

WESTEST 2

Social Studies



Sample Items

Grade 3 — Geography

SS.O.3.4.1 construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).

DOK-2

Directions: You play soccer in Charleston. Both the coach from Huntington and the coach from Harpers Ferry invited your team to come to their fields to play a scrimmage game. Your schedule will only allow you to play one game. Use the map below to answer the question.



Which rule would decide which game your team would play?

- A. All games must be played in West Virginia.
- B. The team cannot travel south of 38 degrees north latitude.
- C. The team cannot travel east of 76 degrees west longitude.
- D. Games cannot be scheduled more than 100 miles away.

Grade 4 — Economics

- SS.O.4.3.1 Explain and give examples of the following economic concepts:
- trade-offs or choices/compromise – opportunity costs (e.g., developing hypothetical budgets in simulated situations)
 - people as consumers and as producers of goods
 - effects of competition and supply-demand on prices

DOK-2

The fourth grade field trip this year was to the History Museum where guides conducted tours of the following exhibits: Native Indians; Early Explorers; Colonial America; Inventors; and Presidents. There was only enough time for students to go on two tours.

What is the opportunity cost if James chooses to tour Native Indians and Colonial America?

- A. Visiting the gift shop
- B. Learning about early inhabitants of our region
- C. Paying the exhibit admission price of \$3.00 per tour
- D. Touring exhibits on Early Explorers, Inventors, or Presidents

Grade 5 — Civics and Government

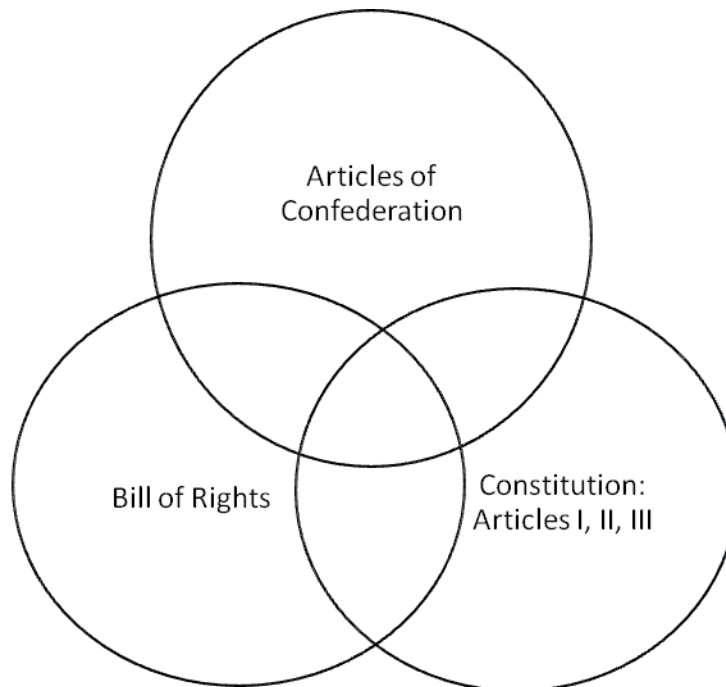
SS.O.5.2.3 examine, analyze and compare these three founding documents of the United States:

- Articles of Confederation
- Bill of Rights
- First three articles of the Constitution

DOK-3

Directions: Your class has completed a lesson on the founding documents shown in the diagram below. Your teacher has asked you to explain how they are alike. You have decided to analyze these documents by completing a Venn diagram. Place the number of each description where it belongs in the diagram and then answer the question.

- | | |
|------------------------------------|-------------------------------------|
| 1. First 10 amendments | 7. Provides for a Supreme Court |
| 2. First written Constitution | 8. Sets up 3 branches of government |
| 3. Created a loose union | 9. Protection for citizens |
| 4. Could not tax | 10. Gives Congress the power to tax |
| 5. Guide for government | 11. Lists duties of the President |
| 6. Created a one-house legislature | 12. Protects freedom of speech |



Which statement **best** summarizes what the three documents have in common?

