

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Social Studies Item Sampler Grade 10



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OVERVIEW

This document contains samples of test items similar to those on the Wisconsin Forward Social Studies Exam. Each sample test item has been through a rigorous review process by DRC, Wisconsin Educators, and a third party, to ensure alignment with the Wisconsin Academic Standards. These items will not be used on the state assessment and may, therefore, be used in Wisconsin for professional development and student practice. The items in this document illustrate a sample of the content and types of items that students will encounter on the Forward Exam. A Summary Data table in the Appendix section identifies the alignment (standard measured), answer key, depth of knowledge, and annotations for each item.

CONNECTION TO THE STANDARDS

Wisconsin Academic Standards for Social Studies are available on the [DPI webpage](#). Test items require students to prove their knowledge and abilities as stated in the standards.

HOW DO I USE THIS BOOK?

Professional Development

Sample items are useful as educators engage in conversations about what students are expected to know and be able to do to demonstrate proficiency on the state assessments relative to the Wisconsin Academic Standards. Sample items can inform discussions about state and local standards, curriculum, instruction, and assessment.

Improving Instruction

Teachers may use sample items in classroom activities that help students understand how to

- review key vocabulary;
- solve problems;
- determine which answer choices are correct, which are incorrect, and why;
- approach long and/or multistep tasks;
- use good test-taking strategies.

Student Practice

Students may perform better and with less anxiety if they are familiar with the format of the test and with the types of items they will be required to answer. The Forward Exam is an online assessment; students will benefit from the use of the [Online Tools Training](#) in order to work within the system interface to answer items as they will appear on the assessment, as well as utilize the tools available to them in the online system.

Note: A student's score on the practice test cannot be converted to a scale score, used to predict performance on the Forward Exam, or used to make inferences about the student's learning.

Test Preparation

While using the Item Sampler for test preparation, care should be taken that this is done in a balanced manner and one that helps to enhance student knowledge of subject matter as well as test performance. Please note that test preparation is only useful to the extent that it is also teaching content area knowledge and skills. Therefore, the use of this resource for test preparation is of limited value to students due to the narrow opportunity for content learning. It is very important to ensure that teachers are teaching to the curriculum and not to the test, as teaching to the test narrows the focus of instruction to only that content covered by the test.

DEPTH OF KNOWLEDGE



SUBJECT	SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (WEBB'S DOK™)			
	WEBB'S DOK LEVEL 1	WEBB'S DOK LEVEL 2	WEBB'S DOK LEVEL 3	WEBB'S DOK LEVEL 4
Social Studies	<p>Requires students to recall facts (who, what, when, and where), terms, concepts, trends, generalizations, and theories. May require students to recognize or identify specific information contained in maps, charts, tables, graphs, drawings, or other graphics.</p> <p>Examples:</p> <ul style="list-style-type: none"> Recall or recognize an event, map, or document Describe the features of a place or people Identify key figures in a particular context 	<p>Requires students to compare or contrast people, places, events, and concepts; give examples, classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, causes, effects, significance or impact, relationships, and points of view or processes.</p> <p>Examples:</p> <ul style="list-style-type: none"> Describe the causes/effects of particular events Identify patterns in events or behavior Categorize events or figures into meaningful groupings Convert information from one form into another Explain issues or problems in their own words 	<p>Requires students to draw conclusions, cite evidence, apply concepts to new situations; use concepts to solve problems, analyze similarities and differences in issues and problems; propose and evaluate solutions; recognize and explain misconceptions; make connections and explain main concepts. Requires students to justify their arguments through application and evidence.</p> <p>Examples:</p> <ul style="list-style-type: none"> Analyze how changes have affected people or places Apply concepts in other contexts Form alternate conclusions Propose and evaluate solutions to problems Recognize misconceptions and explain them (in their own words) Make connections across time and place to explain a concept or big idea 	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require students to connect and relate ideas and concepts within and among content areas. May involve analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across a variety of sources; making predictions with evidence as support; planning and developing solutions to problems.</p> <p>Examples:</p> <ul style="list-style-type: none"> Given a situation/problem research, define and describe the situation/problem and provide alternative solutions Describe, define and illustrate common social, historical, or geographical themes and how they interrelate

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ITEM TYPES

The Wisconsin Forward Exam has multiple types of test items. However, because this item sampler is in a format that can be printed, the majority of its items are multiple-choice. In the Forward Exam, there will be a more diverse array of item types, including the ones described below.

