OKLAHOMA SCHOOL TESTING PROGRAM

OKLAHOMA CORE CURRICULUM TESTS

TEST and ITEM SPECIFICATIONS

Grade 8 U.S. History: 1754-1877

2013-2014 Edition

OKLAHOMA
STATE DEPARTMENT of EDUCATION
JANET BARRESI
STATE SUPERINTENDENT of PUBLIC INSTRUCTION

Oklahoma Department of Education
Oklahoma City, OK

Revised
August 2013

Oklahoma Core Curriculum Tests

TEST AND ITEM SPECIFICATIONS

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Purpose

The purpose of the Grade 8 U.S. History: Creating the Foundation, Formation, and Transformation of the American Nation, 1754-1877, test is to measure Oklahoma students' level of proficiency. On this test, students are required to respond to a variety of items linked to the eighth-grade U.S. History content standards identified in the Oklahoma Academic Standards (OAS). Each U.S. History Test form tests each identified content standard and objective listed below. The following standards and objectives are intended to summarize the knowledge as identified in Oklahoma Academic Standards.

Oklahoma Academic Standards Content Standards and Objectives
Causes and Events of the American Revolution (1.0) • Consequences of the French & Indian War, British Imperial Polices (1.1, 1.2) • Ideological War, *Declaration of Independence*'s Grievances, Ideals, and Social Contract Selection (1.3, 1.4, 1.5)
The Revolutionary Era (2.0) • *Articles of Confederation*, Motivations & Choices, Key military and Diplomatic events (2.1, 2.2, 2.3)
Developing the American Government System (3.0) • Causes for the Constitutional Convention, and Ratification (3.1, 3.2) • Constitutional Principles and the *Bill of Rights* (3.3, 3.4, 3.5)
The Transformation of the United States to the Mid-1800s (4.0) • Major Events and Issues of Early Presidential Administrations (4.1) • Jacksonian Era and Westward Expansion (4.2, 4.6) • Sectional Economic Systems, African American Experiences, and Reform Movements/ Leaders (4.3, 4.4, 4.5)
Causes, Events, and Leadership in the Civil War (5.0) • Causes of the Civil War: 1850s through the 1860 Presidential Election (5.1,5.2) • Advantages/Disadvantages, Leadership, Major Turning Points of the War (5.3, 5.4)

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Test Structure, Format, and Scoring

The Oklahoma Core Curriculum Tests consist of multiple-choice items. 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. Of the total items, 10 items are field-test items and do not contribute to the student's scaled score.

Content Assessment	Total Items	Total Operational Items	Total Field Test Items
Mathematics	50	50	
Reading	50	50	
Science	55	45	10
U.S. History	60	50	10

Test Alignment with Oklahoma Academic Standards

Criteria for Aligning the Test with the Oklahoma Academic Standards Standards and Objectives
1. Categorical Concurrence The test is constructed so that there are at least six items measuring each OAS standard. The number of items is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.
2. Depth of Knowledge Consistency The test is constructed using items from a variety of Depth of Knowledge levels that are consistent with the processes students need in order to demonstrate proficiency for each OAS objective.
3. Range of Knowledge Correspondence The test is constructed so that at least 75% of the objectives for an OAS standard have at least one corresponding assessment item.
4. Balance of Representation The test is constructed according to the Test Blueprint which reflects the degree of representation given on the test to each OAS standard and/or OAS objective in terms of the percent of total test items measuring each standard and the number of test items measuring each standard and/or objective. The test construction shall yield a balance of representation with an index of 0.7 or higher of assessed objectives related to a standard.
5. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS objective or OAS concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

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Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
Grade 8 U.S. History: Creating the United States
Test Blueprints
School Year 2013-2014

The Test Blueprint reflects the degree to which each standard and objective of the Oklahoma Academic Standards is represented on the test. The overall distribution of field test items on a test form is intended to look as follows:

Standards and Objectives	Ideal Number of Items	Ideal Percentage of Items
1.0 Causes and events of the American Revolution	**8**	**16%**
1.1, 1.2 Consequences of the French & Indian War, British Imperial Polices	4	
1.3, 1.4,1.5 Ideological War, *Declaration of Independenc*e's Grievances, Ideals, and Social Contract Selection	4	
2.0 The Revolutionary Era	**6**	**12%**
2.1, 2.2, 2.3 *Articles of Confederation*, Motivations & Choices, Key Military & Diplomatic Events	6	
3.0 Developing the American Government System	**10**	**20%**
3.1,3.2, 3.3 Causes for the Constitutional Convention, and Ratification	4-6	
3.4, 3.5 Constitutional Principles and the *Bill of Rights*	4-6	
4.0 The Transformation of the United States to the Mid-1800s	**16**	**32%**
4.1 Major Events and Issues of Early Presidential Administrations	4-6	
4.2, 4.6 Jacksonian Era and Westward Expansion	4-6	
4.3, 4.4, 4.5 Sectional Economic Systems, African American Experiences, and Reform Movements/Leaders	4-6	
5.0 Causes, Events, and Leadership in the Civil War	**10**	**20%**
5.1, 5.2 Causes of the Civil War: 1850s through the 1860 Presidential Election	4-6	
5.3, 5.4 Advantages/Disadvantages, Leadership, Major Turning Points of the War	4-6	
Total Test	**50**	**100%**

- A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- Percentages are approximations and may result in a sum other than 100 due to rounding.

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Depth of Knowledge Assessed by Test Items

The Oklahoma Core Curriculum Tests will, as closely as possible, reflect the following Depth of Knowledge distribution of items.

Grades 3-5	
Depth of Knowledge	**Percent of Items**
Level 1—Recall and Reproduction	20-25%
Level 2—Skills and Concepts	65-70%
Level 3—Strategic Thinking	5-15%

Grades 6-8	
Depth of Knowledge	**Percent of Items**
Level 1—Recall and Reproduction	10-15%
Level 2—Skills and Concepts	65-70%
Level 3—Strategic Thinking	15-25%

Level 1 (Recall and Reproduction) asks 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 items 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 (Skills and Concepts) includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to: contrast or compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; draw simple conclusions; or 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 (Strategic and Extended Thinking) 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 can include: drawing conclusions from multiple or complex stimuli; 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." Items may require planning, investigating, or developing. At this level, the cognitive demands may

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be high, the work may be very complex, and students may be required to: connect and relate ideas and concepts within the content area; analyze and synthesize information from multiple sources; examine and explain alternative perspectives across a variety of sources; and/or describe and illustrate how common themes and concepts are found across time and place. Students may make predictions with evidence as support.

Note — The descriptions are adapted from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21-24, 2001, Version 2.0.

Universal Test 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 Core Curriculum Tests, 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. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below. These modifications are evident in the sample items included in this document.

Testing Schedules

At grades 6, 7 and 8, each subject area test is meant to be administered in a separate session. Students may be given additional time if needed, but additional time will be given as an extension of the same testing period, not at a different time.

Writing Test

	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the Writing Test (not timed)	50 minutes
	Total: 70 minutes

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Grade 8 Mathematics

Test Session	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the Mathematics test **no calculators are allowed** during this test	60-80 minutes
Total	80-100 minutes

Grade 8 Reading

Test Session	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	15 minutes
Administering the Reading test	95-115 minutes
Total	110-130 minutes

Grade 8 U.S. History

Test Session	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	20 minutes
Administering the test	60-80 minutes
Total	80-100 minutes

Grade 8 Science

Test Session	Approximately:
Distributing books, filling in the Student Demographic Page, reading directions	15 minutes
Administering the test	95-115 minutes
Total	110-130 minutes

Multiple-Choice Item Guidelines

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

In summary, test items assess whether students: understand relevant concepts and procedures; communicate their understandings effectively in content specific terms; approach problems; and develop viable solutions.

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Stimulus Materials

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

1. When students are given information, data, or an experimental setup to evaluate, they should know the research question and the purpose of the research.
2. Tables, graphs, reading Oklahoma Academic Standards passages, and illustrations provide sufficient information for assessment of multiple standards.
3. Stimulus materials for a set of items may be a combination of multiple stimuli.
4. Information in stimulus materials is representative of concepts and principles described in Oklahoma Academic Standards.
5. For conceptual items, stimulus materials are necessary but not conceptually sufficient for student response.
6. There is a balance of graphic and textual stimulus materials within a test form. At least 50% of the items have appropriate pictorial and graphical representations. Graphs, tables, or figures are clearly associated with their intended items. Graphics appear either on the same page as the stimulus or on the facing page.
7. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
8. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.
9. Stimuli will not be longer than approximately 300 words.

General Considerations

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

1. Each test form contains items assessing standards and objectives listed in a test Blueprint for the specific grade and content area. In the Oklahoma Academic Standards document, asterisks have been used to identify standards and objectives that must be assessed by the local school district.
2. Test items that assess each standard are not limited to one particular type of response format. Each item begins with a stem that asks a question or poses a clear problem. Stems may include incomplete sentences in order to reduce unnecessary repetition of text.
3. Test items attempt to focus on content that is authentic and that grade-level students can relate to and understand.
4. Test items are worded precisely and clearly. The more focused an item, the more reliable and fair it will be, and the more likely all students will understand what is required of them.
5. All items are reviewed to eliminate language that is biased or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.
6. All multiple-choice items, including the correct response and distractors, are similar in length and

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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 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 are reasonably distributed among A's, B's, C's, and D's. The distractors adopt the language and sense of the material in the selection. Test items focus on reading skills and comprehension strategies, avoiding measurement of a student's feelings or values.

7. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
8. To the greatest extent possible, no item or response choice clues the answer to any other item. No item stem or answer option provides clues to any other item's answer, nor is the same fact of the Oklahoma Academic Standards assessed more than once, including the same vocabulary or technical term.
9. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
10. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" are not used.
11. All stems are positively worded—avoiding the use of the word not.
12. The material presented is balanced, culturally diverse, well-written, and of interest to students. The stimuli and items are presented fairly in order to gain a true picture of students' skills.
13. Across all forms, a balance of gender and active/ passive roles by gender is maintained.
14. No resource materials or calculators may be used by students during the test.

