally distributed among As, Bs, and Cs.

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

Universal Design Considerations

Universal design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Modified Alternate Assessment Program, modifications have been made to some items that simplify and clarify instructions, and provide maximum readability, comprehensibility, and legibility. This includes such things as reduction of language load in content areas other than Reading, increased font size, fewer items per page, and boxed items to assist visual focus.

Multiple-Choice Item Rules

- All items clearly indicate what is expected in a response and help students focus on their response.
- Each multiple-choice item has a stem (question, statement, or incomplete statement and/or graphic component) and three answer (or completion) options, only one of which is correct.
- Multiple-choice item stems present a complete problem so that students will know what to do before looking at the answer choices; students should not need to read all answer choices before knowing what is expected.

In summary, U.S. History test items will assess whether students understand relevant concepts and problems, and can develop viable solutions.

Oklahoma OMAAP Item Modifications

Universal Modifications

- Minimize the number of questions on the page (limit 2 or 3).
- Use a larger font size.
- Provide only three answer options instead of four.
- Highlight the main points in the question or passage by underlining and using bold font.
- Allow for the same accommodations as in the standard assessment.
- Avoid questions that require students to select the better/best answer.
- Be consistent in wording of directions across grades and subjects.
- Minimize the use of pronouns and prepositional phrases.
- Avoid the use multiple meaning words and words that can function as more than part of speech.
- Enlarge art when possible.
- Simplify art when possible, (i.e. removing unnecessary labels, use less gray scale, use thicker lines when outlining, etc.).
- Box informational text in an item.
- Bullet information when possible (e.g. bullet detailed information or processes).
- Reduce reading load of stem, stimuli, and answer options when possible.
- Use Verdana font.

Modification of U.S. History Items

- Reduce the amount of reading.
- Avoid complicated art.
- Simplify tables and charts by removing irrelevant rows or columns.
- Simplify maps.
- Box formulas to make them stand out.
- Delete one part of a compound answer choice when possible.
- Delete extraneous information including irrelevant material and unnecessary words in items or graphics.
- Simplify complex sentence structure and vocabulary in item and answer choices without eliminating Social Studies vocabulary.
- Change passive voice to active voice when appropriate.
- Change item from an open-ended statement ending to a direct question or vice versa, as necessary, for clarification.
- Add precise language to provide additional context for clarification.
- Use consistent language within an item in order to focus student attention on what is being asked.
- Revise text as necessary to maintain the authenticity and logic of the item due to modifications.
- Use bullets to organize clearly complex items into smaller, meaningful parts.
- Provide definition of non-tested vocabulary in a text box near item and bold the defined term in the item or provide definition in brackets behind the word.
- Direct student attention to graphics.
- Simplify visual complexity of graphics.
- Provide additional graphics to support text, emphasize ideas, and facilitate comprehension.
- Provide new text and/or reorganize existing text within the question to explain or clarify the graphic.
- Delete items that cannot be modified based on guidelines.

Sample Item #1 (non-modified)

Depth of Knowledge: 1

Correct Answer: D

“The Philippines are ours forever . . . and just beyond the Philippines are China’s . . . markets. We will not retreat from either. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world. And we will move forward to our work . . . with gratitude . . . and thanksgiving to Almighty God that He has marked us as His chosen people . . . He has marked the American people as His chosen nation to finally lead in there generation of the world. This is the divine mission of America . . .”

—Senator Albert Beveridge, 1900

What group of people would have disagreed with Senator Beveridge’s speech?

- (A)** racists
- (B)** nationalists
- (C)** expansionists
- (D)** isolationists

Sample Item #2 (modified)

Depth of Knowledge: 1

Correct Answer: B

“The Philippines are ours forever . . . and just beyond the Philippines are China's . . . markets. We will not retreat from either. . . . [God] has marked [the American people] as His chosen people, henceforth to lead in the regeneration of the world.”

–Senator Albert Beveridge, 1900

What group of people would have disagreed with Senator Beveridge’s speech?

- A** naturalists
- B** isolationists
- C** expansionists

Test Structure, Format, and Scoring

The test will consist of 45–48 operational multiple-choice items, which will be written at a seventh-grade reading level and will include three responses from which to choose: the correct answer and two distractors.

Each multiple-choice item is scored as correct or incorrect. The student’s raw score is converted to a scaled score using the number-correct method.

