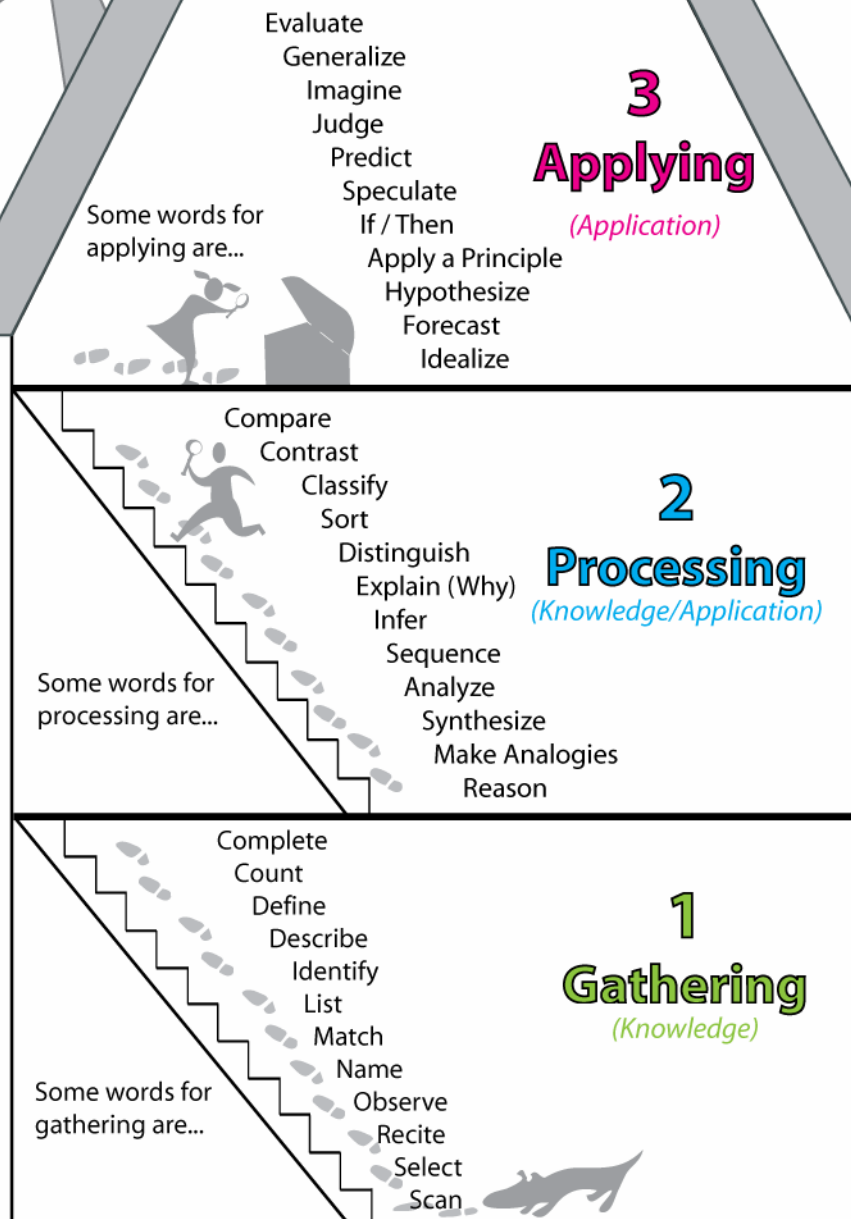


Three Story Intellect



Comparison of 3-Story Intellect to KSDE Social Studies Standards generated by Lynn Stanley, Social Studies Consultant, KSDE, September 2006.

Resources for Three Story Intellect:

<http://www.adrian.edu/~fdetwiler/local/ctwg/threestory.htm>

<http://www.iwebquest.com/webquestcourse/intellect.htm>

“There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-story men. Two-story men compare, reason, generalize, using the labor of fact collectors as their own. Three-story men idealize, imagine, predict-- their best illumination comes from above the skylight.”

-Oliver Wendell Holmes

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

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

The First-Story (Knowledge): Imagine the collection of Knowledge –those basic definitions, facts, concepts, procedures, being accumulated in the minds of young students—just as we store furniture within the basement of our homes. We simply collect and gather these pieces until we get ready to use them in a more sophisticated manner. One might see this first-story as the “Gathering Place.” Cognitive tasks on the first-story might include: describing, matching, reciting, identifying.

The Second-Story(Knowledge/Application): This story is the “Processing Place.” Eventually, we move the furniture we accumulated in the basement up to the second-floor in a pattern that is meaningful--we decide the painting looks best over the mantel, or the rug works well under the dining room table. This happens, just as students start processing and moving Knowledge (those facts, definitions, etc) into meaning patterns. The Second-Story can be perceived as a cognitive process that falls between Knowledge and Application. Cognitive tasks here include: explaining, comparing, classifying, sorting, etc.

The Third-Story--Attic (Application): If we were to ask, “where do children like to spend most of their time in a house?” The most exciting location proposed would be the attic. The attic is where we can look at grandmother’s wedding dress or grandfather’s war medals! Cognitively, the Attic is where students can infer, analyze, judge, predict, estimate, etc. As educators, the challenge proposed is: ***How much time are we spending in the Attic in our classrooms? What happens when the indicator is asking the question at attic level on the assessment and we have been teaching in the basement all year? What do we mean by aligning instruction and standards to the assessment?***

Comparison of 3-Story Intellect to KSDE Social Studies Standards generated by Lynn Stanley, Social Studies Consultant, KSDE, September 2006. Resources used for Three Story Intellect:
<http://www.adrian.edu/~fdetwiler/local/ctwg/threestory.htm> & <http://www.iwebquest.com/webquestcourse/intellect.htm>

Elementary School

<p>SS.5.1.2.4k Standard: Civics-Government 4. ▲ (K) identifies important founding fathers and their contributions (e.g., ▲George Mason, ▲Thomas Jefferson, ▲James Madison, ▲George Washington, ▲Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) identifies, recognizes</p>
<p>Main Concept: Contributions of Founding Fathers to the development of early U.S. Government</p>
<p>Embedded Concepts: Constitution/Preamble Declaration of Independence Bill of Rights Government within colonies</p>
<p>Instructional Examples/Resources: Complete a KWL- using American Citizenship Test Complete an SQ3R-using social studies test or the “Citizenship Test” Complete an Opinion Proof T-Chart using Preamble</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the terms with deltas next to them are eligible for assessment. ▪ No information after 1800 is eligible for assessment. Therefore, the Louisiana Purchase and the War of 1812 are not eligible for assessment. ▪ The term ‘founding fathers’ is acceptable. ▪ Items should relate to roles as founding fathers, political leaders, or input in starting a government, rather than facts about each man beyond his political career. ▪ Thomas Paine, Samuel Adams, and John Adams will not be assessed.
<p>Formative Performance Suggestions: Students create a flip book of Funding Fathers listing contributions in starting a government or listing their political leadership</p>
<p>State Assessment Sample Item:</p> <p>7. Which founding father was the key author of the <i>Declaration of Independence</i>?</p> <p style="margin-left: 40px;">A) John Adams B) Benjamin Franklin C) X Thomas Jefferson D) George Washington</p> <p style="margin-left: 40px;">QuestionId: 29983, Standard 1 "1-Civics-Government", Benchmark 2 "2", Indicator "4", Sub Indicator "4k"</p>