Vocabulary

No single source is available to determine the reading level of various words. Therefore, the appropriateness and difficulty of a word is determined in various ways. Vocabulary words are checked in the following: *EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies*; *Basic Reading Vocabularies*; the *Living Word*; or other reliable readability sources. In addition to using the aforementioned printed resources to assist in creating vocabulary items, each vocabulary item must be approved by Oklahoma's Content Review Committee. The committee, comprised of Oklahoma educators from across the state, reviews proposed vocabulary items for grade level appropriateness. Reading tests will have vocabulary at grade level. In all other tests, the vocabulary level will be below the grade being tested except for content words. Grades 3 and 4 will be one grade level below, and grades 5, 6, 7, and 8 will be two grade levels below.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed items is based on content and process alignment, 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.

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Overview of Item Specifications

For each OAS standard, item specifications are organized under the following headings:

OAS Standard
OAS Objective
Item Specifications
Emphasis
Stimulus Attributes
Format
Content Limits
Distractor Domain
Sample Test Items

The headings "OAS Standard" and "OAS Objective" state the standard and objective being measured as found in the Grade 5 Social Studies section of the Oklahoma Academic Standards document.

The heading "Item Specifications" highlights important points about the items' emphasis, stimulus attributes, format, content limits, distractor domain, and sample test items. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single content standard as the primary concept.

Note about the Item Specifications and Sample Test Items:

With the exception of content limits, the item specifications give suggestions of what might be included but do not give an exhaustive list of what can be included. 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 one test form to another, as may their presentations.

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Oklahoma Academic Standards

UNITED STATES HISTORY: Creating the Foundation, Formation, and Transformation of the American Nation, 1754-1877

Grade 8

The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction Era (1754-1877).

The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. The student will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction Eras. Citizenship skills will focus upon the historic development and understanding of constitutional government in the United States. The student will continue to develop and put to use a variety of Social Studies Process and Literacy Skills.

ASSESSMENT NOTE: However, for the Grade 8 Criterion-Referenced Test over History, Constitution and Government of the United States, the time frame is 1754 to 1865, or from approximately the *Albany Plan of Union* to the assassination of Abraham Lincoln.
An asterisk (*) has been used to identify Content Standard 6 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

1. Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the Albany Plan of Union as an early attempt to unify the colonies.
2. Cite specific textual and visual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including
   A. The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry's Stamp Act Resolves, the Committees of Correspondence, and the Boston Massacre,
   B. The Coercive Acts of 1774 (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response,
   C. The Battles of Lexington and Concord as a rallying point of armed colonial resistance, and
   D. Patrick Henry's Give Me Liberty or Give Me Death speech and Thomas Paine's pamphlet Common Sense advocating the defense of colonial rights and independence.
3. Cite specific textual and visual evidence to analyze the ideological and propaganda war between

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Great Britain and her North American colonies including the
   A. Points of view of the Patriots and the Loyalists about independence,
   B. Writings of Mercy Otis Warren and Phyllis Wheatley,
   C. Use of Paul Revere's engraving of the Boston Massacre,
   D. Rejection of the Olive Branch Petition by King George III, and
   E. Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.
4. Determine the central ideas and grievances expressed in the Declaration of Independence and their intellectual origin including
   A. John Locke's theory of natural rights,
   B. The concept of the social contract,
   C. The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and
   D. Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the Declaration of Independence.
5. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence:

   We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

1. Analyze the formation of the first American national system of government under the Articles of Confederation including the success of conducting and winning the Revolutionary War.
2. Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence including
   A. Whether to fight for independence, remain loyal to the king, or to be neutral,
   B. The choice that free and enslaved African Americans had of escaping to freedom, or joining the British or Colonial forces, or remaining enslaved,
   C. The decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories, and
3. Cite specific textual and visual evidence to summarize the impact of key military and diplomatic events including the
   A. Military leadership of General George Washington,
   B. Victories at Boston, Trenton, and Saratoga,
   C. French Alliance,

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D. Publication of Thomas Paine's The Crisis,
E. Valley Forge Encampment, and
F. Defeat of Lord Cornwallis's army at the Siege of Yorktown.

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the United States Constitution.

1. Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the
   A. Strengths and weaknesses of the Articles of Confederation,
   B. Lack of a common national currency,
   C. Lack of a common defense,
   D. Management of the war debts,
   E. Disputes over the Western territories as resolved by the Northwest Ordinance, and
   F. Civil unrest as typified in Shays' Rebellion.
2. Analyze the significance of the Constitutional Convention, its major debates and compromises including the Virginia Plan, the New Jersey Plan, the Great Compromise, the Three-fifths Compromise, and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.
3. Cite specific textual and visual evidence to examine the arguments for and against the ratification of the United States Constitution as expressed in the Federalist Papers Number 10 and Number 51, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.
4. Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.
5. Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the United States Constitutions as guaranteed in the Bill of Rights including the freedom of religion, speech, press, assembly, petition, and the right to due process and trial by jury.

Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

1. Analyze the impact and consequences of major events and issues facing early presidential administrations including
   A. The suppression of the Whiskey Rebellion and establishment of the government's right to tax,
   B. President George Washington's advice for the new nation in his Farewell Address,
   C. The restriction of individual rights in the Alien and Sedition Acts and the responses of the Republican-Democrats in the Virginia and Kentucky Resolutions,
   D. The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another,
   E. The acquisition of territory through the Louisiana Purchase and the contributions of the

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explorations of the Lewis and Clark Corps of Discovery Expedition,

F. How the Marshall Court's precedent-setting decisions in Marbury v. Madison and McCulloch v. Maryland interpreted the United States Constitution and established the Supreme Court as an independent and equal branch of the federal government.
G. The War of 1812 which confirmed American independence and fueled a spirit of nationalism,
H. The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the Missouri Compromise, and
I. The Monroe Doctrine as an attempt to protect American interests and territory in the western hemisphere.

2. Summarize the significance and impact of the Jacksonian Era including the
   A. Election of Andrew Jackson as a victory for the common man,
   B. Nullification Crisis and the development of the States' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and
   C. Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.
3. Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.
4. Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.
5. Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the Declaration of Sentiments, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.
6. Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the
   A. Territorial growth resulting from the annexation of Texas, the Mexican Cession, and the Gadsden Purchase,
   B. Causes of the rapid settlement of Oregon and California,
   C. Impact upon Native American culture and tribal lands, and
   D. Growing sectional tensions regarding the expansion of slavery.

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Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

1. Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including the
   A. Compromise of 1850 as a last attempt to reach a compromise regarding slavery,
   B. Publication of Uncle Tom's Cabin as fuel for anti-slavery sentiments,
   C. Kansas-Nebraska Act as it established the principle of popular sovereignty in new territories, repealed the Missouri Compromise, and led to factional feuds in Bleeding Kansas, and
   D. Dred Scott v. Sanford case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.
2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the
   A. Secession of South Carolina as expressed in the Ordinance of Secession,
   B. Goal of President Abraham Lincoln to preserve the Union,
   C. Formation of the Confederate States of America,
   D. Opening attack on Fort Sumter, and
   E. Rising tensions over the strategic Border States.
3. Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.
4. Identify and summarize the consequences of the major turning points of the war including the
   A. Anaconda Plan and Total War Strategy,
   B. Battle of Antietam as a catalyst for the issuance of the Emancipation Proclamation and its role in expanding the goals of the war to include the ending of slavery,
   C. Battle of Gettysburg as inspiration for the Gettysburg Address and how Lincoln's speech clarified the Union's motivations for winning the war,
   D. Capture of Vicksburg in securing the Union's control of the Mississippi River,
   E. Excerpts from the Second Inaugural Address of President Lincoln, calling for national reconciliation,
   F. Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox courthouse, and
   G. Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction.

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***Standard 6: The student will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.**

1. Compare and contrast the various policies and plans for the reconstruction of the Confederacy including those proposed by President Lincoln, President Andrew Johnson, and the Radical Republicans.
2. Cite specific textual and visual evidence to analyze the impact of the 13th, 14th, and 15th Amendments, the Black Codes, the Freedmen's Bureau, and Jim Crow laws.
3. Identify points of view regarding the social changes following the Civil War including the role of carpetbaggers and scalawags, the rise of the Ku Klux Klan, elected Black officials, and sharecroppers.
4. Evaluate the impact of the Homestead Act of 1862 and the resulting movement westward to free land including the impact of continued displacement of Native Americans.
5. Assess the impact of the presidential election of 1876 as an end to the reconstruction of the South.

An asterisk (*) has been used to identify Content Standard 6 and the following objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

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Item Specifications and Sample Test Items

OAS Standard:

Standard 1: The student will analyze the foundations of the United States by examining causes, events, and ideologies which led to the American Revolution.

OAS Objective:

1. Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the *Albany Plan of Union* as an early attempt to unify the colonies.

Item Specifications:

Emphasis:

- Summarize the political and economic consequences of the French and Indian War on the 13 colonies.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Albany Plan of Union
- British taxation policies in the colonies

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 1.1 Sample Test Items:

Which of these was a result of the French and Indian War?

A. The American colonists were taxed to pay for the war.
B. The British withdrew all military forces from the American colonies.
C. The American colonists gained the right to move west of the Appalachian Mountains.
D. The British Parliament adopted the policy of salutary neglect toward the American colonies.

Depth of Knowledge: 1
Correct Answer: B

Which statement best completes the flow chart?

A. The British impose taxes on the American colonists to pay for the war.
B. The British sell land in the American colonies to Native Americans to pay for the war.
C. The British refuse to provide additional military resources to defend the American colonies.
D. The British require the American colonists to govern themselves through colonial legislatures.

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 1: The student will analyze the foundations of the United States by examining causes, events, and ideologies which led to the American Revolution.