Test Alignment with Oklahoma C³

Criteria for Aligning the Test with <i>Oklahoma C³</i> Standards and Objectives
<p>1. Categorical Concurrence The test is constructed so that there are at least six items measuring each <i>Oklahoma C³</i> standard, with the content category consistent with the related standard. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student’s mastery of the content measured.</p>
<p>2. Range of Knowledge Correspondence The test is constructed so that at least 50 percent of the objectives for an <i>Oklahoma C³</i> standard are assessed.</p>
<p>3. Balance of Representation The test is constructed according to the Test Blueprint, which reflects the degree of representation given on the test to each <i>Oklahoma C³</i> standard and objective in terms of the percent of total test items measuring each standard and the number of test items measuring each objective.</p>
<p>4. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted <i>Oklahoma C³</i> skill or concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.</p>

**Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
U.S. History
Transitional Test Blue Print
School Year 2012–2013**

The Test Blueprint reflects the degree to which *Oklahoma C³* Social Studies (revised 2012) standards and objectives are represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>Oklahoma C³ Standards for the Social Studies Standards and Objectives</i>	Ideal Number of Items	Ideal Percentage of Test¹
Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)	8	17%
Post Reconstruction Amendments (1.1a, 1.1b)	2–4	
Immigration, Westward Movement, and Native American Experiences (1.2)	2–4	
Impact of Industrialization on Society, Economics, and Politics (1.3)	2–4	
Expanding Role of the United States in International Affairs (2.0)	6	12%
Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)	8	17%
Economic, Political, & Social Transformation Between the World Wars (3.1)	3–5	
Economic Destabilization and the Great Depression/New Deal (3.2, 3.3)	3–5	
Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)	8	17%
Mobilization for World War II (4.1)	3–5	
World War II and U.S. Reaction to the Holocaust (4.2, 4.3)	3–5	
U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)	18	38%
The Cold War—Foreign and Domestic (5.1, 5.2)	4–6	
The Vietnam War Era (5.3)	4–6	
The African American Civil Rights Movement (5.4)	4–6	
Social Political Transformation (5.5)	4–6	
Total Test	48²	100%

¹Percentages are approximations and may result in a sum other than 100 due to rounding.

²The actual number of items scored for a student may be slightly lower pending a review of the item statistics.

*Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report to a standard. While actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment of the ideal blueprint.

OVERVIEW OF ITEM SPECIFICATIONS

For each *Oklahoma C³* standard, item specifications are organized under the following headings:

- *Oklahoma C³* Standard
- *Oklahoma C³* Objective
- Item Specifications
 - a) Emphasis
 - b) Format
 - c) Content Limits
 - d) Depth-of-Knowledge
 - e) Distractor Domain
 - f) Sample Test Items

The headings "*Oklahoma C³* Standard" and "*Oklahoma C³* Objective" state the standard and objective being measured as found in the U.S. History section of the *Oklahoma C³* document.

The heading "Item Specifications" highlights important points about the item's emphasis, format, content limits, depth of knowledge, distractor domain, and sample test items. All items in these tests are written to address a single standard as the primary concept.

Descriptions of the depth-of-knowledge levels for U.S. History are as follows:

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

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

Note: These descriptions are taken from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, October 2001, Version 2.0.

Depth of Knowledge Assessed by Test Items

The test will approximately reflect the following “depth-of-knowledge” distribution of items:¹

Depth of Knowledge	Percentage of Items
Level 1—Recall	20–25%
Level 2—Basic Reasoning	60–65%
Level 3—Complex and Extended Reasoning	10–15%

¹ This is the ideal depth-of-knowledge distribution of items. There may be slight differences in the actual distribution of the upcoming testing session.

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

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

OKLAHOMA C³ STANDARDS

(Revised 2012)

END-of-INSTRUCTION U.S. HISTORY STANDARDS

The United States: The American Nation in Transformation, 1878 to the Present

In United States History, the student will describe and analyze effects of the Reconstruction Era amendments to the *United States Constitution*, examine the impact of immigration and the settlement of the American West on American society, and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. The student will also describe the social, cultural, and economic events between the World Wars, investigate and analyze the Great Depression, and the causes, events and effects of World War II, and assess the foreign and domestic policies of the United States since World War II. The student will also examine the 9/11 attacks on New York City and Washington, DC.

The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.

ASSESSMENT NOTE: High schools students in United States History for

Grades 9–12 will study the time frame of 1878 to the present. However, for the high school ACE United States History End-of-Instruction Examination (EOI), the time frame is approximately 1878–2002, or approximately from the Reconstruction amendments through the terrorist attacks of September 11, 2001 and the immediate effects of those events.

Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout and across the content standards, as well as being used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 and 2 Social Studies Process and Literacy Skills be measured and reported within each of the Content Standards 1, 2, 3, 4, 5, and 6. Process skill assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms.

At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

1. Cite specific textual and visual evidence to analyze the post- Reconstruction civil rights struggles.
 - A. Examine the purposes and effects of the *13th, 14th, and 15th Amendments*.
 - B. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.
 - A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.
 - B. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.
 - C. Compare the contrasting view points of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quanah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.
3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.
 - A. Analyze the impact of leading industrialists as "robber barons" and as "philanthropists" including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.
 - B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.
 - C. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.
 - D. Analyze major social reform movements including the Women's Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.