- A. Guidance for government and protection of citizens
- B. Protection of freedoms and provision for a tax system
- C. Constitutional provisions and establishment of presidential duties

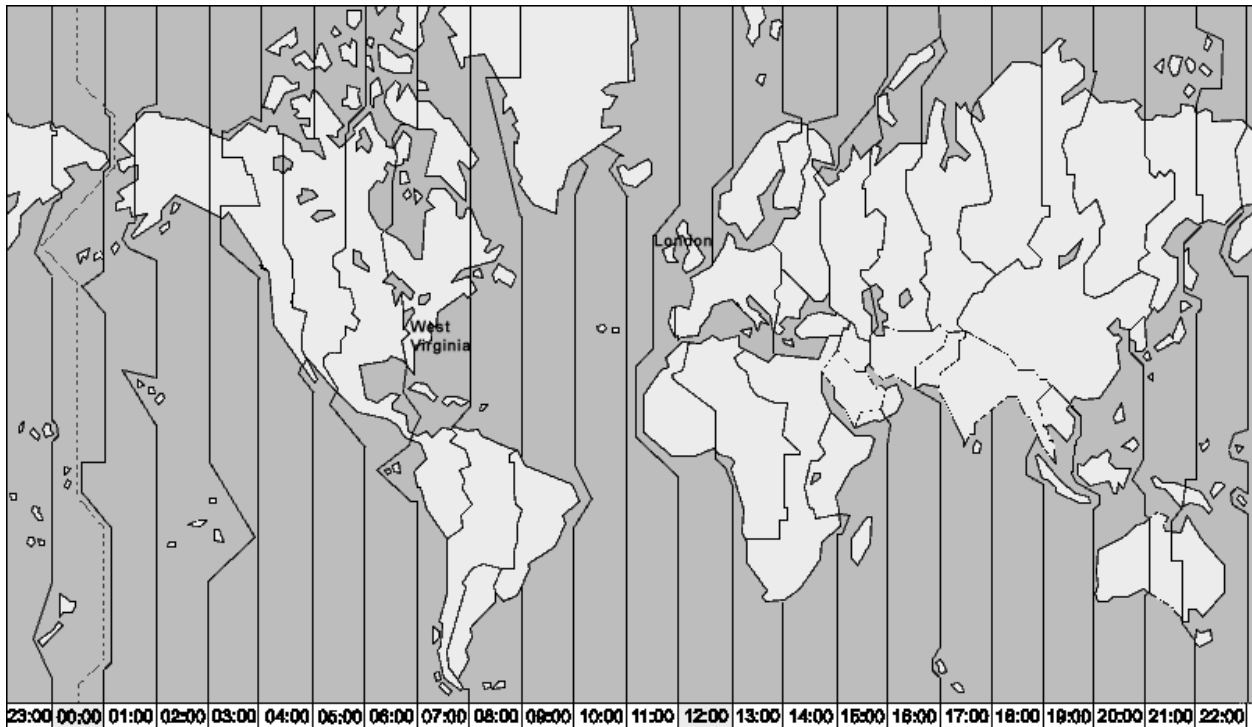
D. Creation of a loose union and institution of branches of government

Grade 6 --Geography

SS.O.6.4.1 determine the time of various world locations using a world time zone map.

DOK-1

Directions: You are traveling with a group of classmates to Great Britain! Your plane is scheduled to land in London at 3:00 p.m. local time. Your mother wants you to call home as soon as your plane lands. Use the map below to answer the question.



What time will it be in West Virginia when you call your mother from London?