OAS Objective:

2. Cite specific textual and visual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures.

Item Specifications:

Emphasis:

- Understand and analyze the cause and effect relationship of the events leading up to the War of Independence.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK 2 level and multiple stimuli at DOK 3 level: one textual and/or one visual [photo, graph, table, etc.]

Content Limits:

- (A) Boston Massacre, Stamp Act Resolves, Committees of Correspondence
- (B) Coercive Acts (Intolerable Acts), Boston Tea Party, First Continental Congress
- (C) Battles of Lexington and Concord
- (D) Patrick Henry—Give Me Liberty or Give Me Death speech, Thomas Paine—Common Sense
- boycotts, colonial protest, King George III, British Parliament, restriction of colonial rights

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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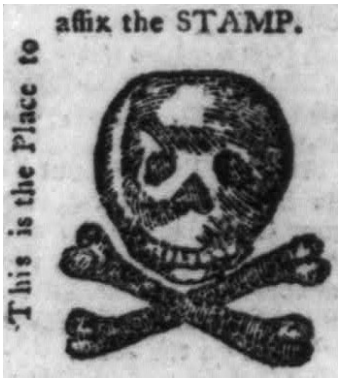
Oklahoma Academic Standards 1.2 Sample Test Items:

Why did the Coercive Acts (Intolerable Acts) anger the American colonists?

A. The American colonists were denied the right of self-government.
B. The French government influenced lawmakers in Great Britain.
C. The British refused to protect the American colonists.
D. The king could veto any law passed by Parliament.

Depth of Knowledge: 1
Correct Answer: A



"This is the place to affix the stamp," Bradford, William, 1719-1791, [1765 October 24], LC-USZ62-242, Courtesy of the Library of Congress.

This is a picture of a colonial protest against British efforts

A. to raise money by taxing trade in the colonies.
B. to stop the sugar trade with the West Indies.
C. to prohibit westward settlement of colonists.
D. to increase commercial activity with France.

Depth of Knowledge: 2
Correct Answer: A

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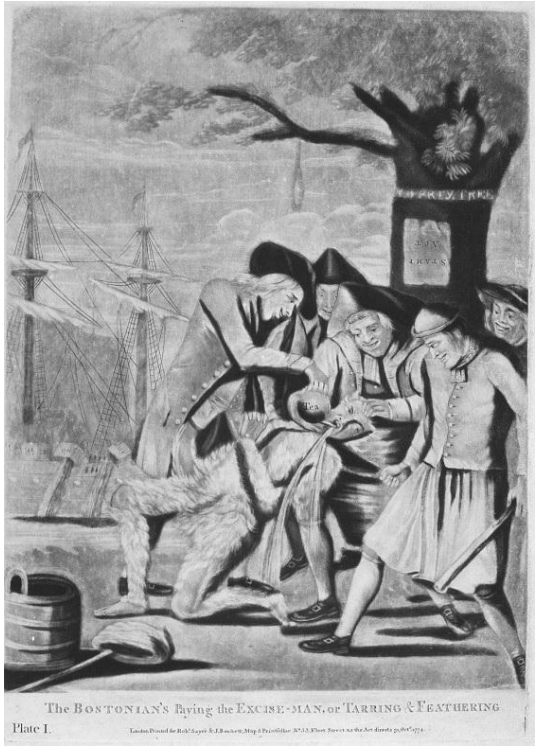

The Bostonian's paying the excise-man, or tarring & feathering, by Robert Sayer and John Bennett (Firm), publisher, London : Printed for Robt. Sayer & J. Bennett, Map & Printseller, No. 53, Fleet Street as the Act directs, 1774 Octr. 31, LC-USZC4-, Courtesy of the Library of Congress .

An act to discontinue, in such manner, and for such time as are therein mentioned, the landing and discharging, lading or shipping, of goods, wares, and merchandise, at the town, and within the harbor of Boston. . .

—Boston Port Act (Coercive Act), 1774

An act for the impartial administration of justice in the cases of persons questioned for any acts done by them in the executive of the law, or for the suppression of riots and tumults, in the province of the Massachusetts Bay, in New England.

—Administration of Justice Act (Coercive Act), 1774

An act for the better providing suitable quarters for officers and soldiers in his Majesty's service in North America.

—Quartering Act (Coercive Act), 1774

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Based on the political cartoon and excerpts, which conclusion can best be reached?

A. The Coercive Acts were passed to punish only the few people who participated in the Boston Tea Party.
B. The British government was mainly interested in getting paid for the goods damaged during the Boston Tea Party.
C. The Coercive Acts show that the British were unwilling to strip Americans of their economic and political freedoms.
D. The British government considered the Boston Tea Party to be an act of political defiance and used it as an excuse to take away American liberties.

Depth of Knowledge: 3
Correct Answer: D

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OAS Standard:

Standard 1: The student will analyze the foundations of the United States by examining causes, events, and ideologies which led to the American Revolution.

OAS Objective:

3. Cite specific textual and visual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies.

Item Specifications:

Emphasis:
- Understand and analyze the ideological and propaganda war between Great Britain and the 13 colonies.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK 2 level and multiple stimuli at DOK 3 level: one textual and/or one visual [photo, graph, table, etc.]

Content Limits:

- (A) Point of view of patriots, loyalists, and neutrals
- (B) Patriotic writings of Mercy Otis Warren and Phillis Wheatley
- (C) Paul Revere's engraving of the Boston Massacre
- (D) Rejection of the Olive Branch Petition by King George III
- (E) Colonists' political grievances as expressed in cartoons and broadsides
- General: British Parliament, Second Continental Congress

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 1.3 Sample Test Items:

Which statement represents the point of view of a Loyalist during the Revolutionary War?

A. Long Live the King!
B. Support Independence!
C. Abandon the Parliament!
D. Help the Committees of Correspondence!

Depth of Knowledge: 1
Correct Answer: A

The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt., by Revere, Paul, 1735-1818, engraver, Boston : Engrav'd Printed & Sold by Paul Revere, 1770. LC-DIG-ppmsca, Courtesy of the Library of Congress

Which statement best explains why Paul Revere made and distributed this engraving of the Boston Massacre?

A. He wanted to make money by selling the prints.
B. He wanted to convince the patriots to stop the revolt.
C. He wanted to turn the public opinion against the British.
D. He wanted to assure the British that the patriots wanted peace.

Depth of Knowledge: 2
Correct Answer: C

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OAS Standard:

Standard 1: The student will analyze the foundations of the United States by examining causes, events, and ideologies which led to the American Revolution.

OAS Objective:

4. Determine the central ideas and grievances expressed in the *Declaration of Independence* and their intellectual origin.

Item Specifications:

Emphasis:
Understand the origins, grievances, and unalienable rights of the *Declaration of Independence*

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- (A) John Locke's theory of natural rights (unalienable rights/equality)
- (B) Social contract in the *Declaration of Independence*, the Theory of the Social Contract (consent of the governed)
- (C) Purpose of the *Declaration of Independence* and grievances found in the *Declaration of Independence*
- (D) Contributions of Thomas Jefferson and the Committee of Five

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 1.4 Sample Test Items:

Which philosopher's work on the concepts of the social contract and the consent of the governed influenced patriots during the American Revolution?

A. Thomas Hobbes
B. John Locke
C. Machiavelli
D. Voltaire

Depth of Knowledge: 1
Correct Answer: B

All Men have a Right to remain in a State of Nature as long as they please: And in case of intolerable Oppression, Civil or Religious, to leave the Society they belong to, and enter into another.

When Men enter into Society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions, And previous limitations as form an equitable original compact.

Every natural Right not expressly given up or from the nature of a Social compact necessarily ceded remains.

—Samuel Adams, "The Rights of the Colonists," 1772

Based on the excerpt, which philosopher most likely influenced Samuel Adams?

A. Thomas Hobbes
B. John Locke
C. Machiavelli
D. Voltaire

Depth of Knowledge: 2
Correct Answer: B

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Europe is too thickly planted with kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin. . .

. . . to be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more to explain it in, will in a few years be looked upon as folly and childishness. . . .

Small islands not capable of protecting themselves are the proper objects for government to take under their care: but there is something very absurd, in supposing a Continent to be perpetually governed by an island.

…A government of our own is our natural right, and when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a Constitution. . .

—Thomas Paine, *Common Sense*, 1776

Based on the excerpt, which statement <u>best</u> explains how Thomas Paine influenced the Declaration of Independence?

A. By emphasizing the distance between the colonies and Great Britain, he reminded the delegates that Great Britain could never effectively govern the American colonies.
B. By noting the difference in size between Great Britain and the American colonies, he reminded the delegates that small countries had no right to rule larger countries.
C. By indicating that war was common among the European monarchies, he reminded the delegates that economies of the American colonies were dependent on English policies.
D. By stressing that government is based on the consent of the governed, he reminded the delegates that they had a natural right to depose the king and establish their own nation.

Depth of Knowledge: 3
Correct Answer: D

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OAS Standard:

Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

OAS Objective:

5. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence:

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

Item Specifications:

Emphasis:

- Understand and recall the social contract found in the Declaration of Independence
- Understand how the social contract has been preserved and protected by the American military when necessary.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Civilian contributions to the military in service to their country (e.g., Valley Forge, Civil War).

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 1.5 Sample Test Items:

Celebrate Freedom Week is linked closely to which holiday?

A. Labor Day
B. Veterans Day
C. Columbus Day
D. Independence Day

Depth of Knowledge: 1
Correct Answer: B

Which statement best explains why Oklahoma recognizes the contributions of military veterans during Celebrate Freedom Week?

A. Celebrate Freedom Week teaches citizens why they need to pay taxes for a strong military.
B. Celebrate Freedom Week encourages citizens to be wary of a federal government with a large military.
C. Celebrate Freedom Week recognizes the importance of individuals making a personal sacrifice to protect their country.
D. Celebrate Freedom Week encourages people to understand why it is important to have a military draft instead of a voluntary army.