- E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.
- F. Evaluate the rise and reforms of the Progressive Movement including the
1. Direct primary, initiative petition, referendum, and recall,
 2. Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and
 3. Conservation of the environment under the leadership of Theodore Roosevelt.
 4. Analyze the series of events leading to and the effects of the *16th, 17th, 18th, 19th, and 21st Amendments* to the *United States Constitution*.
- G. Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.
- H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
 - A. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.
 - B. Assess the role of yellow journalism in inciting American desire to go to war with Spain.
 - C. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
 - D. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy the *Roosevelt Corollary*, military interventionism, and the territorial acquisition and construction of the Panama Canal.
2. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the “Bull Moose Party” on the outcome of the election.
3. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.
 - A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.
 - B. Analyze the experiences of the war’s homefront including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.
 - C. Cite specific textual and visual evidence to examine Wilson’s foreign policy as proposed in his *Fourteen Points* and the reasons for the nation’s return to isolationism including the rejection of the League of Nations.

Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

1. Examine the economic, political, and social transformations between the World Wars.
 - A. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and “talkies” (movies).
 - B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.
 - C. Examine growing labor unrest and industry’s reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
 - D. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.
 - E. Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.
2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.
 - A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government’s laissez-faire policy.
 - B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.
 - C. Analyze how President Herbert Hoover’s financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
 - D. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.

3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
 - A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address* and the *Four Freedoms* speech.
 - B. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.
 - C. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.

Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.
 - A. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease program.
 - B. Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese- Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and Italian descent.
2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.
3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials, which held Nazi leaders accountable for war crimes.

Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.
 - A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.
 - B. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.
 - C. Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.
 - D. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.
2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.
 - A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.
 - B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.
3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26th Amendment*.
4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.
 - A. Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.

- B. Compare and contrast segregation policies of “separate but equal,” disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment*, the passage of the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965*, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.
 - C. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them, to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.
 - D. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women’s Liberation Movement, the United Farm Workers and Cesar Chavez, and the American Indian Movement.
5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.
- A. Summarize and examine the United States Supreme Court’s use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.
 - B. Assess the lasting impact of President Lyndon Johnson’s civil rights initiatives, the war on poverty, and the Great Society.
 - C. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.
 - D. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women’s Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court’s ruling in *Roe v. Wade*.
 - E. Analyze the political and economic impact of President Nixon’s foreign policies including *détente* and the opening of China.
 - F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers*, the first use of the *25th Amendment*, and President Ford’s decision to pardon former President Nixon.

Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.

1. Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.
2. Analyze the economic and political impact of President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.
3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.
4. Describe the goal of President H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.
6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT*, and the creation of the Department of Homeland Security.

Oklahoma C³ Standard:

Standard 1:

The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through Progressive Eras, 1865 to 1900.

Oklahoma C³ Objective:

Objective 1:

Cite specific textual and visual evidence to analyze Post-Reconstruction civil rights struggles.

Item Specifications:

Emphasis:

- Understand the purposes and effects of the “Civil War Amendments” to the Constitution, their postwar application and their impact on civil rights struggles in the South.

Format:

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

Content Limits:

- *13th Amendment*
- *14th Amendment*
- *15th Amendment*
- Jim Crow laws
- Black Codes
- Klu Klux Klan

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 1.1:

Depth of Knowledge: 1

Correct Answer: A

What is the purpose of the 15th Amendment?

- (A)** to protect the right of African Americans to vote
- (B)** to allow United States citizens to vote in other countries
- (C)** to make it easier for immigrants to become United States citizens

Modified Oklahoma C³ Sample Item for Standard 1.1:

Depth of Knowledge: 2

Correct Answer: B

All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.

–14th Amendment, Section 1

What is the main purpose of this section of the amendment?

- (A)** to assist the efforts of settlers
- (B)** to prohibit racial discrimination
- (C)** to guarantee immigrant civil rights

Oklahoma C³ Standard:

Standard 1:

The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through Progressive Eras, 1865 to 1900.

Oklahoma C³ Objective:

Objective 2:

Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.

Item Specifications:

Emphasis:

- Demonstrate an understanding the effects of immigration and migration on settlement pattern and economic growth in the nineteenth century.