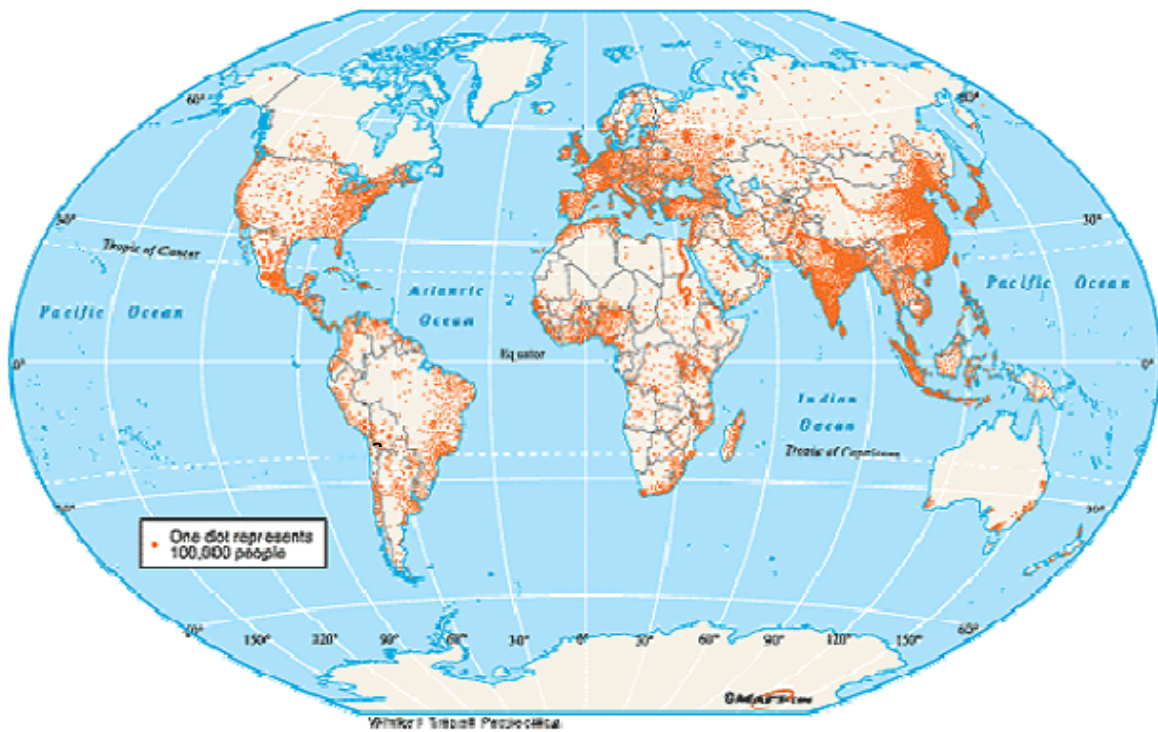
- A. 10:00 P.M.
- B. 7:00 P.M.
- C. 10:00 A.M.
- D. 9:00 A.M.

Grade 7 – Geography

SS.O.7.4.2 Draw conclusions about information presented on special purpose maps and be able to differentiate among map types.

DOK-2

World Population Distribution, 2000



Where would a flu pandemic **most likely** spread quickest?

- A. South America
- B. North America
- C. Australia
- D. Asia

Grade 8—Civics/Government

SS.O.8.2.8---Explain major principles of American constitutional government (e.g., federalism, separation of powers, the elastic clause, checks and balances, government by consent of the governed, individual rights) and locate these principles in the West Virginia Constitution.

DOK-2

Your class has been studying how the Founding Fathers ensured that the federal government would not be able to abuse the powers granted by the Constitution. Below is a list of responsibilities and powers granted to each branch of government. Place each in the chart under the appropriate heading. Then answer the question that follows.

Declares war

Enforces law

Vetoes Laws

Judicial Review

Makes laws

Recommends bills

Appropriates revenue

Negotiates treaties

Interprets meaning of laws

Approves treaties

Separation of Powers		
Legislative Branch	Executive Branch	Judicial Branch

Which explanation demonstrates one way the Constitution ensures that all branches will be involved in major changes in our country?

- A. One recommends war, one declares war, and one approves money for troops
- B. Two work together to prepare a budget for the country and the third must approve it
- C. One recommends laws, one enacts laws, and one can overturn laws
- D. All have the power to recommend and disapprove of unnecessary laws

Grade 9 — History

SS.O.9.5.2 trace the evolution of the changing status of women and children throughout the world in all historical periods addressed.

DOK-2

Directions: Your class has been studying the role of women in different ancient societies. Read the following quotes. Then complete the question.

“He insisted on the training of the body as incumbent no less on the female than the male; and in pursuit of the same idea instituted rival contests in running and feats of strength for women as for men. His belief was that where both parents were strong their progeny would be found to be more vigorous...”

--- Constitution of the Lacedaemonians ,
Xenophon, (434?-355? B.C.E.)

How sad it is to be a woman: Nothing on earth is held so cheap....
No one is glad when a girl is born: By *her* the family sets no store.
When she grows up, she hides in her room Afraid to look a man in the face.
No one cries when she leaves her home....