Depth of Knowledge: 2
Correct Answer: C

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OAS Standard:

Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

OAS Objective:

1. Analyze the formation of the first American national system of government under the Articles of Confederation including the success of conducting and winning the Revolutionary War.

Item Specifications:

Emphasis:

- Understand and analyze the first American government formed under the Articles of Confederation

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Unicameral Legislature
- Negotiated international treaties
- Negotiated peace with Great Britain
- Articles of Confederation
- Continental Congress' oversight of the war:
  - Appointment of George Washington as Commander of the Continental Army
  - Unanimous vote (all 13 colonies) required to amend Articles of Confederation

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 2.1 Sample Test Items:

The framers of the Articles of Confederation did not create a strong central government because they

A. feared an uncontrollable ruler.
B. hoped a monarchy would arise.
C. feared indirect contact between states.
D. believed the church would have supreme authority.

Depth of Knowledge: 1
Correct Answer: A

Article II. Each state retains its sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress Assembled. . .

Article XIII. . . . And the Articles of this confederation shall be inviolably observed by every state, and the union shall be perpetual; nor shall any alteration at any time hereafter be made in any of them; unless such alteration be agreed to in a congress of the united states, and be afterwards confirmed by the legislatures of every state.

—Articles of Confederation, 1777

Based on the excerpt, which conclusion can best be reached?

A. The states wanted to create a weak central government to prevent tyranny.
B. The states believed that they lacked the authority to create a strong central government.
C. The states wanted to create a weak central government so that they could leave the union.
D. The states believed that they could easily create a strong central government at a later date.

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

OAS Objective:

2. Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence

Item Specifications:

Emphasis:

- Understand and analyze various colonial populations and their perspective towards the War for Independence

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Point of view of and motivations:
  - (A) loyalist, patriots, and neutrals
  - (B) free and enslaved African Americans
  - (C) Native Americans

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 2.1 Sample Test Items:

Many African Americans supported the American Revolution because they

A. wanted to preserve the Southern economic system.
B. expected to get land when the war was over.
C. believed they would gain their freedom.
D. hoped to earn free passage to Africa.

Depth of Knowledge: 1
Correct Answer: C

By a reconciliation with Great Britain, peace—that fairest offspring of gift of heaven—will be restored. . . . What uneasiness and anxiety, what evils has this short interruption of peace with the parent state brought on the whole British Empire! . . . Agriculture, commerce, and industry would resume their wonted vigor. At present, they languish and droop, both here and in Britain; and must continue to do so while this unhappy contest remains unsettled. By a connection with Great Britain, our trade would still have the protection of the greatest naval power in the world. . . .

—Charles Inglis, "The True Interest of America Impartially Stated, 1776

Based on the excerpt, the point of view expressed most likely comes from a

A. patriot.
B. loyalist.
C. French citizen.
D. Native American.

Depth of Knowledge: 2
Correct Answer: B

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OAS Standard:

Standard 2: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

OAS Objective:

3. Cite specific textual and visual evidence to summarize the impact of key military and diplomatic events.

Item Specifications:

Emphasis:

- Describe and analyze the impact of key military and diplomatic events of the War of Independence.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires multiple stimuli at DOK levels 2 and 3: one textual and one visual [photo, graph, table, etc.]

Content Limits:

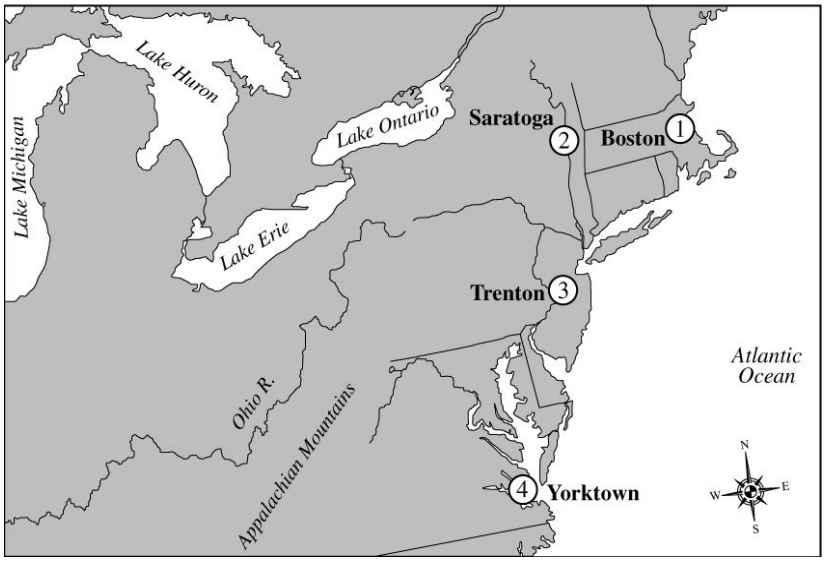
- (A) General George Washington and his military leadership
- (B) Victories at Boston, Trenton, and Saratoga
- (C) Importance of the French Alliance
- (D) Thomas Paine's American Crisis series
- (E) Valley Forge encampment
- (F) British defeat at Yorktown

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

Oklahoma Academic Standards 2.2 Sample Test Items:

Selected Battles of the Revolutionary War



Which number on the map shows the location of the battle that resulted in the American colonies entering into a formal alliance with France?

A. 1
B. 2
C. 3
D. 4

Depth of Knowledge: 1
Correct Answer: B

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1775	**April**—American militia defeat British troops at battles of Lexington and Concord **June**—British defeat Americans at the Battle of Bunker Hill
1776	**July**—Declaration of Independence is signed **December**—Americans cross the Delaware River and win the Battle of Trenton
1777	**September**—British capture Philadelphia **October**—Americans defeat the British at the Battle of Saratoga
1778	**February**—The Continental Congress enters into an alliance with France
1780	**May**—British forces capture Charleston, South Carolina as part of a Southern Strategy
1781	**October**—The Americans win the Battle of Yorktown

According to the timeline, which conclusion can <u>best</u> be reached?

A. The colonial troops expelled the British from New England.
B. The colonial victory at Saratoga encouraged France to join the Americans.
C. The loss of Philadelphia forced the colonial army to abandon the northern colonies.
D. The signing of the Declaration of Independence was the start of the American Revolution.

Depth of Knowledge: 2
Correct Answer: B

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OAS Standard:

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the United States Constitution.

OAS Objective:

1. Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787.

Item Specifications:

Emphasis:

- Understand and analyze the issues and events that led to the Constitutional Convention.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- (A) Strengths and weaknesses of the Articles of Confederation
- (B) Lack of common currency
- (C) Lack of common defense
- (D) Management of war debts
- (E) Northwest Ordinance
- (F) Civil unrest and Shays' Rebellion

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 3.1 Sample Test Items:

One major problem with the Articles of Confederation was that

A. the president could easily veto laws.
B. the legislature had difficulty enacting laws.
C. the rights of taxpayers were severely limited.
D. the central government could not make treaties.

Depth of Knowledge: 1
Correct Answer: B

Which statement best completes the flow chart?

A. The French government gives the American government a large loan to pay for the war.
B. The United States Supreme Court determines that the national government is responsible for war debt.
C. The American government sells land in the Northwest Territories to Great Britain and gives up rights to Canada.
D. The Constitution replaces the old Articles of Confederation and allows the national government to tax the states.

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

OAS Objective:

2. Analyze the significance of the Constitutional Convention, its major debates and compromises including the *Virginia Plan*, the *New Jersey Plan*, the Great Compromise, the Three-Fifths Compromise and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.

Item Specifications:

Emphasis:

- Understand and analyze the issues, debates, compromises, and contributions of individuals in the drafting the Constitution.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- George Mason—Argued for a Bill of Rights
- Gouverneur Morris—Preamble, final draft of the Constitution
- James Madison—Created the Virginia Plan, father of the Constitution
- George Washington—President of the Convention
- Great Compromise
- Three-Fifths Compromise
- Major debates
- Virginia Plan and New Jersey Plan

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 3.2 Sample Test Items:

Why did George Mason refuse to vote to ratify the Constitution at the Constitutional Convention?

A. It did not contain the Bill of Rights.
B. It gave too much power to large states.
C. It contained the Three-Fifths Compromise.
D. It did not have a system of checks and balances.

Depth of Knowledge: 1
Correct Answer: A

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

—Preamble to the United States Constitution, 1787

Which principle is best expressed in the Preamble to the United States Constitution?

A. separation of powers
B. limited government
C. social contract
D. civil rights

Depth of Knowledge: 2
Correct Answer: C

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1. **Resolved** that it is the opinion of this Committee that a national government ought to be established consisting of a Supreme Legislature, Judiciary, and Executive.

2. **Resolved** that the national legislature ought to consist of Two Branches.

3. **Resolved** that the members of the first branch of the national Legislature ought to be elected by the People of the several States for a term of Three years . . .

4. **Resolved** that the members of the second Branch of the national Legislature ought to be chosen by the individual legislatures.

7. **Resolved** that the right of suffrage in the first branch of the national Legislature ought not to be according to the rule established in the articles of confederation, but according to some equitable ration of representation. . .

—Virginia Plan, 1787

Based on the excerpt, which conclusion can <u>best</u> be reached?

A. Delegates from small states opposed the Virginia plan because resolution 1 gave too much power to the executive branch.
B. Delegates from large states supported the Virginia plan because resolution 3 allowed the people and not the state legislatures to elect their representatives.
C. Delegates from large states supported the Virginia plan because resolution 4 allowed them to choose their representatives in the Senate.
D. Delegates from small states opposed the Virginia plan because resolution 7 gave too much power to the large states.

Depth of Knowledge: 3
Correct Answer: D

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OAS Standard:

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

OAS Objective:

3. Cite specific textual and visual evidence to examine the arguments for and against the ratification of the *United States Constitution* as expressed in the *Federalist Papers Number 10* and *Number 51*, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.

Item Specifications:

Emphasis:

- Examine and explain the arguments for and against the ratification of the United States Constitution.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK 2 level and multiple stimuli at DOK 3 level: one textual and one visual [photo, graph, table, etc.].