Format:

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

Content Limits:

- Reasons for immigration and settlement patterns
- New immigrant groups versus old immigrant groups
- *Chinese Exclusion Act*
- Nativism
- Americanization
- Immigrant experiences
- Ellis Island
- Melting Pot
- Reservations
- Assimilation
- Wounded Knee
- *Dawes Act*
- Viewpoints of Native American leadership
 - Red Cloud's Cooper Union speech
 - Seattle
 - Quanah Parker
 - Chief Joseph's *I Will Fight No More* speech

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 1.2:

Depth of Knowledge: 1

Correct Answer: B

How did Chinese and Irish immigrants in the mid-1800s contribute to the development of a transcontinental railroad system?

- (A)** by funding its construction and maintenance
- (B)** by providing low-cost labor for its construction
- (C)** by lobbying Congress for approval of its construction

Modified Oklahoma C³ Sample Item for Standard 1.2:

Depth of Knowledge: 2

Correct Answer: C

Which statement about immigrants to the United States in the late 1800s is true?

- (A)** Immigrants settled more in rural areas of the country.
- (B)** Immigrants enjoyed equal opportunities with other Americans.
- (C)** Immigrants provided labor that allowed the nation to industrialize.

Modified Oklahoma C³ Sample Item for Standard 1.2:

Depth of Knowledge: 1

Correct Answer: A

Which statement is true about the Dawes Act of 1887 that dealt with Native American issues?

- Ⓐ** It divided Native American land into individual plots.
- Ⓑ** It allowed Native Americans to reclaim land they previously owned.
- Ⓒ** It required Native Americans to pay taxes to the federal government.

Oklahoma C³ Standard:

Standard 1:

The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through Progressive Eras, 1865 to 1900.

Oklahoma C³ Objective:

Objective 3:

Evaluate the impact of industrialization on American society, economy, and politics.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the effects of industrialization.

Format:

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

Content Limits:

- Leading industrialists as “robber barons” and “philanthropists”
- John D. Rockefeller and Andrew Carnegie
- *Gospel of Wealth*
- Gilded Age
- Populace Movement
- Social Darwinism
- Impact of new inventions and industrial production methods
 - New technologies by Thomas Edison and Alexander G. Bell
 - Bessemer process
- Muckrakers
 - Ida Tarbell
 - Upton Sinclair
- Changes in government policy on child labor, wages, and working conditions
- Sherman Anti-trust Act
- Women’s Suffrage
- Temperance Movement
- Significant reformers
 - Susan B. Anthony
 - Jane Addams
 - Alice Paul
- Significance of the Labor Movement
 - Pullman Strikes
 - Haymarket Riot
 - Leadership of Eugene V. Debs
- Progressive Movement
 - Direct primary
 - Initiative petition
 - Referendum
 - Recall
- William Jennings Bryan
- *Cross of Gold* speech
- President Theodore Roosevelt’s conservation of the environment
- Prohibition
- *16th, 17th, 18th, 19th, and 21th Amendments*
- *Plessy v. Ferguson* and changing race relations
- Viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey
- Rising racial tensions caused by:
 - Poll taxes
 - Literacy tests
 - Disenfranchisement of blacks and poor whites

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 1.3:

Depth of Knowledge: 1

Correct Answer: B

Which invention directly contributed to the end of the Pony Express?

- Ⓐ radio
- Ⓑ telegraph
- Ⓒ steam engine

Modified Oklahoma C³ Sample Item for Standard 1.3:

Depth of Knowledge: 1

Correct Answer: B

Which federal act was prompted by Upton Sinclair's revealing book The Jungle?

- Ⓐ the 16th Amendment
- Ⓑ the Meat Inspection Act
- Ⓒ the Clayton Anti-Trust Act

Modified Oklahoma C³ Sample Item for Standard 1.3:

Depth of Knowledge: 1

Correct Answer: B

Which Progressive Era reform affected elections at the federal level?

- Ⓐ 16th Amendment
- Ⓑ 17th Amendment
- Ⓒ 18th Amendment

Modified Oklahoma C³ Sample Item for Standard 1.3:

Depth of Knowledge: 1

Correct Answer: C

Which amendment to the United States Constitution ended the era of Prohibition?

- Ⓐ 18th Amendment
- Ⓑ 19th Amendment
- Ⓒ 21st Amendment

Oklahoma C³ Standard:

Standard 2:

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

Oklahoma C³ Objective:

Objective 1:

Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the goals and impacts of imperialism.

Format:

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

Content Limits:

- Rationales of imperialism
- Open Door Policy
- Annexation of Hawaii
- Admiral Alfred T. Mahan
- "White man's burden"
- Impact of imperialism on developing nations
- "banana republic"
- Actions of the Anti-Imperialist League
- Role of yellow journalism in Spanish-American War
- Rise of the United States as a world power
- New territorial acquisitions
- National insurrections in Cuba and the Philippines
- President Theodore Roosevelt's Big Stick Diplomacy
 - *Roosevelt Corollary*
- President William Taft's Dollar Diplomacy
- President Woodrow Wilson's Missionary Diplomacy
- Military interventionism
- Territorial acquisition and construction of the Panama Canal
- Spheres of influence

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 2.1:

Depth of Knowledge: 1

Correct Answer: A

What was the goal of the United States during the Age of Imperialism?