Selected-Response (SR) Items

Selected-Response (SR) items are an efficient method for measuring a broad range of content, and can be used to assess a variety of skills. Three types of SR items are used on the online assessments: Multiple-Choice (MC), Enhanced Selected-Response (ESR), and Evidence-Based Selected-Response (EBSR). In all cases, SR items require that a student determines the correct answer(s) to the item posed from a provided list. While it is still possible for a student to perform some work directly related to determining the correct answer, the student is not required to generate the content of the answer when responding to a Selected-Response item. An exception to this requirement is Mathematics Short-Response/Gridded-Response items where students will be required to enter a short alphanumeric response.

Multiple-Choice (MC) Items

Multiple-Choice (MC) items on Wisconsin's assessments have four answer choices, including three distractors and one correct answer. Distractors for Mathematics represent common misconceptions, incorrect logic, incorrect application of an algorithm, computational errors, etc. Distractors for English Language Arts (ELA) are written to represent a common misinterpretation, predisposition, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one raw point. The process skills, directives, and action statements within an MC item also specifically align with the Wisconsin Academic Standards. Multiple-Choice items are present in all grades and are used with all content areas.

Multiple-Choice items can be further defined by being linked to, or independent from, a stimulus source. Items that operate independent of a stimulus are also known as "stand-alone MC." Stand-alone items may still have tables, graphs, or other information used in support of the stem. English Language Arts uses a mixture of MC items linked to a stimulus passage and some that are stand-alone. For Mathematics, all MC items are considered stand-alone.

Enhanced Selected-Response (ESR) Items

The Enhanced Selected-Response (ESR) items are multi-part autoscored items that may consist of varying combinations of Multiple-Choice, Multiple-Response, Gridded-Response, Completion or Short-Answer, and Technology-Enhanced items that explore in greater depth and cognitive complexity the knowledge, skills, and abilities specified by the standards of each content area. Typically, this item type has a common focus and explores authentic problem-solving skills. An example of a Statistics and Probability Mathematics ESR item would utilize a data-table stimulus with Part A using a Technology-Enhanced (TE) graphing tool to create a bar graph of the data presented and Part B asking students to calculate the mean of the data using a Short-Response item.

Two-Part Evidence-Based Selected-Response (EBSR) Items

The Evidence-Based Selected-Response (EBSR) items have two parts and are designed to elicit a response based on what a student has read from a stimulus passage. EBSR items may be linked to a stimulus passage or to a stimulus passage set. There are several variations of two-part EBSR items, but all two-part EBSR items have an Accuracy piece and an Evidence piece.

The Accuracy piece of the item is Part A. Part A of a typical EBSR item will be similar to a standard MC test item. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of a typical EBSR item will elicit evidence from the stimulus passage and will require that the student selects one or more correct answers based on the response the student provided to Part A. Part B is also different from Part A in that it may have five or six answer options rather than just four answer options typical of an MC item and more than one option may be correct.

Technology-Enhanced (TE) Items

Technology-Enhanced (TE) item types share the same functional structure as traditional paper and pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. TE items are used in the content areas of ELA, Mathematics, and Science.

Item types such as drag-and-drop, hot spot, and in-line selection of multiple answers from drop-down menus broaden item presentation with engaging, interactive open-ended items.

A wide variety of TE item types will be present on the Wisconsin Forward Exam, including, but not limited to:

- **Clock Input**, where a student is able to add an hour hand and a minute hand to the clock;
- **Angle Draw Input**, where given a base line, the student can represent an angle;
- **Short Input**, where there are many types of short inputs that can be used (The number of characters is usually limited to a relatively small number in order to facilitate auto-scoring. The types of characters allowed can also be limited to text only, numbers only, or a mix. An equation editor can be utilized to assist the student in creating something as basic as a fraction or something more complex. The available symbols and templates in the equation builder can be customized for a testing program. Certain Short Input items can also be used in a paper-based test (PBT) as a Gridded-Response item.);
- **Bar Graph Input**, where students can produce bar graphs with prepopulated titles, labels, and scales, or the system can allow the student to populate them (The number of bars and the color of the bars is predetermined by the system. A reset feature is available that allows the student to start over from the original configuration.);
- **Number Line Input**, where students can create a graph that might involve plotting points only or points and lines (Both solid and open “dots” are available as well as line segments and rays. Number line graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.);
- **Coordinate Graph Input**, which allows for the graphing and labeling of points and lines (Regions, determined by plotted lines, can be shaded. Solid and open “dots” as well as solid and dashed lines are available to the student. Coordinate graphs can have prepopulated titles, labels, and scales or can allow the student to populate them.);
- **Line Plot Input**, which is used as another way to graphically represent data (The basic structure is provided for the student. Certain labeling on the line plot can be done by the student. A reset feature is available that allows the student to start over from the original configuration.);
- **List Input**, a combination of the short input described earlier that allows the student to add input boxes (For example, it can be used for describing the steps in a process without revealing to the student the number of steps needed. The added input boxes can be rearranged and/or deleted.);
- **Drag-and-Drop Input**, a wide variety of ways are available to utilize a drag-and-drop input (The main difference between it and a drag-and-paste is that each draggable entity can be used only once with a drag-and-drop input. A reset feature is available that allows the student to start over from the original configuration.);

- **Drag-and-Paste Input**, a wide variety of ways are available to utilize drag-and-paste input (The main difference between it and a drag-and-drop is that each draggable entity can be used more than once with a drag-and-paste input. A reset feature is available that allows the student to start over from the original configuration.);
- **Drop-Down List Input**, allows for the creation of a situation where a great deal of information about a student’s grasp of a concept can be determined with a single item (Students can be asked to choose from three function types, four number of real zero responses, and two inverse function responses. For one function alone, this provides 24 possible answer combinations. With the three functions, a considerable amount of information can be gained, making this almost an open-ended item type.);
- **Pictograph using Drag-and-Paste**, actually another example of drag-and-paste, but is worth mentioning on its own as it is a type of graphing often used at lower grade levels;
- **Circle Graph**, a graph that allows the student to create and label the “wedges” that represent the data (Circle graphs can have a prepopulated title or can allow the student to populate it. The color of the “wedges” is predetermined by the system.);
- **Matching**, allows for the use of text or graphics as the matching objects (The student clicks on one object and then clicks on a second object to connect them.);
- **Highlighting Text**, allows for designated text to be highlighted in a word, phrase, sentence, or paragraph; and the
- **Graphic Modification Hot Spot**, allows for one image to replace another image when a hot spot is clicked.

Text-Dependent Analysis (TDA) Items

The English Language Arts (ELA) section of the Forward Exam presents students with a Text-Dependent Analysis (TDA) item. A TDA is a text-based analysis based on a single passage or a multiple passage set that each student has read during the assessment. The passage or passage set will consist of either literary or informational text. In order to successfully answer a TDA, students must analyze and use information from the passage(s) to plan a comprehensive, holistic response. Students will then write their response including supporting evidence from the passage(s). Students will have up to 5,000 characters to formulate their response. Students’ responses are scored using a rubric that takes into account both the composition and the conventions of the student’s writing.

The TDA portion of the Forward Exam requires students to read the text and then respond in writing in one of two ways:

- identifying and explaining a theme or central idea, using textual evidence to support the claim about what that theme or central idea is, or
- analyzing the development of an event, character, central ideas, or theme, using textual evidence to support the explanation and analysis.

TDA Item Samplers are available at <https://dpi.wi.gov/assessment/forward/sample-items>.



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Answer the items.

1. Look at the list in the box.

Ways to Participate in the Political Process

- signing a petition
- voting in local elections
- donating to a political campaign
- participating in a peaceful protest
- ?

Which action best completes this list?