Content Limits:

- Federalist Paper's Number 10 and 51
- Federalist
- Anti-Federalist
- Central Government
- Omission of a bill of rights

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 3.3 Sample Test Items:

James Madison and Alexander Hamilton wrote the Federalist Papers in support of the

A. Declaration of Independence.
B. Articles of Confederation.
C. Albany Plan of Union.
D. Constitution.

Depth of Knowledge: 1
Correct Answer: D

Complaints are everywhere heard from our most considerate and virtuous citizens, equally the friends of public and private faith, and of public and personal liberty, that our governments are too unstable, that the public good is disregarded in conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing minority.

—James Madison, *Federalist No. 10*, 1787

Which type of government did James Madison propose to resolve the problem described in the excerpt?

A republic
B theocracy
C direct democracy
D constitutional monarchy

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

OAS Objective:

4. Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.

Item Specifications:

Emphasis:

- Understand and explain the constitutional principles found in the American Constitution.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Popular sovereignty
- Consent of the governed
- Separation of powers
- Checks and balances
- Federalism
- Judicial review

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 3.4 Sample Test Items:

The Supreme Court case *Marbury v. Madison* established which principle?

A. judicial review
B. federal supremacy
C. popular sovereignty
D. separation of powers

Depth of Knowledge: 1
Correct Answer: A

So if a law be in opposition to the constitution, if both the law and the constitution apply to a particular case, so that the court must either decide that case conformably to the law, disregarding the constitution, or conformably to the constitution, disregarding the law; the court must determine which of these conflicting rules governs the case. . .

—U.S. Supreme Court decision, *Marbury v. Madison*, 1804

Which political principle is described in the excerpt?

A. judicial review
B. federal supremacy
C. popular sovereignty
D. separation of powers

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

OAS Objective:

5. Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.

Item Specifications:

Emphasis:

- Summarize the rights and responsibilities of American citizens as found in the *Bill of Rights*.

Stimulus Attributes:

Test items may include:
- Charts
- Tables
- Diagrams
- Graphs
- Media (political cartoons, photographs, and advertisements)
- Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
- Geographical tools (maps, globes, atlases, and almanacs)
- Population pyramids
- Cartograms
- Cultural interacting with and adapting to physical environments
- At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK levels 2 and 3.

Content Limits:

- *Bill of Rights*

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 3.5 Sample Test Items:

1st Amendment: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people to assemble, and to petition the Government for a redress of grievances.

2nd Amendment: A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

3rd Amendment: No soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

4th Amendment: The right of the people to be secure in their persons, papers, and effects, against unreasonable search and seizures, shall not be violated, and no Warrants shall issue, but upon cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons to be seized.

Which amendment to the Constitution protects people's right to protest government policies?

A 1st Amendment
B 2nd Amendment
C 3rd Amendment
D 4th Amendment

Depth of Knowledge: 1
Correct Answer: A

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6th Amendment: In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district where in the crime shall have been committed, which district shall have been previously ascertained in law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Council for his defense.

Which of these <u>best</u> explains why the 6th Amendment includes the right a speedy trial?

A. to reduce the cost of a trial
B. to restrict public access to the trial
C. to make it difficult for the state to build a case against the defendant
D. to protect people from being locked in jail for an unlimited length of time

Depth of Knowledge: 2
Correct Answer: D

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OAS Standard:
Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s..

OAS Objective:

1. Analyze the impact and consequences of major events and issues facing early presidential administrations.

Item Specifications:

Emphasis:

- Understand and analyze the major issues facing the early presidential administrations.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

(A) Whiskey Rebellion—government's right to tax
(B) Washington's Farewell Address
(C) Alien and Sedition Acts-Virginia and Kentucky Resolutions, Republican-Democrats-Thomas Jefferson's party
(D) Impact of election of 1800-peaceful transition of power, Federalist-Washington and Adams Party
(E) Louisiana Purchase and Lewis and Clark Corps of Discovery Expedition
(F) U.S. Supreme Court precedent decisions-*Marbury* v. *Madison*, *McCulloch* v. *Maryland*, interpretation of the Constitution, establishment of the Supreme Court as an independent and equal branch of government
(G) War of 1812 fueled nationalism and independence
(H) Missouri Compromise 1820-Balance of power between free and slave states
(I) Monroe Doctrine

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 4.1 Sample Test Items:

Which president was responsible for the Louisiana Purchase?

A. John Adams
B. James Madison
C. Andrew Jackson
D. Thomas Jefferson

Depth of Knowledge: 1
Correct Answer: D

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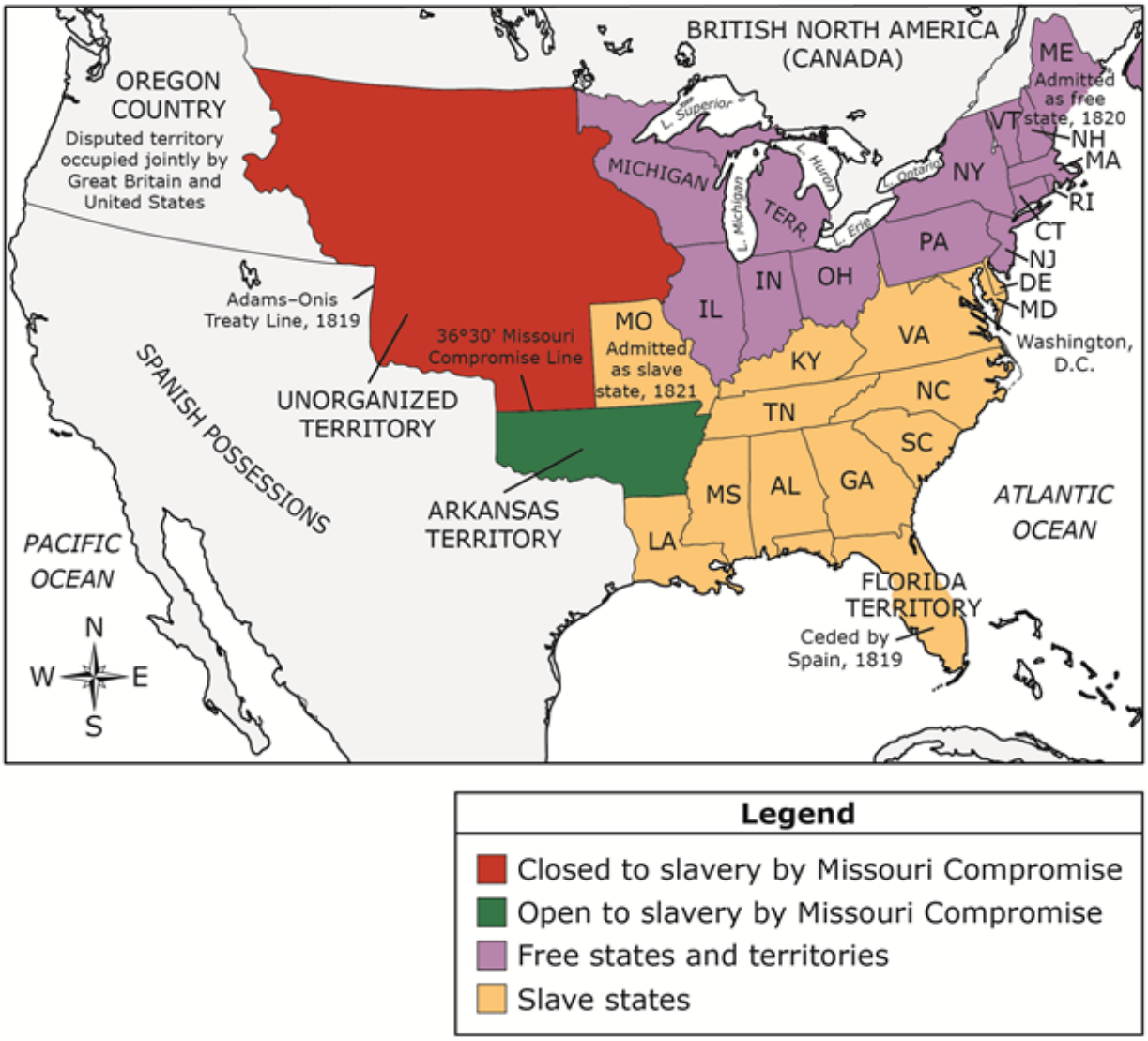

Legend

- Closed to slavery by Missouri Compromise
- Open to slavery by Missouri Compromise
- Free states and territories
- Slave states

Based on the map, which conclusion can best be reached?

A. The Missouri Compromise maintained the balance of representatives between slave states and free states in Congress.
B. The Missouri Compromise prevented the spread of slavery west of the Mississippi River.
C. The Missouri Compromise prohibited Congress from making laws about slavery.
D. The Missouri Compromise ended the debate of the constitutionality of slavery.

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

OAS Objective:

2. Summarize the significance and impact of the Jacksonian Era.

Item Specifications:

Emphasis:

- Summarize the significance and impact of the Jacksonian Era.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

(A) Election of Andrew Jackson, victory of the common man
(B) Nullification Crisis—States' Rights, Senator Daniel Webster and Senator John C. Calhoun
(C) Native Americans, loss of territory, Trail of Tears

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 4.2 Sample Test Items:

The Nullification Crisis of 1832 was directly related to which issue?

A. slavery
B. nationalism
C. income taxes
D. protective tariffs

Depth of Knowledge: 1
Correct Answer: D

President Andrew Jackson supported the Indian Removal Act of 1830 because it would

A. make more land available to white settlers.
B. encourage Native American land ownership.
C. stop the sale of farm lands to white settlers.
D. protect Native American customs and culture.

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

OAS Objective:

3. Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.

Item Specifications:

Emphasis:

- Understand, compare and contrast the economies of the North and South.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK 2 level and multiple stimuli at DOK 3 level: one textual and one visual [photo, graph, table, etc.].