- Ⓐ acquiring foreign markets
- Ⓑ dominating all other nations
- Ⓒ remaining neutral in overseas conflicts

Modified Oklahoma C³ Sample Item for Standard 2.1:

Depth of Knowledge: 1

Correct Answer: A

After which war did the United States first emerge as an imperialistic world power?

- Ⓐ Spanish-American War
- Ⓑ World War I
- Ⓒ World War II

Modified Oklahoma C³ Sample Item for Standard 2.1:

Depth of Knowledge: 1

Correct Answer: B

What was the purpose of President Theodore Roosevelt’s “Big Stick Diplomacy”?

- Ⓐ the loaning of military technology to United States allies
- Ⓑ the exercise of international police power by the United States
- Ⓒ the use of economic sanctions against enemies of the United States

Oklahoma C³ Standard:

Standard 2:

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

Oklahoma C³ Objective:

Objective 2:

Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson, and Eugene V. Debs, the key issues of dealing with the trusts, the right of women to vote, and trade tariffs, and the impact of the “Bull Moose Party” on the outcome of the election.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the significant issues in the 1912 presidential election.

Format:

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

Content Limits:

- President William Howard Taft
- Former President Theodore Roosevelt
- Presidential candidate Woodrow Wilson
- Presidential candidate Eugene V. Debs
- Election Issues:
 - Trusts
 - Right of women to vote
 - Trade tariffs
 - Good trusts versus bad trusts
- Impact of the “Bull Moose” party
- Outcome of 1912 election

Distractor Domain:

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

Oklahoma C³ Standard:

Standard 2:

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

Oklahoma C³ Objective:

Objective 3:

Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the impacts of the United States' involvement in World War I.

Format:

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

Content Limits:

- Transformation from neutrality to engagement
- Threats to international trade
- Unrestricted submarine warfare
- The Zimmermann Note
- Experiences of the war's homefront:
 - Propaganda
 - Women in the workplace
 - Marshaling of industrial production
 - The Great Migration
 - Institution of the draft
 - The First Red Scare
 - Suppression of individual liberties
- President Woodrow Wilson's *Fourteen Points*
- Reasons for the U.S. return to isolationism
- U.S. rejection of the League of Nations

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 2.3:

Depth of Knowledge: 1

Correct Answer: A

How did United States involvement in World War I affect some Americans?

- Ⓐ Many women entered the work force.
- Ⓑ Many children left school to work in factories.
- Ⓒ Many immigrants migrated away from the cities.

Oklahoma C³ Standard:

Standard 3:

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

Oklahoma C³ Objective:

Objective 1:

Examine the economic, political, and social transformation between the World Wars.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the economic, political, and social transformation in the United States between World War I and World War II.

Format:

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

Content Limits:

- Describe modern forms of cultural expression:
 - The Harlem Renaissance
 - The Jazz Age
 - "Talkies" (movies with sound)
 - Lost generation
- Rising racial tension:
 - Resurgence of the Ku Klux, Klan
 - Increased lynchings
 - Tulsa Race Riot
 - Use of poll taxes and literacy tests to disenfranchise blacks and poor whites
- Growing labor unrest:
 - Sit-down strikes
 - Court injunctions
 - Appeal of socialism and communism to labor groups
- Booming economy:
 - Easy credit
 - Installment buying of appliances
 - Inventions of modern conveniences including the automobile
- Impact of the *Indian Citizenship Act of 1924*
- Scopes Trial

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 3.1:

Depth of Knowledge: 1

Correct Answer: C

Which invention had the greatest impact on the economy of the 1920s?

- Ⓐ radio
- Ⓑ telephone
- Ⓒ automobile

Modified Oklahoma C³ Sample Item for Standard 3.1:

Depth of Knowledge: 2

Correct Answer: C

What influence did the Harlem Renaissance have on American society in the 1920s?

- Ⓐ It renewed efforts to improve living conditions for African Americans in urban areas.
- Ⓑ It resulted in African American political parties being formed.
- Ⓒ It increased recognition of African American music and arts.

Oklahoma C³ Standard:

Standard 3:

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

Oklahoma C³ Objective:

Objective 2:

Cite the specific textual and visual evidence to analyze the effects of destabilization of the American economy.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the economic and political events in the period between the World War I and World War II.