--- *The Role of Women*, A Confucian Poem,
by Fu Hsuan, 217-278 C.E.

Based on the above excerpts, how did the role of women differ in these ancient civilizations?

- A. Women were considered more valuable in Sparta.
- B. Women were considered less valuable in Rome.
- C. Women were considered more valuable in China.
- D. Women were considered less valuable in India.

Grade 10 — Civics/Government

SS.O.10.2.1 Identify and describe the fundamental democratic principles and values in the nation's core American documents, relate them to the subsequent periods in U.S. history, and identify the discrepancies between the expressed ideals and realities.

DOK-2

To prepare for a debate on the foundations of American democratic principles, you have researched several historic documents.

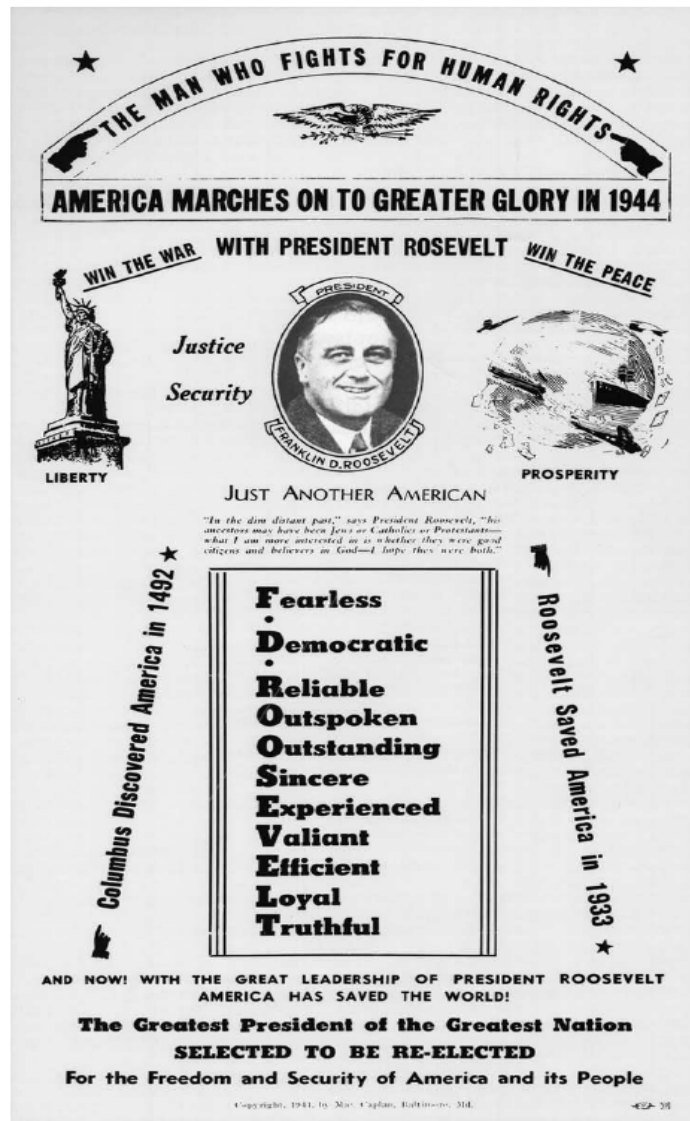
The Emancipation Proclamation **best** exemplifies which basic fundamental principle of American democracy?

- A. Majority rule
- B. Individual liberty
- C. Religious freedom
- D. Popular sovereignty

Grade 11 — Citizenship

SS.0.11.1.5 Evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.

DOK-3



Document 3.17 FDR Campaign Poster, 1944 (Franklin D. Roosevelt Presidential Library). [National Archives]