Content Limits:

- Concentration of populations
- North—manufacturing, shipping, development of railroads
- South—plantation system, cotton gin, slave labor

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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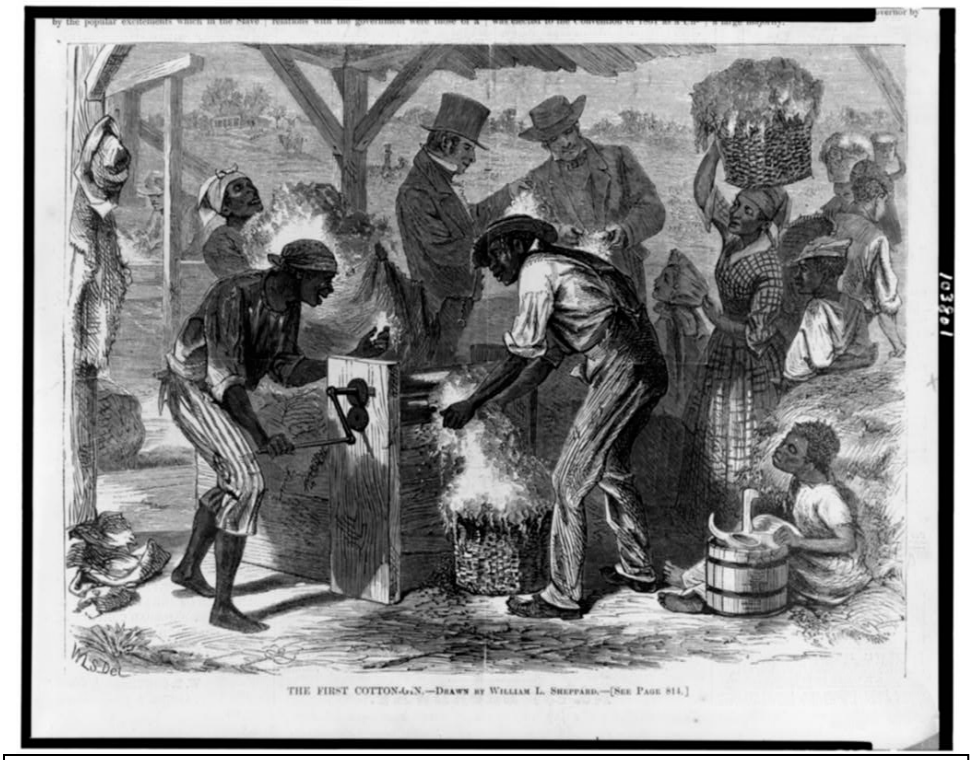
<u>Oklahoma Academic Standards 4.3 Sample Test Items</u>:



The First cotton-gin / drawn by William L. Sheppard and illustrated in Harper's Weekly. 1869 Dec. 18, p. 813. LC-USZ62. Courtesy of the Library of Congress.

Which statement best explains how the cotton gin encouraged the cultivation of cotton?

A It increased the profit of growing cotton.
B It expanded cotton production into the North.
C It eliminated the need for slaves to process cotton.
D It discouraged cotton textiles from being imported from Britain.

Depth of Knowledge: 1
Correct Answer: A

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Population of the United States (1800–1850)

Year	Northeast	North Central	South
1800	2,636,000	51,000	2,622,000
1810	3,487,000	292,000	3,461,000
1820	4,360,000	859,000	4,419,000
1830	5,542,000	1,610,000	5,708,000
1840	6,761,000	3,352,000	6,951,000
1850	8,627,000	5,404,000	8,983,000
1860	10,594,000	9,097,000	11,133,000

The two states differ in only one respect: Kentucky allows slaves, whereas Ohio has expelled them from its midst

Thus the traveler who lets the current of the Ohio [River] carry him to the point where it joins the Mississippi [River] navigates, as it were between freedom and servitude. . . On the left bank of the river, the population is sparse. On the left bank of the river [Kentucky]. From time to time, a group of slaves can be seen ambling in their carefree way through half-cleared fields. The virgin forest never disappears for long. Society seems to slumber. Man appears idle. . .

By contrast, the confused hum emanating from the right bank proclaims from afar the presence of industry. Rich harvests fill the fields. Elegant homes hint at the taste and fastidiousness of the farmers. Prosperity is apparent everywhere. Man seems rich and content: he is at work.

—Alexis de Tocqueville, *Democracy in America*, 1831

Based on the table and the excerpt, which conclusion can <u>best</u> be reached?

A. The South and the North developed a strong trade network that encouraged economic development for both.
B. The economy of the North became dependent on the South, relying on workers and escaped slaves migrating from the South along the river systems.
C. The North and South developed different economic systems that resulted in the population in the North becoming larger and more prosperous than the South over time.
D. The population of the North became much larger than the South which resulted in its economic system becoming much more competitive but with people living in conditions that were worse in the South.

Depth of Knowledge: 3
Correct Answer: C

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OAS Standard:

Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

OAS Objective:

4. Analyze points of view from textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.

Item Specifications:

Emphasis:

- Describe African American experiences from 1800-1860.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires a minimum of one textual stimulus at DOK 2 and 3 levels.

Content Limits:

- Harriet Tubman
- Sojourner Truth
- Frederick Douglass
- Nat Turner's Rebellion
- Underground Railroad—efforts to escape
- Pre-Civil War Black Codes—legal restrictions in the South

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 4.4 Sample Test Items:

The purpose of the Underground Railroad was to assist slaves by

A. teaching them how to read.
B. helping them to escape to the North.
C. encouraging them to govern themselves.
D. offering them job opportunities in the West.

Depth of Knowledge: 1
Correct Answer: B

My father was owned by a rich old boss named Captain Bullmay . . . De [The] Ulriches sold me when I was a girl to Dr. Odem. . .and I worked in his field, spun thread to make cloth, pulled fodder [livestock food], . . . and after a while . . . he swapped me off for two boys. My new owner was Gilbert Faulkner . . . I worked in de [the] field for him until we was sot [set] free.

—Ann Ulrich Evans, 1937

Which statement about Ann Ulrich Evans is best supported by the quotation?

A. She lived in the South.
B. She owned a cotton farm.
C. She used the Underground Railroad.
D. She learned to work in a textile mill.

Depth of Knowledge: 2
Correct Answer: A

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OAS Standard:

Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

OAS Objective:

5. Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the *Declaration of Sentiments*, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.

Item Specifications:

Emphasis:

- Understand, analyze, and summarize the significance of the Abolitionist and Women's Suffrage Movements and the contributions of leaders.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- Abolition Movement Leaders and Influences
  - Sojourner Truth
  - Frederick Douglas
  - William Lloyd Garrison
  - Second Great Awakening
- Suffrage Movement Leaders and Influences
  - Susan B. Anthony
  - Elizabeth Cady Stanton
  - Seneca Falls Convention
  - Declaration of Sentiments

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 4.5 Sample Test Items:

Which demand was included in the Seneca Falls Declaration?

A. the abolition of slavery
B. the suffrage for women
C. the restoration of land to Native Americans
D. the return of Texas to Mexico after the Mexican War

Depth of Knowledge: 1
Correct Answer: B

How did the Abolitionist movement affect the Women's Suffrage Movement in the 19th century?

A. The Women's Suffrage Movement was abandoned when reformers disagreed over the issue of slavery.
B. The Women's Suffrage Movement benefited from the experience reformers gained working as abolitionists.
C. The Women's Suffrage Movement lost support when reformers transferred efforts to abolition.
D. The Women's Suffrage Movement reformers succeeded in passing national legislation to end slavery.

Depth of Knowledge: 2
Correct Answer: B

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OAS Standard:

Standard 4: The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

OAS Objective:

6. Examine the concept of Manifest Destiny as a motivation and justification for westward expansion.

Item Specifications:

Emphasis:

- Examine and explain the concept of Manifest Destiny and its impact on westward expansion.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- (A) Annexation of Texas, Mexican War/Mexican Cession, Gadsden Purchase
- (B) Oregon Free Land, California Gold Rush
- (C) Impact on Native Americans
- (D) Sectional tensions over slavery
- General-Horace Greely—"Go west, young man, go west and grow up with your country"
- John O's Sullivan—Manifest Destiny

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 4.6 Sample Test Items:

Which statement best defines the concept of Manifest Destiny?

A. The people of the United States are entitled to expand across the continent.
B. The people of the United States are filled with the creative energy of immigrants.
C. The government of the United States should move Native Americans to reservations.
D. The government of the United States should expand military control around the world.

Depth of Knowledge: 1
Correct Answer: A

American progress, by Crofutt, George A., c1873, LC-DIG-ppmsca-09855, Courtesy of the Library of Congress

The painting best illustrates

A popular sovereignty.
B transcendentalism.
C manifest destiny.
D abolitionism.

Depth of Knowledge: 2
Correct Answer: C

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OAS Standard:

Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

OAS Objective:

1. Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events.

Item Specifications:

Emphasis:

- Understand and summarize the importance of slavery as a cause for the American Civil War.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK 2 level and multiple stimuli at DOK 3 level: one textual and one visual [photo, graph, table, etc.]

Content Limits:

- (A) Compromise of 1850—Fugitive Slave Act and an end to the slave trade in Washington D.C.
- (B) Uncle Tom's Cabin and Harriet Beecher Stowe
- (C) Kansas-Nebraska Act, popular sovereignty, Bleeding Kansas, the Republican Party's stance on slavery
- (D) *Dred Scott* v. *Sanford*, John Brown's Raid on Harper's Ferry

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 5.1 Sample Test Items:

Which issue did *Uncle Tom's Cabin* mainly address?

A. slavery
B. land speculation
C. immigrant rights
D. suffrage for women

Depth of Knowledge: 1
Correct Answer: A

In the first place, I deny everything but what I have all along admitted—the design on my part to free the slaves. I intended certainly to have made clean thing of that matter, as I did last winter when I went into Missouri and took slaves without the snapping of a gun on either side . . . I designed to do the same thing again on a larger scale. . . . Now if it deemed necessary that I should forfeit my life . . . and mingle my blood further with the blood . . . of millions in this slave country whose rights are disregarded by wicked, cruel and unjust enactments, I submit; so let it be done.