- A. purchasing goods from small businesses
- B. recycling goods to save natural resources
- C. respecting the beliefs of community members
- D. attending community meetings to discuss issues

2. Write the characteristic or tenet from the list under the correct religion in the table.

Islam	Christianity	Hinduism

Characteristic or Tenet

polytheistic

Quran (Koran) is holy text

Bible is holy text

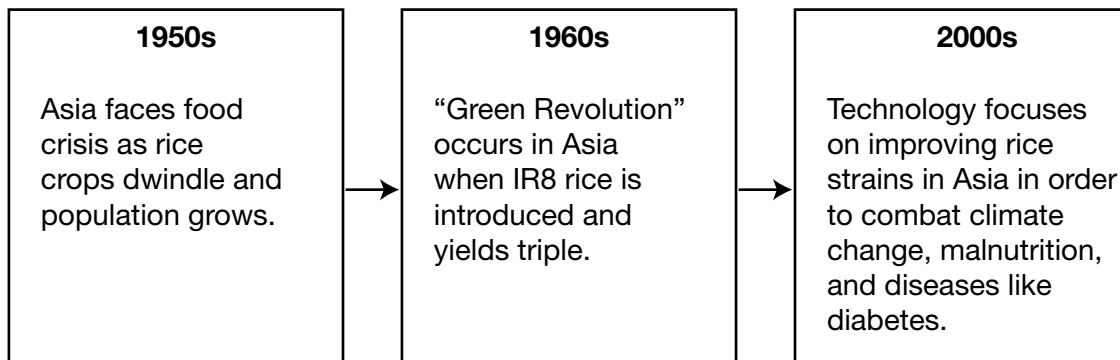
Jesus as redeemer

Muhammad as prophet

belief in reincarnation

Go on to the next page.

3. Look at the diagram.



Based on the information in the diagram, which conclusion can best be drawn?

- A. Industrialists in the region have a stronger workforce.
- B. The region is still struggling with near-famine conditions.
- C. Rice farmers in the region have a lower standard of living.
- D. The region is dependent on rice production and consumption.

Go on to the next page.

Read the information in the box. Then answer items 4 and 5.

Preamble to the Charter of the United Nations

We the peoples of the United Nations determined

- to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
- to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of life in larger freedom,

And for these ends

- to practice tolerance and live together in peace with one another as good neighbors, and
- to unite our strength to maintain international peace and security, and
- to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
- to employ international machinery for the promotion of the economic and social advancement of all peoples,

Have resolved to combine our efforts to accomplish these aims

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

Go on to the next page.

4. Why was the United Nations founded?
- A. to promote free trade
 - B. to promote worldwide peace
 - C. to establish democratic governments
 - D. to support technological innovations
5. The United States is a founding member of the United Nations and a member of many other international organizations. What is the main reason the United States joins international organizations such as the United Nations?
- A. Membership allows the United States to control its allies.
 - B. Membership helps the United States to protect its interests.
 - C. Membership helps U.S. citizens find work in other countries.
 - D. Membership grants U.S. citizens increased travel opportunities.

Go on to the next page.

Answer the items.

6. In February 1938, a Works Progress Administration writer interviewed Roland Damiani, an Italian immigrant. Read the excerpt from the interview.

My fellow Italians have elected me to many positions, because they appreciate learning and wish themselves to become true Americans.

You are right. The children of Italian immigrants wish most of all to become Americans. They make haste to adopt the American customs and speech. In fact they worry and grieve their parents, who cannot understand or keep pace with them. It is not a little tragic sometimes, —this conflict between the children and their elders.

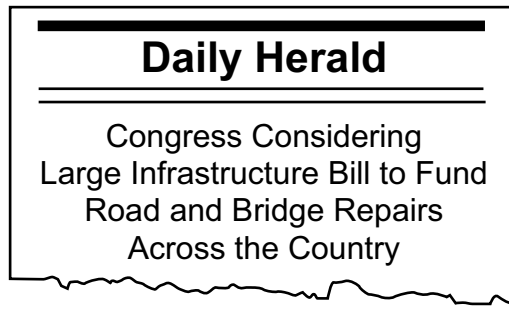
—Library of Congress, Manuscript Division,
WPA Federal Writers' Project Collection

Which action most likely contributed to the assimilation of immigrant children into American culture?