Format:

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

Content Limits:

- Causes of economic instability:
 - Overproduction in the agriculture markets
 - Stock market speculation
 - Buying on margin
 - Role of government in the economy (“laissez faire”)
- Factors contributing to the Great Depression:
 - Stock Market Crash
 - Bank failures
 - Overproduction in the agriculture manufacturing, and housing sectors
 - Consumerism
 - Distribution of wealth
- President Herbert Hoover’s financial policies
- Massive unemployment
- The Bonus Army March
- Hoovervilles
- Election of 1932
- Economic and social impact of the Great Depression on individuals, families, and the nation

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 3.2:

Depth of Knowledge: 1

Correct Answer: B

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

- Ⓐ growth in consumer demand
- Ⓑ widespread unemployment
- Ⓒ repayment of foreign debts

Oklahoma C³ Standard:

Standard 3:

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

Oklahoma C³ Objective:

Objective 3:

Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the federal government's role in addressing economic conditions during the Great Depression.

Format:

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

Content Limits:

- Expanding role of government
- President Franklin D. Roosevelt's *First Inaugural Address* and *Four Freedoms* speech
- National policies addressing the economic crisis:
 - Deficit spending and fiscal policies
 - Social Security Administration
 - Federal Deposit Insurance Corporation
 - Works Progress Administration
 - Tennessee Valley Authority
- New Deal
- Fireside chats
- Relief, Recovery and Reform
- Huey Long
- Share the Wealth (Share Our Wealth)
- First 100 Days
- President Franklin D. Roosevelt's court packing plan
- Causes and impact of the Dust Bowl

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 3.3:

Depth of Knowledge: 1

Correct Answer: B

How did New Deal policies influence banking and business?

- Ⓐ with greater market freedom
- Ⓑ with more government regulation
- Ⓒ with complete government control

Oklahoma C³ Standard:

Standard 4:

The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

Oklahoma C³ Objective:

Objective 1:

Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the social and political transformation of the United States as it mobilized for World War II.

Format:

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

Content Limits:

- Appeasement
- Isolationism
- *Neutrality Acts*
- Lend-Lease Program
- President Franklin D. Roosevelt's *A Date Which Will Live in Infamy* speech
- Homefront
 - Mobilization for war
 - Roles of women and minorities in war effort
 - Rosie the Riveter
 - Bracero Program
 - Rationing
 - Internment of Japanese-Americans and Americans of German and Italian descent
- *Korematsu v. United States* decision

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 4.1:

Depth of Knowledge: 1

Correct Answer: B

Which statement accurately reflects what happened to Japanese Americans as a result of their internment during World War II?

- Ⓐ Many were forced to return to Japan after the war ended.
- Ⓑ Many Japanese Americans lost their businesses and homes.
- Ⓒ Most were released after they signed an oath of loyalty to the United States.

Modified Oklahoma C³ Sample Item for Standard 4.1:

Depth of Knowledge: 2

Correct Answer: B

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

- Ⓐ enactment of a peacetime draft law
- Ⓑ passage of a series of neutrality acts
- Ⓒ embargo of exports to aggressive nations

Oklahoma C³ Standard:

Standard 4:

The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

Oklahoma C³ Objective:

Objective 2:

Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl harbor, the D-Day invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the events leading to the outcome of World War II.

Format:

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

Content Limits:

- Major battles, turning points, and key strategies:
 - Pearl Harbor
 - D-Day invasion
 - Manhattan Project
 - Island-hopping
- Allied conference at Yalta
- Contributions of Generals Douglas MacArthur and Dwight D. Eisenhower

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 4.2:

Depth of Knowledge: 1

Correct Answer: C

Why was the Battle of Midway an important military turning point in World War II?

- Ⓐ It led to the immediate surrender of Japan.
- Ⓑ It forced German troops to retreat from France.
- Ⓒ It stopped Japanese control of lands in the Pacific Ocean.

Oklahoma C³ Standard:

Standard 4:

The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

Oklahoma C³ Objective:

Objective 3:

Summarize American reaction to the events of the Holocaust resulting in United States participation in the Nuremburg Trials which held Nazi leaders accountable for war crimes.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the United States' reaction to the Holocaust.

Format:

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

Content Limits:

- Allied liberation of concentration camps
- Nuremburg Trials
- War crimes

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 4.3:

Depth of Knowledge: 1

Correct Answer: C

Newspapers in the United States reported Nazi cruelties against European Jews as early as 1942. Which response describes the reaction of the general public to these reports?

- Ⓐ demand for military action
- Ⓑ support for economic sanctions
- Ⓒ denial that such reports were true

Oklahoma C³ Standard:

Standard 5:

The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

Oklahoma C³ Objective:

Objective 1:

Cite specific textual and visual evidence to analyze the origins of international alliances and efforts of containment of Communism following World War II.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the origins of international alliances and efforts of containment of Communism following World War II.