—John Brown, 1859

To which event is John Brown referring?

A. the Nat Turner Rebellion
B. the raid on Harper's Ferry
C. the burning of Lawrence, Kansas
D. the creation of the Underground Railroad

Depth of Knowledge: 2
Correct Answer: B

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OAS Standard:

Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

OAS Objective:

2. Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860.

Item Specifications:

Emphasis:

- Understand and analyze the significance of the 1860 presidential election.

Stimulus Attributes:

Test items may include:
- o Charts
- o Tables
- o Diagrams
- o Graphs
- o Media (political cartoons, photographs, and advertisements)
- o Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
- o Geographical tools (maps, globes, atlases, and almanacs)
- o Population pyramids
- o Cartograms
- o Cultural interacting with and adapting to physical environments
- o At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates. This item requires at least one stimulus at DOK 2 level and multiple stimuli at DOK 3 level: one textual and one visual [photo, graph, table, etc.]

Content Limits:

- (A) Secession of South Carolina, Ordinance of Secession, state sovereignty
- (B) Election of Abraham Lincoln, preservation of the Union
- (C) Formation of the Confederate States of America
- (D) Attack on Fort Sumter
- (E) Strategic importance of the border states

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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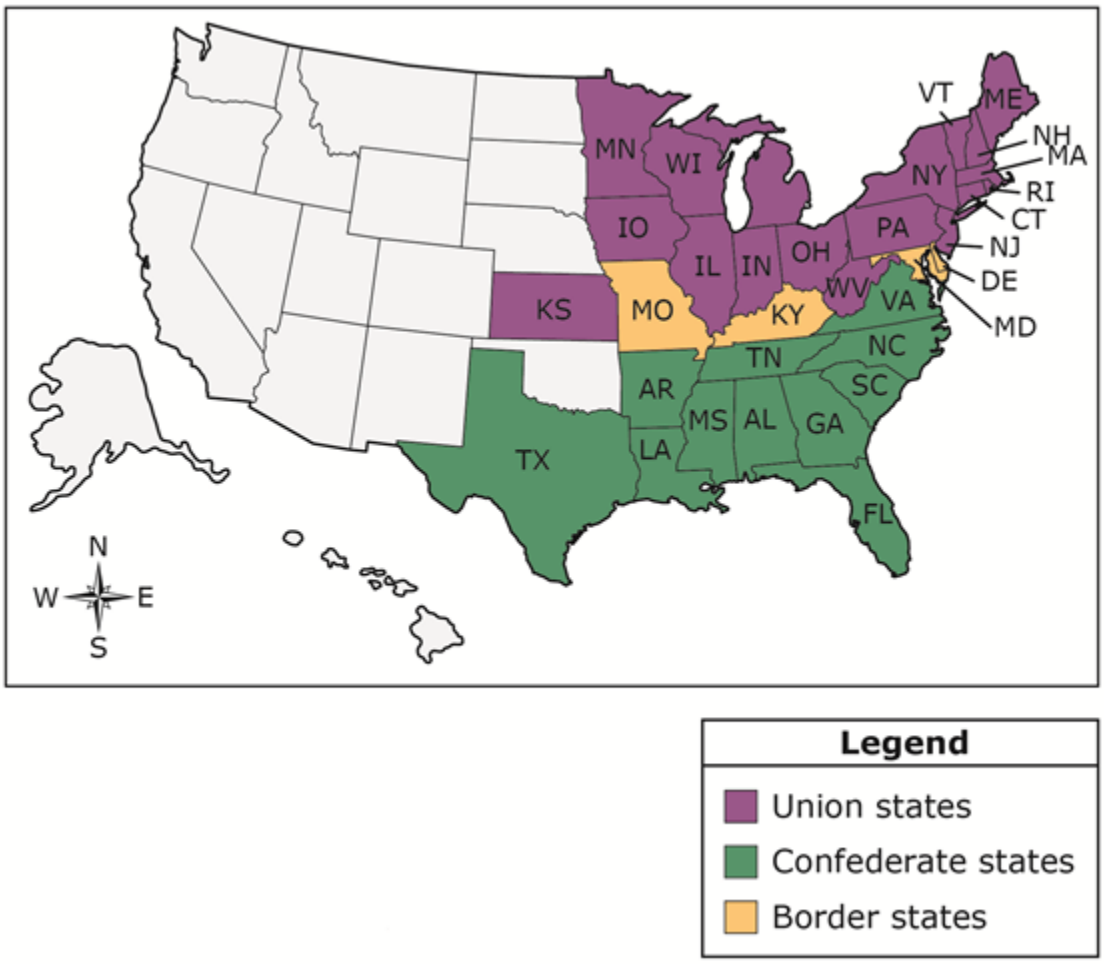
Oklahoma Academic Standards 5.2 Sample Test Items:



Which of these states seceded from the Union?

A. Kentucky
B. Maryland
C. Missouri
D. Tennessee

Depth of Knowledge: 1
Correct Answer: D

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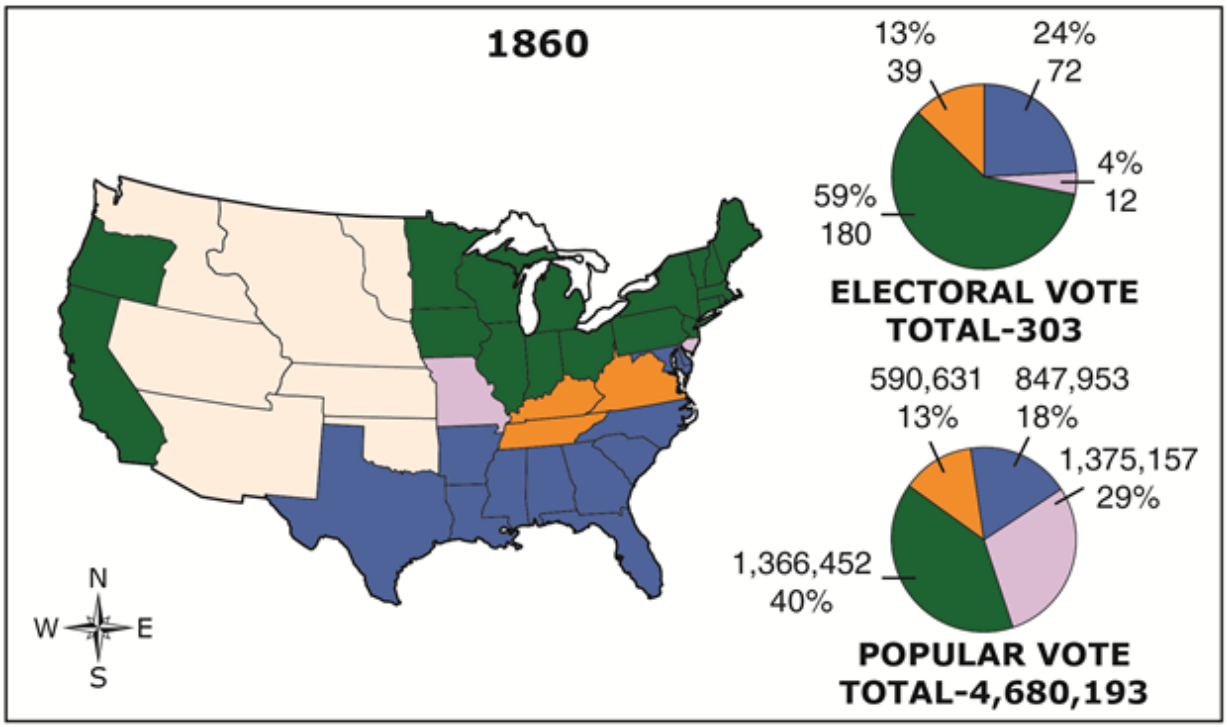

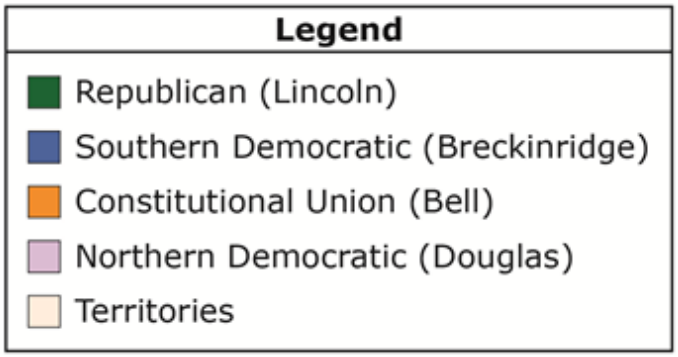

Based on the map, which conclusion can <u>best</u> be reached?

A. Abraham Lincoln did not win the popular vote.
B. Pro-slavery candidates won strong support in the Midwest.
C. Southern voters were united in their support for Breckenridge.
D. The North and the South were completely divided over slavery.

Depth of Knowledge: 2
Correct Answer: D

[map is also associated with item on next page]

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It is known to Senators who have served with me here, that I have for many years advocated, as an essential attribute of State sovereignty, the right of a State to secede from the Union. Therefore, if I had thought that Mississippi was acting without sufficient provocation, or without an existing necessity, I should still, under my theory of the Government, because of my allegiance to the State of which I am a citizen, have been bound by her action. . . A great man . . . advocated the doctrine of nullification, because it preserved the Union. . . . Secession belongs to a different class of remedies. It is to be justified upon the basis that the States are sovereign.

—Jefferson Davis, Farewell Speech to the U.S. Senate, 1861

Based on the map and the excerpt, which conclusion can best be reached?