- A. attending public schools
 - B. going to movies and dances
 - C. living in ethnic neighborhoods
 - D. working in family-owned businesses
7. A large retail store that sells many types of products opens in a small town. The new store is larger, has a bigger selection, and can offer lower prices than local businesses. Local businesses that offer the same products may not be able to compete with the new store. What will most likely be an effect of opening the new store in this small town?
- A. Many businesses will increase profits.
 - B. Local businesses will lose customers.
 - C. Many businesses will increase prices.
 - D. Local businesses will hire more people.

Go on to the next page.

8. Look at the headline.



Why would Congress take this action?

- A. to limit reliance on imports
- B. to promote economic growth
- C. to promote limited government
- D. to reduce costs of delivery services

Go on to the next page.

9. Read the information in the table.

Immigration to the United States by Region of Birth, 1860–1920

Region	1860	1890	1920
Northern and Western Europe	3,773,347	7,288,917	6,241,916
Southern and Eastern Europe	32,312	728,851	5,670,927
Asia	36,796	113,383	237,950
Northern America	249,970	980,938	1,138,174

Source: U.S. Census Bureau, Population Division

Based on the information in the table, which conclusion can best be drawn about the changes shown in the table?

- A. During this time period, the number of immigrants from Southern and Eastern Europe changed the most.
- B. By 1920, the number of immigrants to the United States from Northern America declined significantly.
- C. During this time period, more immigrants to the United States were from Asia than from Northern and Western Europe.
- D. By 1920, more immigrants to the United States were from Southern and Eastern Europe than from Northern and Western Europe.

STOP.



Answer the items.

1. Read the information in the box.

In the mid-1800s, Europeans learned of the many resources of Africa. From 1880 until 1914, European countries competed to claim parts of Africa. This became known as “The Scramble for Africa.” In 1885, fourteen European nations met to divide up the continent. This division paid little attention to natural boundaries or cultural borders. After World War II, most European nations gave up their land in Africa and the countries became independent. As the European powers left the continent, old tribal conflicts resurfaced. Many civil wars were fought and new nations were created.

Which conclusion can best be drawn based on the information in the box?

- A. The division of Africa by European leaders led to conflict.
- B. Many Africans embraced being ruled by European leaders.
- C. African nations prospered under the guidance of European leaders.
- D. The division of Africa by European leaders protected its natural resources.

Go on to the next page.

2. Read the information in the chart.

Two Economic Systems

Topic	Socialism	Capitalism
Property	public ownership	private ownership
Income	gained through work	gained through work or through investment of capital
Distribution of Wealth	everyone works for wealth, which is equally distributed to everyone	everyone works for his or her own wealth
Dominant Social Value	collectivism	individualism

Based on the information in the chart, which action would likely occur only in an economy based on capitalism?

- A. The government funds and operates public utilities.
- B. The government sets and implements economic goals.
- C. Individuals are guaranteed a minimum standard of living.
- D. Individuals are able to move between economic classes.

Go on to the next page.

3. Albert Beveridge was a senator from Indiana from 1899 to 1911. He became known for his support of U.S. territorial expansion, also known as imperialism. Read the excerpt from one of his senatorial campaign speeches.

Shall we avail ourselves of new sources of supply of what we do not raise or make, so that what are luxuries to-day will be necessities to-morrow? . . . to-day, we are raising more than we can consume. To-day, we are making more than we can use. Therefore, we must find . . . new occupation for our capital, new work for our labor.

—from “March of the Flag,” Albert Beveridge, 1898

Based on the excerpt, what did Beveridge most likely believe was the main advantage of continued American imperialism?

- A. It would give U.S. citizens more opportunities to travel to other countries.
- B. It would encourage U.S. citizens to adapt to new types of jobs and products.
- C. It would provide new resources and markets to strengthen U.S. businesses.
- D. It would allow people in developing nations to benefit from U.S. education practices.

Go on to the next page.

4. Read the information in the box.

During a lawsuit against his corporation, Henry Ford responded to the question:
What is the purpose of the Ford Company?

“To do as much [as] possible for everybody concerned, to make money and use it, give employment, and send out the car where the people can use it . . . and incidentally to make money. . . . Business is a service not a [gold mine].”

Based on Ford’s response, which conclusion can best be drawn?