CIVICS/GOVT			
SS.5.1.2.4k			

Elementary School

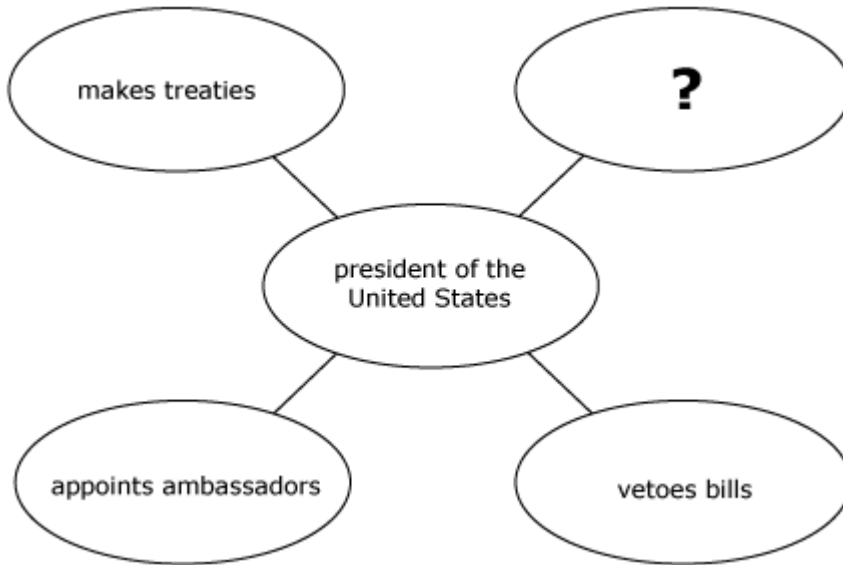
<p>SS.5.1.3.4a Standard: Civics-Government 4. ▲ (A) explains the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (2) explains (how/why)</p>
<p>Main Concept: The role of each branch of the federal government of U.S.</p>
<p>Embedded Concepts: Legislative branch/Congress, Bicameral legislature: House of Representatives and Senate Executive branch/President Judicial branch/Supreme Court State/Federal government</p>
<p>Instructional Examples/Resources: Have students create graphic organizers (mobiles, posters), classifying each branch to show balance of powers. Use a 3-column organizer to determine how branches are different. Use a t-chart (cause/effect); when Congress passes a law, what effect does this have on the people or Supreme Court? Use simulations to role play each branch (see benchmark 3, KS standards). Make a collage to illustrate each branch.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the specified concepts associated with each branch of government may be assessed: legislative makes laws; executive-enforces laws; judicial-interprets laws. Other specific functions of the branches of government may not be assessed, but may be used in stimuli and distracters. ▪ Visual stimuli are acceptable under this indicator (e.g., web diagrams, bulleted lists, flow charts).
<p>Formative Performance Suggestions: Explain specific functions of the three branches by creating a mobile, poster, brochure, PowerPoint</p>

	CIVICS/GOVT		
	SS.5.1.3.4a		

Elementary School

State Assessment Sample Item:

6. The diagram below shows some of the powers of the president of the United States.



Which power **best** completes the diagram?

- A) prints money
- B) X enforces laws
- C) judges criminals
- D) chooses senators

QuestionId: 29984, Standard 1 "1-Civics-Government", Benchmark 3 "3", Indicator "4", Sub Indicator "4a"

	CIVICS/GOVT			
	SS.5.1.3.4a			

Elementary School

<p>SS.5.2.2.k Standard: Economics 2. ▲ (K) identifies factors that change supply or demand for a product (e.g., supply: technology changes; demand: invention of new and substitute goods; supply or demand: climate and weather).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) cause/affect</p>
<p>Main Concept: Factors related to technology, inventions, or weather that change supply and demand</p>
<p>Embedded Concepts: Colonial events changing; relationships between nations Goods/services Barter/trade Division of labor Specialization Exports/imports Supply/demand Scarcity</p>
<p>Instructional Examples/Resources: Discuss the relationship between a product and its substitute: What happens for the demand for boxed cereal when breakfast cereal bars were introduced to the market? Discuss how hot or rainy weather effect the supply of Kansas farm goods. Access teacher resources for: Exchange City; Junior Achievement; Kansas Council for Economic Education (KCEE); Micro Society.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items should focus on identifying factors that affect the supply or demand of a product. The item should not require detailed analysis or explanation. ▪ Items should focus only on the factors in the e.g. list. ▪ Items can reference the effect on the price of items but must also refer to changes in demand or supply. ▪ Items should provide a context for the assessed concepts, and not focus on abstract principles of supply and demand (e.g., the supply of oranges in Florida, the ice storm in California, the demand for wheat in Kansas). ▪ Products selected as examples for items should be grade appropriate. ▪ Historical scenarios are acceptable, but must be limited to the colonial era. ▪ The type of climate and weather should be described (e.g., “hot and humid”, not simply “bad” weather).
<p>Formative Performance Suggestions: After economic vocabulary is learned—student will write examples in cooperative groups about factors that change supply/demand during the Colonial Period.</p>

		ECONOMICS	
		SS.5.2.2.k	

Elementary School

State Assessment Sample Item:

10. Which factor would increase the supply of wheat in Kansas?

- A) higher taxes
- B) fewer farmhands
- C) more pests
- D) X improved weather

QuestionId: 29985, Standard 2 "2-Economics", Benchmark 2 "2", Indicator "2", Sub Indicator "2k"

		ECONOMICS		
		SS.5.2.2.2.k		

Elementary School

SS.5.2.5.1a

Standard: Economics

1. ▲ (A) - (\$) determines the costs and benefits of a spending, saving, or borrowing decision.

Explanation of Indicator:

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

Main Concept:

Advantages and disadvantages when deciding to spending, saving, borrowing in comparison to other choices

Embedded Concepts:

Decision making skills; gathering information to make a choice

Consumer

Producer

Saver

Investor

Opportunity cost

Instructional Examples/Resources:

Use current events for topics of economic activity: cars – what advantage/benefits does one have/get if the buy a fuel efficient car?

What might they be giving up (cost/disadvantage) in order to buy such a car? (next vacation, using savings account, etc).

Work with banks in community.