A. The southern states believed that the Union should be preserved at all costs.
B. The southern states seceded from the Union because they believed Lincoln would try to overturn their sovereignty.
C. The southern states could argue that Lincoln could not end slavery because he did not win more than fifty percent of the popular vote.
D. The southern states would have seceded from the Union even if Breckenridge had won the election because they believed in the sovereignty of the states.

Depth of Knowledge: 3
Correct Answer: B

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OAS Standard:
Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

OAS Objective:

3. Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.

Item Specifications:

Emphasis:

- Compare and contrast the advantages and disadvantages of the Union and Confederacy upon the eve of the American Civil War.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- President Abraham Lincoln/President Jefferson Davis
- Ulysses S. Grant/Robert E. Lee
- Compare characteristics of the North and South: economic output, population, transportation systems, military leadership.

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 5.3 Sample Test Items:

Which advantage did the Confederacy have over the Union at the beginning of the Civil War?

A. better generals
B. more steel mills
C. larger population
D. bigger railroad networks

Depth of Knowledge: 1
Correct Answer: A

Union Advantages	Confederate Advantage
Larger economy	Better marksmen
Better transportation	Better generals
Larger population	?

Which of these best completes the chart?

A Larger navy
B Larger army
C Fighting on home soil
D More natural resources

Depth of Knowledge: 2
Correct Answer: C

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OAS Standard:

Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

OAS Objective:

4. Identify and summarize the consequences of the major turning points of the war.

Item Specifications:

Emphasis:

- Identify and summarize the consequences of the major turning points of the war.

Stimulus Attributes:

- Test items may include:
  - Charts
  - Tables
  - Diagrams
  - Graphs
  - Media (political cartoons, photographs, and advertisements)
  - Literature (diaries, journals, newspapers/magazines, quotations, speeches, and letters)
  - Geographical tools (maps, globes, atlases, and almanacs)
  - Population pyramids
  - Cartograms
  - Cultural interacting with and adapting to physical environments
  - At least 50 percent of the items are to have appropriate pictorial and graphical representations.

Format:

- Items require students to make conclusions based on personal knowledge and from readings, graphs, charts, and other source materials provided. Items should not require students to have memorized dates.

Content Limits:

- (A) Anaconda Plan and Total War Strategy
- (B) Battle of Antietam, Emancipation Proclamation—expanding goals of the war
- (C) Battle of Gettysburg, Gettysburg Address
- (D) Siege of Vicksburg/Union Control of the Mississippi
- (E) Lincoln's Second Inaugural Address
- (F) Appomattox Courthouse, generosity of the terms of surrender
- (G) Impact of Lincoln's assassination on Reconstruction

Distractor Domain:

- Incorrect answer choices include information related to source materials but irrelevant to the question being asked. Distractors may reflect a plausible misunderstanding of the question or concept.

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Oklahoma Academic Standards 5.4 Sample Test Items:

Which battle signified the last major effort by Confederate armies to invade the North?

A Battle of Antietam
B Battle of Gettysburg
C Battle of Chickamauga
D Battle of Chancellorsville

Depth of Knowledge: 1
Correct Answer: B

Which statement best explains the importance of the Union victory at the Battle of Antietam?

A It enabled the Union army to divide the South into two parts.
B It allowed President Lincoln to issue the Emancipation Proclamation.
C It allowed the Union army to seize important coalfields for making steel.
D It stopped the Confederacy from making any more invasions of the North.

Depth of Knowledge: 2
Correct Answer: B

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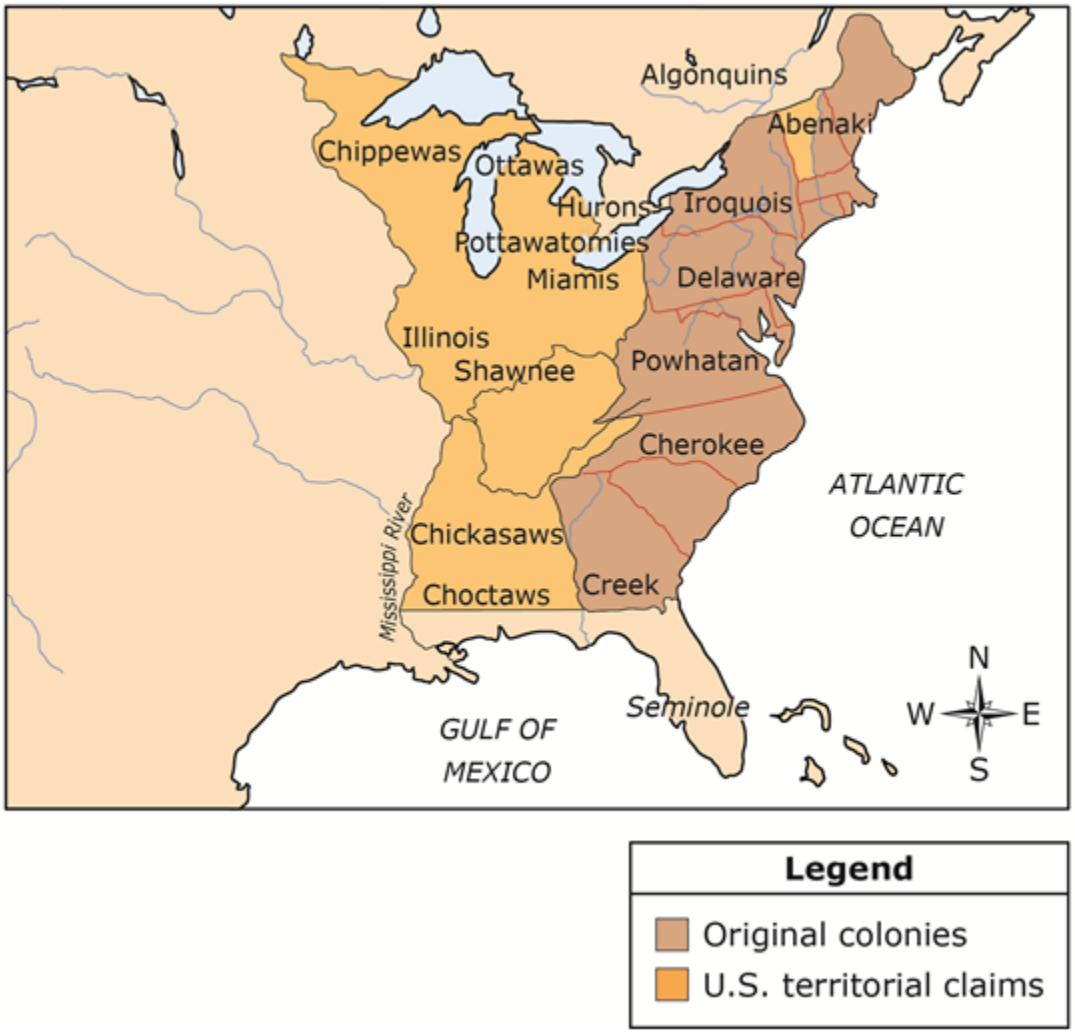
Shared Stimulus Exemplar

Oklahoma Academic Standards 2.3 Sample Test Items:
Oklahoma Academic Standards 4.2 Sample Test Items:
Oklahoma Academic Standards 4.6 Sample Test Items:

DOCUMENT A

Map of Native American Tribes in 1783



Source: http://mappinghistory.uoregon.edu/english/US/US05-00.html

DOCUMENT B

I have heard with much concern of the many murders committed by the Indians...in the neighborhood of Pittsburg[h]. Hostilities so extensive [indicate]...a formidable Combination of that kind of enemy. . .

It might be premature to speak of terms of peace but if events will justify it, the only condition with the Shawnees should be their removal beyond the Mississippi or the [Great] Lakes, and with the other tribes whatever may most effectually secure their observation of the treaty. . . . The business will more be done so as not to have to repeat it again and that instead of making peace on their Application you will only make it after such as shall be felt and remembered by them as long as they a nation.

—Thomas Jefferson, Letter to Lieutenant of Berkeley County, Virginia, 1780

Source: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=220

DOCUMENT C

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. . . . It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. . . . It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States. . . .

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

—President Andrew Jackson, Message to Congress, 1830

Source: http://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=25&title=Transcript+of+President+Andrew+Jackson%27s+Message+to+Congress+%27On+Indian+Removal%27+%281830%29

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DOCUMENT D

American progress , by Crofutt, George A., c1873, LC-DIG-ppmsca-09855, Courtesy of the Library of Congress

According to the information in Document A and Document B, which statement best explains why Native Americans supported the British during the American Revolution?

A. Native Americans hoped to learn modern methods of warfare.
B. Native Americans understood that a colonial victory would cause a loss of territory.
C. Native Americans believed that the British would remove the colonists from the colonies.
D. Native American believed that they would be able to expand their territories into the west.

Depth of Knowledge: 1
Correct Answer: A

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Which Supreme Court case would challenge President Jackson's views in his message to Congress in Document C?

A. *McCulloch v. Maryland*
B. *Worcester v. Georgia*
C. *Marbury v. Madison*
D. *Scott v. Sanford*

Depth of Knowledge: 2
Correct Answer: B

Based on the painting, which conclusion can be reached about the concept of Manifest Destiny?

A. White settlers did not believe that Native Americans had a place in the United States.
B. Industrialization did not play an important role in the development of the United States.
C. White settlers believed that the environment should be protected for future generations.
D. Expansion into the Great Plains emphasized the importance of Native Americans in society.

Depth of Knowledge: 2
Correct Answer: A

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Based on Documents A, B, C, and D, which conclusion can be made about the how white settlers dealt with Native Americans in the eighteenth and nineteenth centuries?

A. There was no consistent strategy to move Native Americans off their land as seen by the differences in views by Jefferson and Jackson.
B. There was a conscious effort to push Native Americans off their land, as seen by the comments from Jefferson and Jackson.
C. There was an unwillingness to force Native Americans off their land, as seen in the letter by Jefferson and the painting.
D. There was an unconscious exertion to pressure Native Americans off their land, as seen by the map and the painting.

Depth of Knowledge: 3
Correct Answer: B

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