- A. Ford believed that corporations existed to make money and should be managed to create the most wealth.
- B. Ford believed corporations would make profits if they kept employment high and provided a needed product.
- C. Ford believed corporations should concentrate on making profits for the shareholders that had invested in them.
- D. Ford believed corporations dedicated to public service and to the public welfare would naturally make money for everyone.

Go on to the next page.

5. Read the information in the box.

China is trying to modernize its population. To accomplish this, the government wants to move 70% of the country's population into cities by 2025.

Based on the information in the box, which statement describes what is most likely to occur?

- A. Air and water pollution will worsen in urban areas.
- B. More people will be able to find work in agriculture.
- C. Rural areas will experience a decrease in soil fertility.
- D. The number of small businesses and family-owned firms will increase.

Go on to the next page.

6. Read the information in the boxes.

The Congress shall have Power To declare war,

—from Article I, Section 8 of the U.S. Constitution

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression.

—from the Tonkin Gulf Resolution, 1964

What was an effect of the Tonkin Gulf Resolution?

- A. It limited the effectiveness of the legislature.
- B. It increased the powers of the executive branch.
- C. It showed the weaknesses of having multiple branches of government.
- D. It allowed the military to operate without the approval of elected leaders.

Go on to the next page.

7. Read the information in the box.

Some Benefits of the G.I. Bill of Rights during the 1950s

- paid for veterans to obtain a college education and/or a technical school education
- made veterans more competitive in the job market and increased their salaries
- spurred home construction as veterans obtained low-interest loans

Which statement describes a long-term impact of the G.I. Bill of Rights?

- A. It gave women more job opportunities.
- B. It helped speed the process of desegregation.
- C. It increased and strengthened the middle class.
- D. It provided more security and health care for the elderly.

Go on to the next page.

8. Write the actions from the list under the correct category in the table.

Citizenship in the United States

Citizenship Rights	Citizenship Responsibilities

Actions

obeying the law

voting in an election

serving on a jury when called

expressing an unpopular opinion





SUMMARY DATA

Grade 10

Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 1				
1	C.10.10	D	2	Students must identify a way to participate in the political process. Option D is the correct response. Attending community meetings is another way for citizens to participate in the political process. Options A, B, and C all describe ways a person can support their community, but purchasing goods from a small business, recycling, and respecting others are not ways to participate in the political process.
2	B.10.14		2	Students will categorize tenets or characteristics of major religious groups. Muhammad is a prophet of Islam, and the Quran (Koran) is Islam’s holy text. Christianity believes that Jesus is the redeemer, and the Bible is Christianity’s holy text. Hindus believe in many gods and that they will be reincarnated when they die.
3	A.10.11	D	2	Students will use a diagram to draw a conclusion. Option D is the correct response. The diagram describes how the region used technology to combat a shortage of a particular crop. Options A, B, and C are incorrect because they are conclusions related to but not supported by the diagram.
4	B.10.16	B	2	Students will respond to questions based on a primary source, the charter of the United Nations. Option B is the correct response. The United Nations was created to promote world peace. Options A, C, and D are incorrect because they describe reasons for the creation of other international organizations.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
5	C.10.12	B	3	Students will respond to questions based on a primary source, the charter of the United Nations. Option B is the correct response. The main reason the United States joins international organizations is to protect its interests. Option A is incorrect because the United States is a leader in the organizations; but does not control the actions of other member nations. Options C and D are incorrect because travel and job opportunities are not the main reason for U.S. membership in international organizations.
6	E.10.8	A	2	Students will draw a conclusion from a primary source about immigrating to the United States. Option A is the correct response. The passage describes how the children of immigrants wish to become American and how they have learned the language and customs of their new country. This desire to become American and their knowledge of the language and customs most likely came from attending American schools. Option B would have had some influence, but it would not be as great as attending public school. Options C and D describe actions that would help them retain old customs, not adopt American customs.
7	D.10.4	B	2	Students will make a prediction based on an economic event. Option B is the correct response. The large retail store would have a greater variety of goods at lower prices, which could lead to smaller stores in the community closing. Options A and D are incorrect because they describe the opposite of what is most likely to occur when a large retail store opens in a community. Option C is incorrect because raising prices will lead to fewer people shopping in their stores.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
8	D.10.1	B	2	Students will make a prediction based on information in a newspaper headline. Option B is the correct response. Congress will increase spending in order to promote economic growth. Investments in infrastructure will give many people jobs. People with jobs have money to spend on goods and services, which will help the economy grow. Option A is incorrect because an investment in infrastructure will not affect which products people buy. Option C is incorrect because investing in the economy is expanding the power of the government, not limiting it. Option D is incorrect because new bridges and roads will help goods get from one place to another faster and reduce costs, but it is not why Congress would take the action described in the headline.
9	B.10.5	A	3	Students must draw a conclusion from a table containing historical data. Option A is the correct response, the number of immigrants from Southern and Eastern Europe changed the most. During this time in U.S. history, immigrants from these regions came to the country hoping to find work in factories in order to provide better lives for their families. Options, B, C, and D are incorrect. These responses describe incorrect conclusions based on the chart.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
Session 2				
1	A.10.13	A	2	Students will analyze a passage to draw a conclusion about conflict occurring over political borders. Option A is the correct response. The passage describes how political boundaries created by European states led to conflict in Africa. Options B, C, and D are incorrect because they describe conclusions that are not supported by the passage.
2	E.10.17	D	2	Students will use a table to compare two economic systems. Option D is the correct response. Only a system that practices capitalism allows people to move between economic classes. In a capitalist economy, people who work hard and possess the right skills have the ability to improve their social standing. Options A, B, and C are incorrect because they describe characteristics of a socialist system.
3	B.10.2	C	3	Students must draw a conclusion from a primary source. Option C is the correct response. Beveridge believed that the United States should increase its territories in order to find new markets for its products. Options A, B, and D are not supported by the excerpt, but they are some reasons for or effects of American imperialism.