Encourage students to start an allowance system at home or create one in the classroom for students to gain “credit.” Students use their “credit” when they want extra recess time, making purchases in a class store, etc.

Item Specifications:

- Multiple choice, one correct answer
- Items aligned to this indicator should be concrete scenarios and should not assess abstract economic concepts. Historical scenarios should not be used for this indicator.
- Scenarios used in items aligned to this indicator should be grade appropriate. Students should be asked about situations they would experience in their own lives.
- Visual stimuli are acceptable under this indicator (e.g., charts, diagrams).
- Opportunity cost may be used as a type of cost of a spending, saving, or borrowing decision.

Formative Performance Suggestions:

Use t-chart to show how cost/benefit are related to economic decision making.

Students create a decision making tree over an economic activity they are involved in (shopping for groceries, buying a present, saving money, etc)

State Assessment Sample Item:

2. Klara wants to attend a summer camp. In order to save money to attend the camp, she decides to stop buying tickets to the movies. Which is the **main** cost of Klara's decision?

- A) the fee for camp
- B) the time spent at camp
- C) X the time spent at the movies
- D) the taxes on the movies missed

QuestionId: 29986, Standard 2 "2-Economics", Benchmark 5 "5", Indicator "1", Sub Indicator "1a"

			ECONOMICS
			SS.5.2.5.1a

Elementary School

<p>SS.5.3.1.2k Standard: Geography 2. ▲ (K) locates major physical and political features of Earth from memory (e.g., ▲ Boston, ▲Philadelphia, ▲England, ▲France, ▲Italy, ▲Spain, ▲North America, ▲Atlantic Ocean, ▲Pacific Ocean, Yucatan Peninsula, Germany, Aleutian Islands, Bering Strait, Chesapeake Bay, Hudson Bay, Mexico City, Montreal, Netherlands, Norway, Ohio River, Portugal, Quebec City, St. Lawrence River).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three story Intellect (1) identifies</p>
<p>Main Concept: Able to locate listed physical/political features of earth by mental mapping</p>
<p>Embedded Concepts: Distinguishing between physical and political feature of a map City, country, continent Atlas work specific to delta items specific to standards Americas and Europe</p>
<p>Instructional Examples/Resources: Provide students with inquiry opportunities to use maps, atlases, and online map programs to look at locations by historical context: Why did people cross the Atlantic from England? What is the population of Mexico City and what role does population play in the increase of immigration to the United States? Use black line masters from social studies text series/to support embedded concepts. Access National Geographic online for educators. Access “geography bee” online programs. .</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the terms with deltas next to them are eligible for assessment. ▪ All items should have a map as a stimulus. ▪ Modern maps are acceptable; historical maps are not. ▪ Items requiring students to identify shaded countries on a map are acceptable for questions about Europe. ▪ Item stems cannot refer to geographic locations not listed as eligible to provide students geographic relative location clues, e.g., “The Appalachian Mountains are located on which continent?”
<p>Formative Performance Suggestions: Have students locate places of a semi-complete map using delta items from geography benchmark (1) Identifying locations of delta items (Boston, Philadelphia, England, France, Italy, Spain North America, Atlantic ocean, pacific ocean)</p>

			GEOGRAPHY
			SS.5.3.1.2k

Elementary School

State Assessment Sample Item:

5. The map below shows Europe, with four countries marked A, B, C, and D.



Which letter on the map marks the location of Spain?

- A) A
- B) X B
- C) C
- D) D

QuestionId: 29987, Standard 3 "3-Geography", Benchmark 1 "1", Indicator "2", Sub Indicator "2k"

				GEOGRAPHY
				SS.5.3.1.2k

Elementary School

<p>SS.5.4.1.1k Standard: History 1. ▲ (K) explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) explains (how/why)</p>
<p>Main Concept: How American Indians used their environment for food and shelter resources.</p>
<p>Embedded Concepts: Types of lodging Food sources Natural resources Lifestyles</p>
<p>Instructional Examples/Resources: Divide class into five groups. Have each group create a Diorama of their American Indian group, reporting on the differences in their homes and nutrients. Students complete Venn diagrams-regional differences, cultural differences Locate on maps where tribes lived.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items developed under this indicator should use only the specific regional/cultural names listed in the indicator. ▪ Items should not require students to have knowledge of specific American Indian tribes. ▪ ‘Teepee’ should be used instead of ‘tipi.’ ▪ Stimuli are not required for this item. ▪ Paintings may be used for clarity, as long as the question does not require application of the concept and is limited to identification (e.g., a painting of a tribe with a teepee, asking what type of shelter is shown in the painting).
<p>Formative Performance Suggestions: Using rubric with Diorama. Identify pictures of various lodging styles with the region in which they were built.</p>
<p>State Assessment Sample Item:</p> <p>4. Which group of American Indians built adobe shelters on cliffs to protect themselves from heat and enemies?</p> <p style="margin-left: 40px;">A) Plains B) X Pueblo C) Woodland D) Northwest Coast</p> <p style="margin-top: 20px;">QuestionId: 29988, Standard 4 "4-History", Benchmark 1 "1", Indicator "1", Sub Indicator "1k"</p>

HISTORY			
SS.5.4.1.1k			

Elementary School

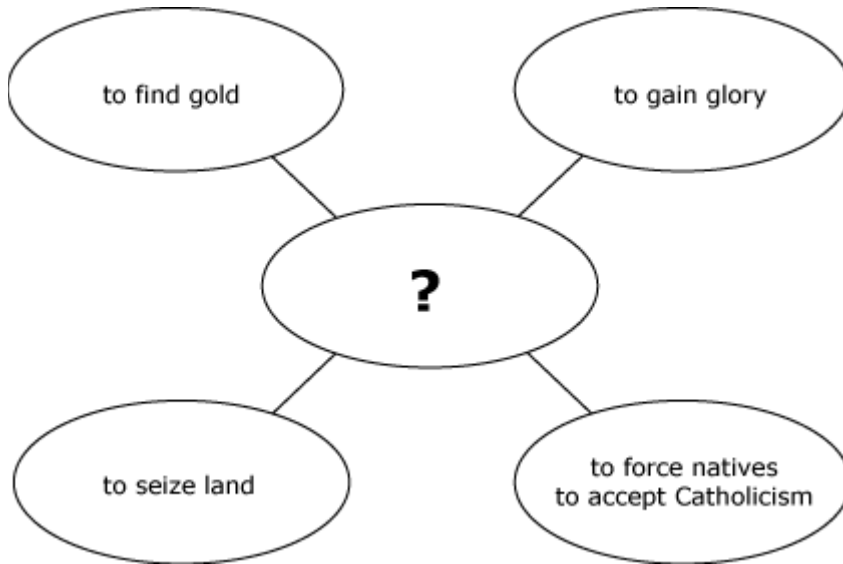
<p>SS.5.4.1.3a Standard: History 3. ▲ (A) compares the motives and technology that encouraged European exploration of the Americas (e.g., motives: trade, expansion, wealth, discovery; technology: improved ship building, sextant, cartography).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) generalizes</p>
<p>Main Concept: Understanding why Europeans wanted to explore the Americas and how technology assisted them in doing so.</p>
<p>Embedded Concepts: Gold and abundant resources in the Americas Relationship between France, Spain, England Navigation technology for the European exploration time period Mayans, Aztecs, Incas, American Indians</p>
<p>Instructional Examples/Resources: Use t-chart illustrating motives for European explorers Create web graphic organizer for types of navigation technology (improved ship building, sextant, cartography)</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items aligned to this indicator should provide some comparison between the European powers. ▪ As an application indicator, items should require students to do more than identify individuals, countries, and their goals. ▪ Only the motives and technologies listed in the indicator are assessable. ▪ Visual stimuli are acceptable under this indicator (e.g., Venn diagrams, bulleted lists, web diagrams, flow charts). ▪ The astrolabe is not eligible for assessment, but it may be used in stimuli or distracters. ▪ Religious freedom is not assessable, but it may be used in stimuli.
<p>Formative Performance Suggestions: Performance item – student presentations (PowerPoint could be used) of various European (French, Spanish, English) explorers (their motives and technology used)</p>