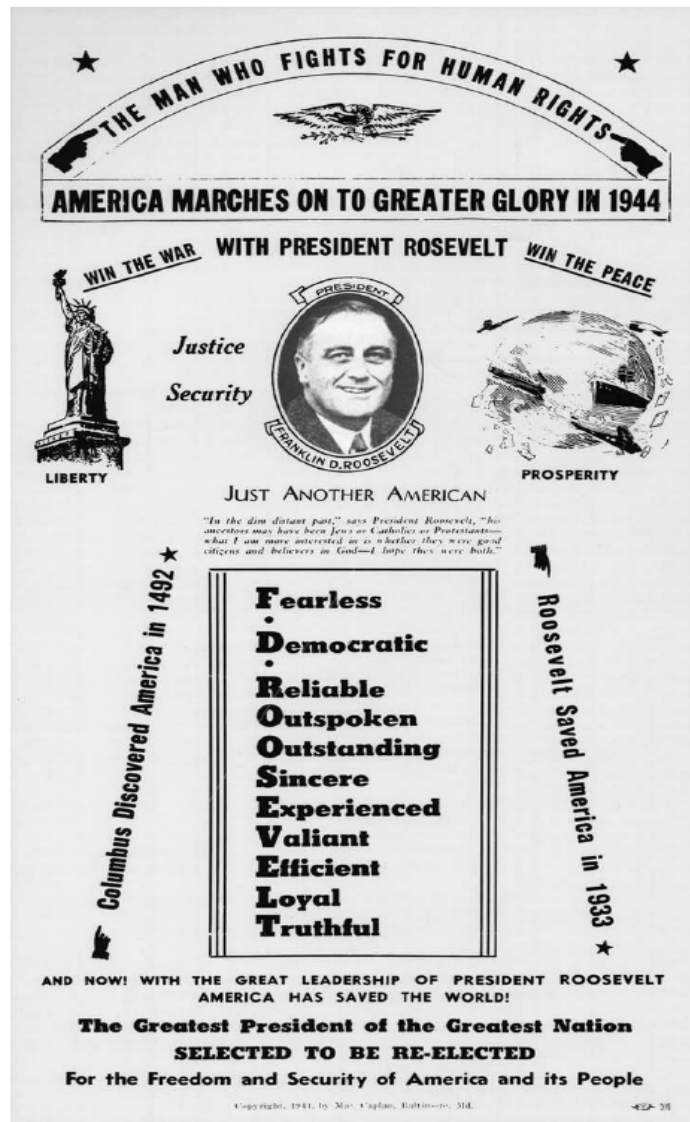
What is the **best** description of this poster's purpose?

- A. Impartially provide the public with the most current information
- B. Give citizens an accurate description of Franklin D. Roosevelt
- C. Influence public opinion by using propaganda techniques
- D. Use emotional appeal to change rational opinions

Grade 11 — History

SS.O.11.5.21 Interpret facts about contemporary America from various charts, graphs, maps, pictures, models, timelines and other primary sources.

DOK-2



Document 3.17 FDR Campaign Poster, 1944 (Franklin D. Roosevelt Presidential Library). [National Archives]

Based on this poster, which conclusion would be **most** accurate?

- A. Many Americans were worried about the country's future.
- B. President Roosevelt had a lot of competition in the Election of 1944.
- C. Some Americans believed Roosevelt had qualities desirable in a president.
- D. President Roosevelt's campaign drew on Americans' concern about Germany.

Document-Based Item Sets

Document based question sets (DBQs) will be incorporated into the WESTEST 2 social studies tests at all grade levels (3-11), with one DBQ per test. Each DBQ will consist of 3 to 8 documents with 4 to 9 accompanying independent multiple-choice questions. The final item of the set will require students to synthesize information from all the documents and reach a valid conclusion based on the information contained in the documents.

A DBQ set

- Incorporates an engaging array of source documents which include journal entries, letters, maps, illustrations or photos, posters, cartoons, historic data (graphs, charts, etc.), speeches, laws, etc.
- Includes an introduction that provides an authentic context.
- Is designed to scaffold knowledge and skill levels.
- Is written so that the final item requires students to synthesize information from evidence found in all the documents.

Grade 5 Document-Based Question Set

Your social studies teacher uses historical themes to help you understand events in our country's past. One such theme is "Leadership." You have completed a unit on the founding of the United States and must answer the following question: How effective was George Washington in establishing a precedent of democratic leadership?

Study the documents that follow and answer the accompanying questions.