Format:

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

Content Limits:

- Origins of the Cold War and consequences
- Truman Doctrine
- Division of Berlin
- Berlin Blockade and Airlift
- "Iron Curtain"
- Satellite countries
- Soviet Bloc
- Marshall Plan
- Role of the U.S. in formation of the United Nations, NATO and Warsaw Pact
- Truman Doctrine
- U.S. military response in the invasion of Korea
- Goals of President John F. Kennedy's administration
- President John F. Kennedy's *Inaugural Address*
- Berlin Wall
- Bay of Pigs
- Cuban Missile Crisis
- Peace Corps

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 5.1:

Depth of Knowledge: 1

Correct Answer: A

Why did the United States play a role in the establishment of the United Nations?

- Ⓐ It thought there was a need for a new international organization to maintain world peace.
- Ⓑ It saw there could be a worldwide marketplace for its growing postwar economy.
- Ⓒ It realized there should be one central location for a world court of justice.

Modified Oklahoma C³ Sample Item for Standard 5.1:

Depth of Knowledge: 1

Correct Answer: B

Which foreign policy represented a commitment by the United States to contain communism?

- Ⓐ the Berlin blockade
- Ⓑ the Truman Doctrine
- Ⓒ the Yalta Agreement

Modified Oklahoma C³ Sample Item for Standard 5.1:

Depth of Knowledge: 1

Correct Answer: B

How did the West break the Soviet blockade of Berlin in June 1948?

- A** by forming an alliance of nations
- B** by conducting an airlift of supplies
- C** by invading the outskirts of the city

Oklahoma C³ Standard:

Standard 5:

The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

Oklahoma C³ Objective:

Objective 2:

Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the events that changed domestic policies during the Cold War and its aftermath.

Format:

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

Content Limits:

- Public fear of communism
- Government response to communism
- President Dwight D. Eisenhower
- Army–McCarthy hearings
- The Second Red Scare
- The Rosenberg's spy trials
- Impact of nuclear proliferation
- Nuclear arms race
- Concept of brinkmanship
- Doctrine of mutually assured destruction (MAD)
- Launching of *Sputnik*
- Space Race

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 5.2:

Depth of Knowledge: 1

Correct Answer: C

Why were nuclear weapons not used during the Cold War?

- (A)** domino effect
- (B)** lack of resources
- (C)** mutually assured destruction

Modified Oklahoma C³ Sample Item for Standard 5.2:

Depth of Knowledge: 1

Correct Answer: B

“I have here in my hand a list of 205 . . . names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department.”

**–from a speech made by United States Senator Joseph McCarthy
1950**

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

- (A)** to praise State Department employees for their work in preserving democracy
- (B)** to create fear that Communists were making government decisions
- (C)** to condemn those who opposed the right to join the Communist Party

Oklahoma C³ Standard:

Standard 5:

The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

Oklahoma C³ Objective:

Objective 3:

Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26th Amendment*.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the series of events and long-term consequences of the United States' military involvement in Vietnam.

Format:

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

Content Limits:

- Military involvement in Vietnam
 - Domino Theory
 - The *Gulf of Tonkin Resolution*
 - The Tet Offensive
- Presidential Election of 1968
- University student protests
 - Kent State
- Counterculture
- Expanded television coverage of the war
- *War Powers Act*
- *26th Amendment*

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 5.3:

Depth of Knowledge: 1

Correct Answer: B

What was the main reason for student protests during the 1960s and 1970s?

- Ⓐ** United States economic involvement in Europe
- Ⓑ** United States military involvement in Vietnam
- Ⓒ** United States involvement in the Cuban Missile Crisis

Oklahoma C³ Standard:

Standard 5:

The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

Oklahoma C³ Objective:

Objective 4:

Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the major events, personalities, tactics, and effects of the Civil Rights Movement.

Format:

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

Content Limits:

- President Harry Truman’s decision to desegregate the U.S. armed forces
- NAACP’s attacks on segregation
- Thurgood Marshall
- U.S. Supreme Court decisions in the Ada Lois Sipuel Fisher and George McLaurin cases
- Differences between *de jure* segregation and *de facto* segregation
- Separate but equal policies
- Disenfranchisement of African Americans through poll taxes, literacy tests, and violence
- *Brown v. Board of Education* decision
- Rosa Parks
- The Montgomery Bus Boycott
- Little Rock Central High School Crisis
- Oklahoma City lunch counter sit-ins
- Clara Luper
- Freedom Rides
- March on Washington
- Birmingham church bombings
- 26th Amendment
- *Civil Rights Act of 1964*
- *Voting Rights Act of 1965*
- Selma to Montgomery marches
- Assassination of Dr. Martin Luther King, Jr.
- Viewpoints and contributions of civil rights leaders and organizations
- Dr. Martin Luther King, Jr.’s *I Have a Dream* speech
- Malcolm X
- NAACP, SCLC, CORE, and SNCC
- Tactics:
 - civil disobedience
 - non-violent resistance
 - sit-ins
 - boycotts
 - marches
 - voter registration drives
- Women’s Liberation Movement
- United Farm Workers
- Cesar Chávez
- American Indian Movement

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 5.4:

Depth of Knowledge: 1

Correct Answer: C

How did television aid the cause of the Civil Rights Movement?