	HISTORY		
	SS.5.4.1.3a		

Elementary School

State Assessment Sample Item:

9. The diagram below describes reasons a European country explored the Americas.



Which country **best** completes the diagram?

- A) X Spain
- B) Russia
- C) England
- D) the Netherlands

QuestionId: 29989, Standard 4 "4-History", Benchmark 1 "1", Indicator "3", Sub Indicator "3a"

	HISTORY			
	SS.5.4.1.3a			

Elementary School

SS.5.4.2.3k

Standard: History

3. ▲ (K) describes political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, trade).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2) classifies

Main Concept:

New England, Middle and Southern colonial political systems and economies.

Embedded Concepts:

Colonies of the New England, Middle and Southern regions

Purpose of the House of Burgesses

Purposes of town meetings

Colonial forms of representation to Parliament

Agriculture and trade

Instructional Examples/Resources:

Have students identify which states fit in each colonial region: Upper/Middle/South.

Compare using a Venn, the House of Burgesses to other modern day forms of state government.

Compare using a Venn, making a connection between different colonial regions.

3-column chart graphic organizer labeled: New England, Middle, Southern.

Item Specifications:

- Multiple choice, one correct answer
- Items aligned to this indicator must focus on the regional groups of the colonies and not on the political and economic developments of specific colonies; for example, town meetings must be associated with the New England colonies, not Massachusetts.
- New England Colonies: Massachusetts, Rhode Island, Connecticut, New Hampshire.
- Middle Colonies: New York, New Jersey, Pennsylvania, Delaware.
- Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, Georgia.
- Stimuli are discouraged for this indicator.
- The “House of Burgesses” may be referred to as the “Virginia House of Burgesses.”

Formative performance Suggestions:

Map work, flip book, PowerPoint, poster, brochure of New England, Middle and Southern colonies with political and economic structure

Write/exchange postcards describing economic and political life; Use RAFT writing project for postcards.

State Assessment Sample Item:

8. Which was the **first** representative assembly in the American colonies?

- A) Stamp Act Congress
- B) X Virginia House of Burgesses
- C) Continental Congress
- D) Massachusetts General Court

QuestionId: 29990, Standard 4 "4-History", Benchmark 2 "2", Indicator "3", Sub Indicator "3k"

		HISTORY	
		SS.5.4.2.3k	

Elementary School

<p>SS.5.4.3.1k Standard: History 1. ▲ (K) describes the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) cause/affect</p>
<p>Main Concept: Events that lead up to the American Revolution</p>
<p>Embedded Concepts: Tea Act Boston Tea Party Quartering Act Boston Massacre</p>
<p>Instructional Examples/Resources: Write a short historical fiction story portraying a person from the colonial era and how their life changes with acts passed by Parliament. Write an expository report on each embedded concept. Create a mobile on causes from American Revolution. Practice reading and creating timelines, placing multiple events in chronological or cause and effect order.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the causes of the American Revolution listed in the indicator are eligible for assessment. ▪ Stimuli are not required or encouraged for this indicator. ▪ Students should not be expected to know the exact dates of specific legislation (e.g., when the Stamp Act was passed).
<p>Formative Performance Suggestions: Place events leading up to the American Revolution on a timeline Create a web—causes of American Revolution Develop a t-chart showing cause and effect of events</p>
<p>State Assessment Sample Item: Not Available</p>

			HISTORY	
			SS.5.4.3.1k	

Elementary School

<p>SS.5.4.3.6k Standard: History 6. ▲ (K) describes how the Constitutional Convention led to the creation of the United States Constitution (e.g., Great Compromise, Three-Fifths Compromise).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) describes</p>
<p>Main Concept: The creation of the U.S. Constitution as a result of the Constitutional Convention 1787</p>
<p>Embedded Concepts: Great Compromise Articles of Confederation Three-Fifths Compromise Virginia Plan; New Jersey Plan Issues of representation and slavery Population of state vs. size of state</p>
<p>Instructional Examples/Resources: Analyze text structure—highlighting main ideas, finding details. Have students read secondary sources online to play a role of a delegate (Roger Sherman, George Mason, James Madison, Benjamin Franklin, Jonathon Dayton, etc) and argue in first person narrative, their position on representation and slavery.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the concepts ‘the Great Compromise’ and the ‘Three-Fifths Compromise’ are eligible for assessment under this indicator. ▪ The “Three-Fifths Compromise” must be written as such. The “3/5th Compromise” is not acceptable usage.
<p>Formative Performance Suggestions: Allow students to create a story map of events unfolding during Convention and explains Divide class into two groups (representing New Jersey/Virginia Plan); have each group create arguments for their side and debate</p>
<p>State Assessment Sample Item:</p> <p>3. At the Constitutional Convention in 1787, the Great Compromise addressed the problem of how</p> <p style="margin-left: 40px;">A) presidents are elected. B) individuals are granted citizenship. C) X states are represented in Congress. D) justices are appointed to the Supreme Court.</p> <p style="margin-left: 40px;">QuestionId: 29991, Standard 4 "4-History", Benchmark 3 "3", Indicator "6", Sub Indicator "6k"</p>