Grade 5 — History

SS.O.05.05.07 explain the issues faced by Washington when he became the first United States President. DOK-1

Document One

THE MAKING OF A NATION #28 — September 4, 2003: New Nation / George Washington

Excerpt found at <http://www.voanews.com/>

The president was ready to begin work on the nation's urgent problems. And there were many. One problem was Spain's control of the lower part of the Mississippi River. American farmers needed to use the river to transport their crops to market. But the Spanish governor in Louisiana closed the Mississippi to American boats. There also were problems with Britain. The United States had no commercial treaty with Britain. And Britain had sent no representative to the new American government. Equally urgent were the new nation's economic problems. Two major issues had to be settled. One was repayment of loans made to support the American army in the war for independence. The other was creation of a national money system. Both issues needed quick action.

1. Which of the following was a major issue George Washington had to face when he became the first president?

- A. Winning the war to gain independence from Great Britain
- B. Repaying money borrowed from other nations
- C. Establishing the Constitution
- D. Freeing the slaves

Grade 5 — History

SS.O.05.05.04 interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement)

DOK-2

Document Two

"Integrity and firmness is all I can promise: these, be the voyage long or short, never shall forsake me although I may be deserted by all men."

--1789

2. Based on this quote by George Washington, which statement best illustrates his philosophy for leading the new nation?

- A. When others desert him, he will use integrity and firmness to restore their loyalty.
- B. On trips to represent the country, he will always exhibit the qualities of integrity and firmness.
- C. However long he serves, he will always act with determination and honesty.
- D. Because of his determination to act with honesty, he expects others to desert him.

Grade 5 – History

SS.O.5.5.4 Interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement).

DOK-2

Document Three

Abigail Adams, wife of George Washington's vice-president, John Adams, described George Washington in a letter to her sister:



Abigail Adams

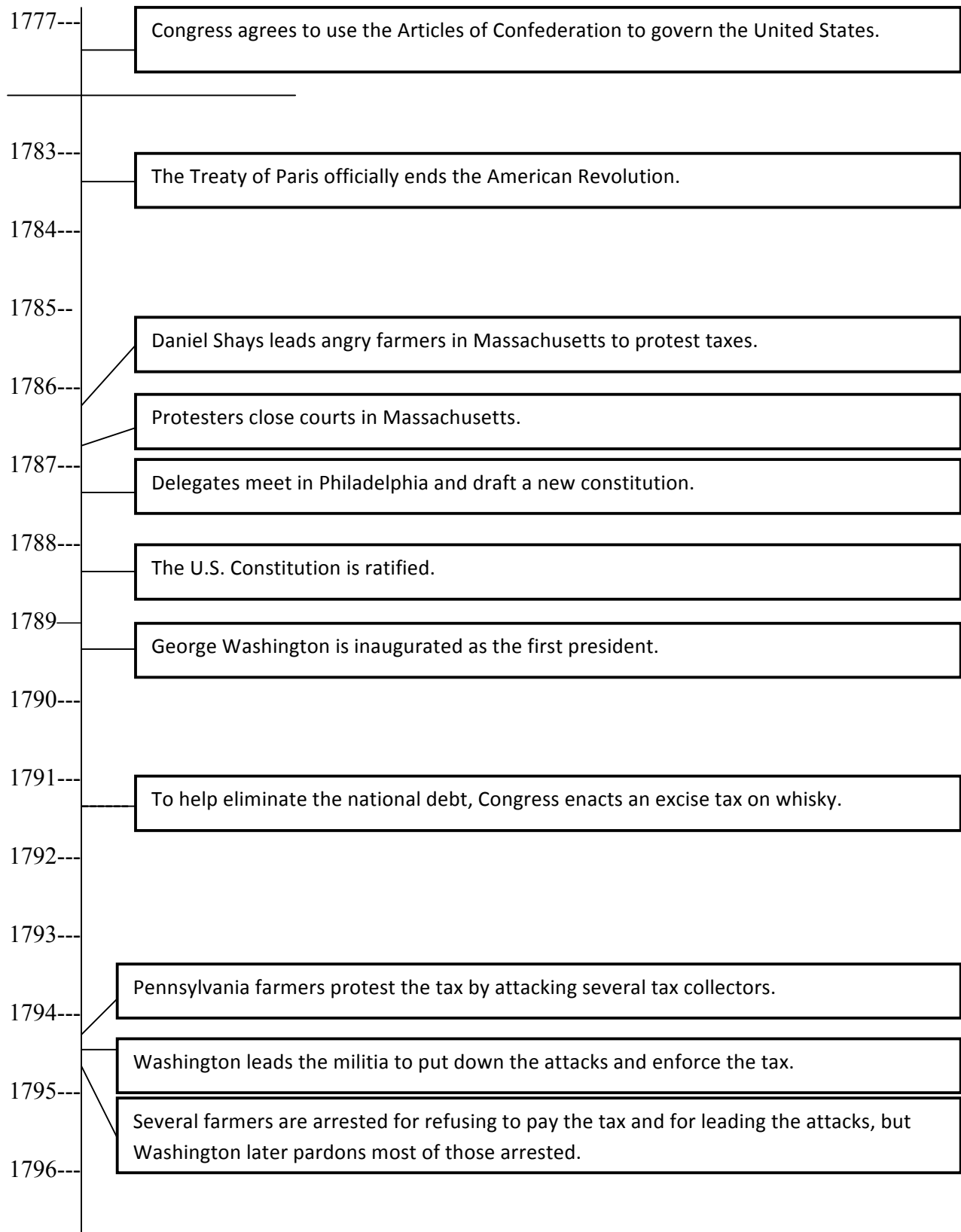
“He is polite with dignity, affable without familiarity, distant without haughtiness, grave without austerity, modest, wise, and good.” --Abigail Adams, 1790