- Ⓐ It broadcast trials dealing with social injustice.
- Ⓑ It gave airtime to organizations for equal rights.
- Ⓒ It showed disturbing images of racial segregation.

Oklahoma C³ Standard:

Standard 5:

The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

Oklahoma C³ Objective:

Objective 5:

Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the ongoing social and political transformations within the United States.

Format:

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

Content Limits:

- U.S. Supreme Court's (the Warren Court's) use of the incorporation doctrine in applying the *Bill of Rights* to the states
- President Lyndon Johnson's civil rights initiatives
- The War on Poverty
- The Great Society
- Goals and effectiveness of the American Indian Movement (AIM)
- Siege at Wounded Knee
- Changing roles of women
- Women's Liberation Movement
- National Organization of Women (NOW)
- *Equal Rights Amendment* (ERA)
- *Roe v. Wade* ruling
- President Richard Nixon's foreign policies
- Détente
- Opening of China
- Watergate Scandal
- Executive powers
- *Pentagon Papers*
- First use of *25th Amendment*
- President Gerald Ford's pardon of President Richard Nixon

Distractor Domain:

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

Modified Oklahoma C³ Sample Item for Standard 5.5:

Depth of Knowledge: 1

Correct Answer: B

What was a result of the women's rights movement of the 1970s?

- Ⓐ More women received the right to vote.
- Ⓑ More women went to work outside the home.
- Ⓒ More women decided to get married at a younger age.

Oklahoma C³ Standard:

Standard 6:

The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

Oklahoma C³ Objective:

Objective 1:

Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the *Camp David Accords*, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

Item Specifications:

Emphasis:

- Demonstrate an understanding of President Carter's foreign policy in the Middle East.

Format:

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

Content Limits:

- *Camp David Accords*
- OPEC Oil Embargo
- 1979 Iranian hostage crisis

Distractor Domain:

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

Sample Test Item for 6.1:

No sample items at this time.

Oklahoma C³ Standard:

Standard 6:

The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

Oklahoma C³ Objective:

Objective 2:

Analyze the economic and political impact of President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall Down* speech in West Berlin.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the economic and political impact Reagan's domestic and foreign policies.

Format:

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

Content Limits:

- Reaganomics
- Iran-Contra Scandal
- President Ronald Reagan's *Tear Down This Wall* speech
- Supply-side economics

Distractor Domain:

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

Sample Test Item for 6.2:

No sample items at this time.

Oklahoma C³ Standard:

Standard 6:

The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

Oklahoma C³ Objective:

Objective 3:

Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the series of events leading to the emergence of the United States as the sole superpower.

Format:

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

Content Limits:

- Fall of the Berlin Wall
- Reunification of Germany

Distractor Domain:

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

Sample Test Item for 6.3:

No sample items at this time.

Oklahoma C³ Standard:

Standard 6:

The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

Oklahoma C³ Objective:

Objective 4:

Describe the goal of President George H. W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the goal of President George H. W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

Format:

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

Content Limits:

- International coalition
- Operation Desert Storm

Distractor Domain:

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

Sample Test Item for 6.4:

No sample items at this time.

Oklahoma C³ Standard:

Standard 6:

The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

Oklahoma C³ Objective:

Objective 5:

Describe and evaluate the continuing global influence of the United States under President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

Item Specifications:

Emphasis:

- Demonstrate an understanding of the continuing global influence of the United States under President Bill Clinton.

Format:

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

Content Limits:

- Impact of NAFTA and free trade zones
- NATO interventions in the former Yugoslav republics
- Camp David Accords

Distractor Domain:

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

Sample Test Item for 6.5:

No sample items at this time.

Oklahoma C³ Standard:

Standard 6:

The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

Oklahoma C³ Objective:

Objective 6:

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

Item Specifications:

Emphasis:

- Demonstrate an understanding of the rise of terrorism and its impact on the United States.

Format:

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

Content Limits:

- 1995 bombing of the Murrah Federal Building
- 1993 World Trade Center Attack
- Attacks of September 11, 2001
- *PATRIOT ACT*
- Creation of the Department of Homeland Security

Distractor Domain:

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

Sample Test Item for 6.6:

No sample items at this time.