			HISTORY
			SS.5.4.3.6k

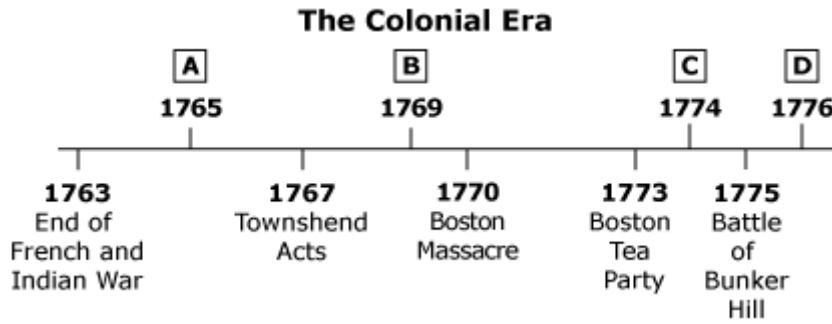
Elementary School

<p>SS.5.4.4.1a Standard: History 1. ▲ (A) uses historical timelines to trace the cause-and-effect relationships between events in different places during the same time period (e.g., Colonial America and England).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) concludes</p>
<p>Main Concept: Using timelines to trace cause and effect between events in different places during same time period</p>
<p>Embedded Concepts: Interpreting timelines Events that take place in the colonies as a result of England’s authority: Townshend Acts; Boston Tea Party; Stamp Act, etc</p>
<p>Instructional Examples/Resources: Create a t-chart to compare/contrast colonial America and Great Britain Construct horizontal and vertical timelines Use expository text structures to research (i.e., Boston Tea Party, King George III, red coats) Use timelines featured in social studies text to teach sequence of events</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items must focus on the relationship between colonial America and England. ▪ A cause-and-effect relationship must be established within the item. Items may use events during the 1600s and the 1700s to demonstrate the cause-and-effect relationship. ▪ When using a timeline, a cause-and-effect relationship must be the focus of the question. ▪ Timelines may be oriented horizontally or vertically.
<p>Formative Performance Suggestions: Hold Readers’ Theatre—from expository research Flow chart events to apply (or analyze) knowledge/information presented on timeline</p>

HISTORY				
SS.5.4.4.1a				

State Assessment Sample Item:

1. The timeline below shows some important events that took place during the colonial era.



Which letter on the timeline marks Parliament's passage of the Stamp Act, one of the first attempts to make the colonists pay for the defense of the colonies?

- A) X A
- B) B
- C) C
- D) D

QuestionId: 29992, Standard 4 "4-History", Benchmark 4 "4", Indicator "1", Sub Indicator "1a"

HISTORY				
SS.5.4.4.1a				

Elementary School

<p>SS.6.1.4.1a Standard: Civics-Government 1. ▲ (A) compares and contrasts the rights of people living in ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) evaluates, speculates, generalizes</p>
<p>Main Concept: Compare/contrast rights of people in ancient Greece with the rights of people living in the modern U.S. Compare/contrast rights of people living in Classical Rome with the rights of people living in the modern U.S.</p>
<p>Embedded Concepts: Views of property ownership, voting, minority rights, political rights within each culture Direct democracy; republic Common good</p>
<p>Instructional Examples/Resources: Have students create a wax museum (or dinner party) of famous personalities from Ancient Greece, Rome, modern U.S. Create a 3-column comparison chart titled: ancient Greece, Classical Rome and Modern U.S.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer. ▪ Only rights may be assessed under this indicator. ▪ Visual stimuli are acceptable under this indicator (e.g., Venn diagrams, web diagrams). ▪ Comparisons must be drawn between the modern United States and one of the other two civilizations. ▪ Comparisons may not be drawn between ancient Greece and classical Rome. ▪ For purposes of assessment under this indicator, only the time period of the Roman Republic, not the Roman Empire, will be covered for classical Rome.
<p>Formative Performance Suggestions: Create Venn diagram to compare modern U.S. with either Sparta & Athens or with Roman Republic Rubric for wax museum/dinner party/oral presentation</p>
<p>State Assessment Sample Item: Not Available</p>

	CIVICS/GOVT			
	SS.6.1.4.1a			

Elementary School

<p>SS.6.1.5.1k Standard: Civics-Government 1. ▲ (K) identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) identifies</p>
<p>Main Concept: Basic features of various systems of government—what defines them</p>
<p>Embedded Concepts: Representative governments Power rulers Religious/divine right of rule</p>
<p>Instructional Examples/Resources: Create a flip book or picture journal interpreting various systems of government with examples of each system from history. Divide students into six groups to design a poster of their assigned system of government. “Act it out” for a day; create a class structure, in which students go through a day under a different type of government rule.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the government systems identified in the e.g. list are eligible for assessment. ▪ The use of stimuli is discouraged for this indicator. ▪ ‘Republic’ and ‘oligarchy’ should not appear in the same item if one of them is being assessed. The Roman Republic was an oligarchic republic and this may confuse students. However, both terms may be used as distracters in the same item. ▪ ‘Monarchy’ and ‘dictatorship’ should not appear in the same item if one of them is being assessed. The similarity of monarchs and tyrants (dictators) was very common in the ancient world. Both terms may be used as distracters in the same item, however.
<p>Formative Performance Suggestions: Develop Frayer vocabulary models for each type of system; students provide definition, examples, and non-examples Matching vocabulary test of terms and definitions</p>
<p>State Assessment Sample Item:</p> <p>21. In which form of government do the people elect their representatives?</p> <p style="margin-left: 40px;">A) X republic B) monarchy C) aristocracy D) dictatorship</p> <p style="margin-top: 20px;">QuestionId: 29993, Standard 1 "1-Civics-Government", Benchmark 5 "5", Indicator "1", Sub Indicator "1k"</p>

		CIVICS/GOVT	
		SS.6.1.5.1k	

Elementary School

<p>SS.6.2.1.1k Standard: Economics 1. ▲ (K) explains how scarcity of resources requires communities and nations to make choices about goods and services (e.g., what foods to eat, where to settle, how to use land).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) explains (how/why)</p>
<p>Main Concept: Nations making choices on goods and services provided or consumed based on resource availability</p>
<p>Embedded Concepts: Natural resources civilizations require Climate/landforms of various regions that are home to major civilizations Basic needs of Ancient civilizations</p>
<p>Instructional Examples/Resources: Locate Ancient civilization – by resources (i.e., major water sources); social studies text structure/analyze maps on ancient civilizations. Teacher directed – brainstorm class list of goods and services using natural resources or due to a lack of natural resources.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Items written to this indicator should focus on the concept of scarcity. ▪ Items written to this indicator must be placed in the context of ancient history. ▪ Visual stimuli are discouraged under this indicator.
<p>Formative Performance Suggestions: Describe in written summary about choices an ancient civilization made based on natural resources Write “A Day in the Life of ____” journal entry on choices about how goods and services are effected by natural resources</p>
<p>State Assessment Sample Item:</p> <p>11. Which best explains why people in ancient Greece focused on overseas trading rather than farming?</p> <p>A) The land was too marshy to grow enough crops. B) X The land was too mountainous to grow enough crops. C) The climate was too rainy to grow enough crops. D) The temperature was too high to grow enough crops.</p> <p>QuestionId: 29994, Standard 2 "2-Economics", Benchmark 1 "1", Indicator "1", Sub Indicator "1k"</p>