3. Which description would Abigail Adams most likely use to describe George Washington?

- A. Admirable
- B. Indifferent
- C. Conceited
- D. Austere

Document Four

Some Major Events 1777-1796



Grade 5 – Civics/Government

SS.O.05.02.01 judge whether local, state and national governments do or do not provide for the needs and wants of people, establish order and manage conflict.

DOK-3

4. While researching the Revolutionary period and George Washington's presidency, you locate the timeline shown on the opposite page.

Which statement is **best** supported by the evidence presented in the timeline?

- A. The Articles of Confederation were effective in guiding the revolution and providing for the needs of the new nation.
- B. Citizens were satisfied with the Articles of Confederation and the majority was against ratification of the Constitution.
- C. Events show that the Articles of Confederation and the Constitution were equally effective at providing for the needs of the country.
- D. The Constitution proved more effective than the Articles of Confederation at establishing justice and promoting the general welfare of the new country.

Grade 5 -- History

SS.O.05.05.05 research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).

DOK-3

Your class made a list of what it considers to be necessary qualities for a leader in a democratic republic. The qualities are listed below along with the rating guide that your class established. Put a check beside the items that apply to George Washington, based on the information in the documents.

- | | |
|---|---|
| <input type="checkbox"/> Intelligence | <input type="checkbox"/> Shows fairness and compassion |
| <input type="checkbox"/> Military experience/knowledge | <input type="checkbox"/> Respect, integrity, honesty |
| <input type="checkbox"/> Belief in rule of law | <input type="checkbox"/> Vision to make the country better |
| <input type="checkbox"/> Patriotism, civic virtue | <input type="checkbox"/> Considers the past in making decisions |
| <input type="checkbox"/> Acts for the common good | |
| <input type="checkbox"/> Determination, not easily swayed by public opinion | |

Scale

- 9-10 checkmarks: Excellent
6-8 checkmarks: Good
3-5 checkmarks: Weak
0-2 checkmarks: Inadequate

5. According to the scale, your class would **most likely** judge George Washington to be _____ at establishing a precedent for democratic leadership?

- A. Excellent
- B. Good
- C. Weak
- D. Inadequate

Grade 7 Document-Based Question Set

You are preparing a class presentation on Women's Suffrage. In your research, you found the following documents.

Study the documents and answer the accompanying questions. Use the documents to complete the timeline and question on Number 8.

Grade 7 – Citizenship

SS.O.7.1.2 Model the actions citizens take to influence public policy decisions.

DOK- 2

Document One



Suffrage parade, New York City, May 1912

1. This document provides evidence that, in 1912, women
 - A. Opposed taxation based on gender.
 - B. Protested government mandates on childcare
 - C. Celebrated the passage of the 19th Amendment.
 - D. Practiced a constitutional right to influence public opinion.

Grade 7 -- Citizenship

SS.O. 7.1.2 Model the actions citizens take to influence public policy decisions.
DOK-2

Document Two



February, 1917

2. The action shown above is **most** similar to
- A. a labor strike.
 - B. a political rally.
 - C. the March on Washington.
 - D. the Montgomery bus boycott.