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Sample Number	Alignment	Answer Key	Depth of Knowledge	Annotations
4	D.10.14	B	3	Students will draw a conclusion from a primary source. Option B is the correct response. Based on the quote, Ford believed that his company would continue to make profits if the company employed many people and provided a product that people wanted. Option A is incorrect because Ford states his business is a service, not a gold mine. Option C is incorrect because the quote makes it clear that profits were not the only thing he expected his company to do. Option D is incorrect because the quote states that Ford’s company is a business. It was not solely dedicated to serving the public.
5	A.10.4	A	3	Students will make a prediction about what may occur as a result of changes in the population. Option A is the correct response. As more people move to urban areas more pollution is produced. Option B is incorrect because an increase in urban residents will reduce the number of people who work in agriculture. Option C is incorrect because the change in population will not affect the quality of soil in rural areas, but it is a reason why people leave these areas and move to cities. Option D is incorrect because the change in population will most likely decrease the number of small farms and businesses in the area.

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6	C.10.4	B	2	Students will use primary sources to describe an effect of a new resolution. Option B is the correct response. The Tonkin Gulf Resolution increased the powers of the executive branch. Article I, Section 8 of the U.S. Constitution gave Congress the power to declare war. The Tonkin Gulf Resolution gave the president the power to use all means necessary if the United States is attacked. Option A is incorrect because the legislature was not made any less effective by this resolution, but its power was reduced. Option C is incorrect because the information shows the branches working together. Option D is incorrect because neither the excerpt from the U.S. Constitution nor the Tonkin Gulf Resolution allowed the U.S. military to act on its own accord.
7	E.10.4	C	2	Students will draw a conclusion about the long-term impact of an influential piece of legislation. Option C is the correct response. The G.I. Bill of Rights increased and strengthened the middle class. Some benefits of the G.I. Bill helped the veterans get better jobs and become homeowners. Options A, B, and D are all incorrect because they describe other significant forms of legislation from this time.
8	C.10.1		2	Students must categorize activities as rights or responsibilities of U.S. citizens. Citizen rights include the ability to vote in an election and to express an unpopular opinion. Citizen responsibilities include obeying the law and serving on a jury when called. All citizens have the right to express themselves and to vote in elections, but not all do. All citizens must follow the law and report to jury duty. Failure to carry out a responsibility of a U.S. citizen could lead to punishment.

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Social Studies Item Sampler Grade 10

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