			ECONOMICS
			SS.6.2.1.1k

Elementary School

<p>SS.6.2.3.2k Standard: Economics 2. ▲ (K) identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) identifies</p>
<p>Main Concept: The effect of treaties, war, transportation and geographic features as a trade barrier</p>
<p>Embedded Concepts: Currency Interdependent world Religion Tariffs Physical barriers: Mountains, water ways, deserts, cataracts</p>
<p>Instructional Examples/Resources: Have students identify possible products of ancient civilization and with whom or for what there societies traded.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Stimuli are not required or encouraged under this indicator. ▪ Items for this indicator may be placed within the context of ancient history.
<p>Formative Performance Suggestions: Student written multiple choice test Cooperative group – listing barriers to trade among nations, and why trade routes are important</p>
<p>State Assessment Sample Item:</p> <p>17. Trade routes between ancient Egypt and Nubia were mainly affected by which geographic feature?</p> <p style="margin-left: 40px;">A) jungles B) X deserts C) steppes D) mountains</p> <p style="margin-left: 40px;">QuestionId: 29995, Standard 2 "2-Economics", Benchmark 3 "3", Indicator "2", Sub Indicator "2k"</p>

			ECONOMICS
			SS.6.2.3.2k

Elementary School

SS.6.3.1.1a

Standard: Geography

1. ▲ (A) explains and uses map titles, symbols, cardinal and intermediate directions, legends, latitude and longitude.

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) uses

Main Concept:

Explains and uses information provided on a map

Embedded Concepts:

Locating a specific place on a map based on its longitude and latitude
Physical and political features of a map

Instructional Examples/Resources:

Have students locate longitude and latitude of places they would like to travel; explain the direction in which they would have to travel in order to arrive there; use map scale to determine distance and physical characteristics of terrain.
Access National Geography for educators online to get mapping activities using longitude and latitude.

Item Specifications:

- Multiple choice, one correct answer
- All items should use a map as a stimulus.
- Items should require students to use the map to answer the question.
- The use of letters to identify the locations on the map is acceptable.
- Modern maps are acceptable.
- Historical maps from the ancient and classical eras are acceptable.
- The use of scale to determine distances between cities is acceptable.

Formative Performance Suggestions:

Written summary of directions (i.e., directions from Athens to Sparta in your chariot); include latitude/longitude directions; draw map/legend
Locate where ancient cities would have been on modern maps

GEOGRAPHY				
SS.6.3.1.1a				

State Assessment Sample Item:

13. The map below shows Europe and North Africa, with two countries labeled.



If a person were traveling **directly** from Italy to Egypt, he or she would be going in which direction?

- A) northeast
- B) northwest
- C) X southeast
- D) southwest

QuestionId: 29996, Standard 3 "3-Geography", Benchmark 1 "1", Indicator "1", Sub Indicator "1a"

GEOGRAPHY				
SS.6.3.1.1a				

Elementary School

SS.6.3.2.3k

Standard: Geography

3. ▲ (K) identifies and describes the location, landscape, climate, and resources of early world civilizations (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲Middle/South America, Western Europe, West Africa, Japan).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2) distinguishes

Main Concept:

The location, landscape, climate, and resources of early world civilizations.

Embedded Concepts:

Amounts of rainfall and weather conditions, access to water, geographic features surrounding civilizations,

Instructional Examples/Resources:

Develop web for world civilizations explaining location, landscape, climate and resources.

Locate each civilization using physical map.

Have Cooperative groups create posters of each civilization.

Item Specifications:

- Multiple choice, one correct answer
- Only civilizations with deltas next to them are eligible for assessment.
- Items written to this indicator may use maps to designate the location of civilizations. Western Europe, West Africa and Japan will not be assessed.
- Stimuli are acceptable but not necessary for this indicator. If a diagram is used, it should not require analysis that would make the item application. For instance, in a web diagram, the four concepts on the spokes should be exclusive to the civilization at the hub.
- In the answer choices, a proper noun should be used to describe civilizations, instead of an adjective modifying civilization (e.g., Egypt, not Egyptian civilization).
- Ancient maps—not modern maps—should be used to indicate the location of civilizations. Physical maps may also be used, as long as they do not have any modern borders marked on them.

Formative Performance Suggestions:

Have students write a report on their favorite civilization describing, “A day in the life...”

State Assessment Sample Item:

20. The ancient civilization of Mesopotamia was located

- A) in the Nile River valley.
- B) on the Arabian Peninsula.
- C) X in the Fertile Crescent.
- D) on the Indian Subcontinent.

QuestionId: 29997, Standard 3 "3-Geography", Benchmark 2 "2", Indicator "3", Sub Indicator "3k"

	GEOGRAPHY		
	SS.6.3.2.3k		

Elementary School

SS.6.3.4.2k

Standard: Geography

2. ▲ (K) describes the forces and processes of conflict and cooperation that divide or unite people (e.g., ▲uneven distribution of resources, ▲water use in ancient Mesopotamia, ▲building projects in ancient Egypt and ▲Middle/South America, ▲the Greek city-states, empire building, movements for independence or rights).

Explanation of Indicator:

Cognitive Level (K); Three Story Intellect (2) infers

Main Concept:

How groups are united or divided at times of conflict and cooperation

Embedded Concepts:

Conflict vs. cooperation

Government systems

Scarcity/trade

Use of natural and human resources

Building of the pyramids

Instructional Examples/Resources:

Have students investigate how pyramids were built; have them provide a modern day example of people working together to complete a project of societal significance

Compare movements for rights in ancient civilizations with modern movements (minority rights issues, animal rights, etc.)

Item Specifications:

- Multiple choice, one correct answer
- Only the terms with deltas next to them are eligible for assessment under this indicator. Empire building and movements for independence or rights will not be assessed.
- Stimuli are not necessary or encouraged under this indicator.
- Uneven distribution of resources may be applied to all of the ancient civilizations listed, but items must be historically accurate and grade appropriate.
- Items assessing the Greek city-states may focus on sources of unity and conflict (e.g., wars such as the Persian and Peloponnesian; Olympic Games)
- Items assessing ancient Egypt and Middle/South America should focus on examples of building projects requiring cooperation or unity (e.g., building of pyramids, tombs, irrigation canals). Items assessing ancient Mesopotamia may should focus on water use (e.g., irrigation canals)

Formative Performance Suggestions:

Student provides a summary after t-chart is produced about each civilization

Rubric with inspiration technology project

Students produced video news cast to summarize civilization

State Assessment Sample Item:

14. How did the pharaohs organize and unite the efforts of the Egyptian people?

- A) X They paid laborers to build the pyramids.
- B) They founded colonies throughout the region.
- C) They provided a written constitution to the government.
- D) They established a public school system for the peasants.

QuestionId: 29998, Standard 3 "3-Geography", Benchmark 4 "4", Indicator "2", Sub Indicator "2k"

		GEOGRAPHY	
		SS.6.3.4.2k	

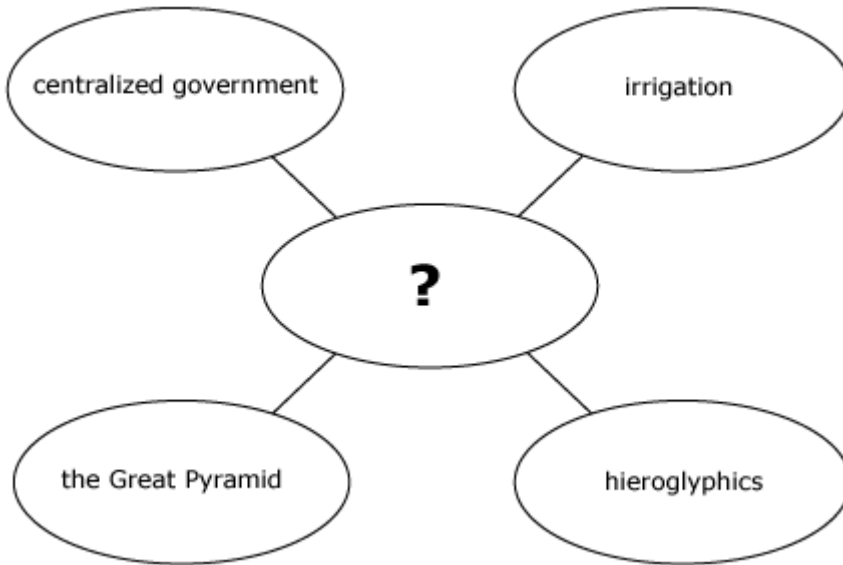
Elementary School

<p>SS.6.4.1.2a Standard: History 2. ▲ (A) compares the origin and accomplishments of early river valley civilizations (e.g., Tigris and Euphrates (Mesopotamia): city-states, Hammurabi’s code; Nile Valley (Egypt): Pharaoh, centralized government; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang Dynasty).</p>
<p>Explanation of Indicator: Cognitive Level (A); Three Story Intellect (3) generalizes</p>
<p>Main Concept: Accomplishments of those living in Mesopotamia, Egypt, India, and China Origins of the Tigris & Euphrates, Nile Valley, Indus Valley, and Huang He</p>
<p>Embedded Concepts: Eye for an Eye Types of rulers Contributions each civilization made that are still seen today: civil service, pyramids, Building accomplishments Use of resources</p>
<p>Instructional Examples/Resources: Create a Venn diagram to compare/contrast 2 or 3 of the river valley civilizations. Have students compare laws from Hammurabi’s code and discuss how laws are different today. Discuss the concept of civil service and provide modern day examples of types of civil service.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the concepts listed after each specific civilization in the indicator are eligible for assessment. ▪ Visual stimuli are acceptable under this indicator (e.g., web diagrams, Venn diagrams).
<p>Formative Performance Suggestions: Matching tests – identify accomplishments related to ancient civilization of origin</p>

			HISTORY	
			SS.6.4.1.2a	

State Assessment Sample Item:

16. The diagram below shows the achievements of a certain ancient civilization.



Which ancient civilization **best** completes the diagram?

- A) India
- B) Rome
- C) China
- D) X Egypt

QuestionId: 29999, Standard 4 "4-History", Benchmark 1 "1", Indicator "2", Sub Indicator "2a"

			HISTORY	
			SS.6.4.1.2a	

Elementary School

<p>SS.6.4.2.1k Standard: History 1. ▲ (K) compares and contrasts characteristics of classic Greek government (e.g., city-states, slavery, rule by aristocrats and tyrants, Athens: development of democracy, Sparta: city’s needs come first).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (2) compare & contrast</p>
<p>Main Concept: Compare and contrast characteristics of Athens and Sparta</p>
<p>Embedded Concepts: Democracy Common good Property rights</p>
<p>Instructional Examples/Resources: Use text or online resources to gather information on Athens or Sparta. Have students promote life in their city-state trying to convince someone to live under their form of government.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only those concepts identified in the e.g. list are eligible for assessment. ▪ Only Sparta and Athens are eligible for assessment as specific Greek city-states. The specific details of other Greek city-states (e.g., Argos, Thebes) are not assessable. ▪ Under Athens, the concept of democracy is assessable. Major historical figures from the time period are not assessable.
<p>Formative Performance Suggestions: Use a Venn diagram to compare life in Athens vs. Sparta Diary entries – students take one city-state, and explain, “A day in the life...”</p>
<p>State Assessment Sample Item:</p> <p>19. In which classical Greek city-state did democracy begin?</p> <p>A) Sparta B) Corinth C) X Athens D) Thebes</p> <p>QuestionId: 30000, Standard 4 "4-History", Benchmark 2 "2", Indicator "1", Sub Indicator "1k"</p>

				HISTORY
				SS.6.4.2.1k

Elementary School

<p>SS. 6.4.2.4k Standard: History 4. ▲ (K) describes key characteristics of classical Roman government (e.g., Roman Republic: senate, consuls, veto, written law; Roman Empire: emperors, expansion).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) describes</p>
<p>Main Concept: Main characteristics of Government in Roman government</p>
<p>Embedded Concepts: Republic Rights of citizens Wars Types of Roman laws Government policy of day to day activities within Roman society</p>
<p>Instructional Examples/Resources: RAFT writing project written from the voice of a citizen of Rome. Persuasive writing comparing/contrasting Ancient Greece to Ancient Rome to determine which culture was more significant.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Roman civilization concepts other than those listed are not acceptable. ▪ Graphics and other stimuli are not necessary or encouraged for this indicator.
<p>Formative Performance Suggestions: Matching test on embedded concept terms Act out Roman senate</p>
<p>State Assessment Sample Item:</p> <p>15. In the Roman Republic, who were elected by the people to serve for one year as the chief officers of the government and the military?</p> <p style="margin-left: 40px;">A) X consuls B) tribunes C) tyrants D) gladiators</p> <p style="margin-left: 40px;">QuestionId: 30001, Standard 4 "4-History", Benchmark 2 "2", Indicator "4", Sub Indicator "4k"</p>

HISTORY			
SS.6.4.2.4k			

Elementary School

SS.6.4.2.6a

Standard: History

6. ▲ (A) examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) generalizes

Main Concept:

Christianity, Hinduism, Buddhism, Judaism, Islam

Embedded Concepts:

Use of texts within particular beliefs

Ideas promoted within each belief

Practices within each belief

Instructional Examples/Resources:

Create a brochure on the 5 major religions, explaining tenants of each belief.

Create a visual collage of images associated with each belief.

Use a map to identify the origins of each belief and the expansion of beliefs to various parts of the world.

Take a field trip to local museum or virtual field trip online to associate images with beliefs.

Item Specifications:

- Multiple choice, one correct answer
- Only the religions specified in the indicator are eligible for assessment.
- Other religions, if well known, may be used as distracters (e.g., Taoism, Shintoism).
- Visual stimuli are acceptable under this indicator (e.g., web diagrams).
- The use of photographs of modern practices of the religions is acceptable. Items should require students to analyze the photograph.

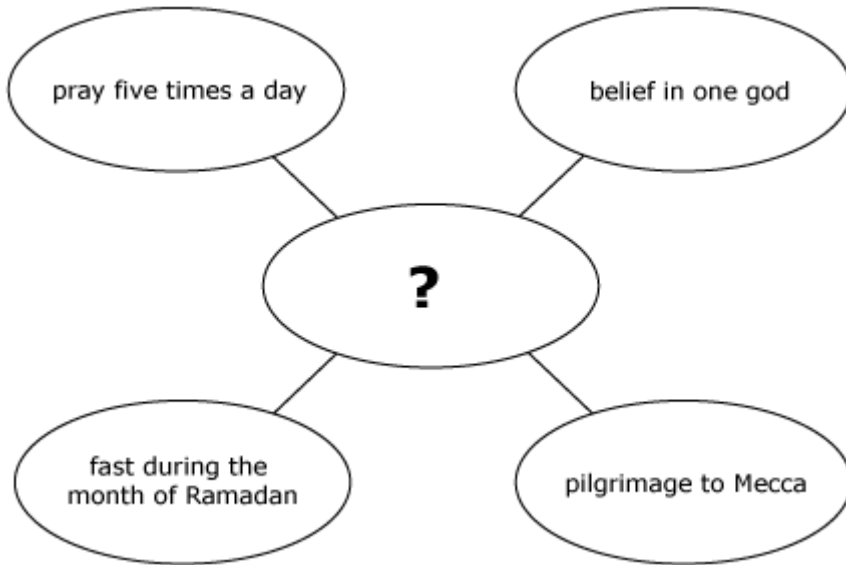
Formative Performance Suggestions:

Create a PowerPoint of 5 major beliefs, using both text explaining tenants of belief and images associated with each belief

	HISTORY			
	SS.6.4.2.6a			

State Assessment Sample Item:

18. The diagram below shows some of the beliefs of a religion.



Which religion **best** completes the diagram?

- A) X Islam
- B) Judaism
- C) Hinduism
- D) Buddhism

QuestionId: 30002, Standard 4 "4-History", Benchmark 2 "2", Indicator "6", Sub Indicator "6a"

	HISTORY			
	SS.6.4.2.6a			

Elementary School

<p>SS.6.4.2.9k Standard: History 9. ▲ (K) describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).</p>
<p>Explanation of Indicator: Cognitive Level (K); Three Story Intellect (1) describes</p>
<p>Main Concept: key accomplishments ancient China</p>
<p>Embedded Concepts: Trade Sources of rule Societal beliefs Invasions</p>
<p>Instructional Examples/Resources: Expository research reports on embedded concepts. Divide class into groups and assign a research task to each group (history of the Great Wall, history of the Silk Road, etc and have each group report out in expert groups.</p>
<p>Item Specifications:</p> <ul style="list-style-type: none"> ▪ Multiple choice, one correct answer ▪ Only the specific concepts identified in the e.g. list are eligible for assessment. Other accomplishments of ancient China are not eligible for assessment under this indicator. ▪ Items should be factually recall-oriented and should not expect students to have detailed knowledge of Chinese history. ▪ Taoism may be referred to as a religion. ▪ Comparison with other civilizations is acceptable (e.g., “In which civilization was Confucianism developed?”).
<p>Formative Performance Suggestions: Poster project of embedded concepts</p>
<p>State Assessment Sample Item:</p> <p>22. In ancient China, an emperor had the authority to rule under</p> <p style="margin-left: 40px;">A) nirvana. B) X the Mandate of Heaven. C) monotheism. D) the Ten Commandments.</p> <p style="margin-left: 40px;">QuestionId: 30003, Standard 4 "4-History", Benchmark 2 "2", Indicator "9", Sub Indicator "9k"</p>

		HISTORY	
		SS.6.4.2.9k	

Elementary School

SS.6.4.4.1a

Standard: History

1. ▲ (A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause-and-effect (e.g., spread of ideas and innovations, rise and fall of empires).

Explanation of Indicator:

Cognitive Level (A); Three Story Intellect (3) evaluates

Main Concept:

Changes in world history that takes place over time

Embedded Concepts:

Roman Empire

River Valley Civilizations

Ancient world civilizations

Instructional Examples/Resources:

Write a then and now newspaper article – analyze changes over time in world history.

Use historical events in comparison to modern day issues (innovations for exploration v. innovations in the computer/online age).

Item Specifications:

- Multiple choice, one correct answer
- Items aligned to this indicator may use examples from the sixth-grade history curriculum.
- Topics must have a demonstrative cause-and-effect relationship.
- Topics must focus either on the spread of ideas and innovations or the rise and fall of empires.
- Visual stimuli are acceptable under this indicator (e.g., cause-and-effect diagrams).

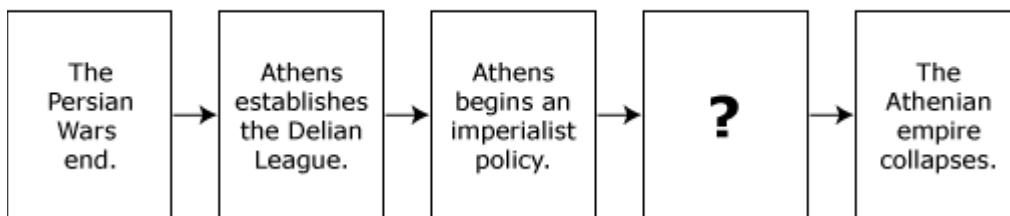
Formative Performance Suggestions:

Take a modern day cause and effect issue and have students make an inference on how society might change over time (i.e. the use of computers has decreased the use of letter writing—might U.S. government decide to change the role of the U.S. postal service? If so, in what ways?

State Assessment Sample Item:

12. The cause-and-effect diagram below shows events that led to the fall of Athens in 404 b.c.

The Fall of Athens



Which **best** completes the diagram?

- A) X War breaks out with Sparta.
- B) Slave revolts weaken the political system.
- C) Alexander the Great declares war on Greece.
- D) Long droughts destroy agricultural production.

QuestionId: 30004, Standard 4 "4-History", Benchmark 4 "4", Indicator "1", Sub Indicator "1a"

			HISTORY	
			SS.6.4.4.1a	