Grade 7 – Citizenship

SS.O.7.1.4 Research and organize information about an issue of public concern from multiple points of view.

DOK-3

Document Three

The following statement is taken from a measure approved by the Territorial Legislature of Wyoming in 1869.

"That every woman of the age of twenty-one years, residing in This Territory, may at every election to be holden under the law thereof, cast her vote."

The following excerpt is from a speech given by suffragist Susan B. Anthony in 1873.

"The Preamble of the Federal Constitution says:

‘We the people of the United States...’

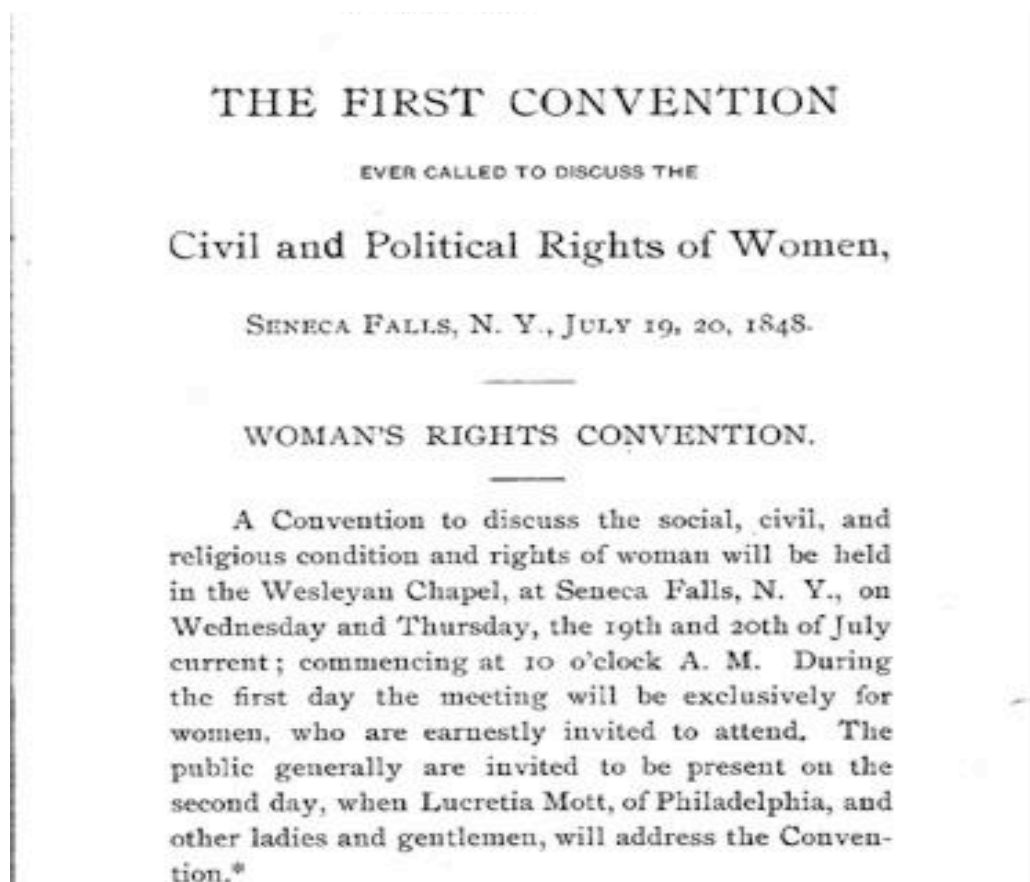
It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people who formed the Union. We formed it...the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government - the ballot.”

3. Which conclusion can be drawn from these two quotations?

- A. All women in the United States were denied civil rights because they did not have the ability to participate in the voting process.
- B. Suffrage laws within the United States reflected the different outcomes of civic discussion because they were not consistent.
- C. Suffrage was a secondary concern in the struggle for civil rights because men were not interested in helping women achieve suffrage.
- D. Susan B. Anthony helped to secure rights for women in Wyoming by using the right to free speech because by speaking out about the issue she helped sway public opinion.

SS.O.7.5.9 Use a variety of credible sources to research, reconstruct and interpret the past.
DOK-3

Document Four

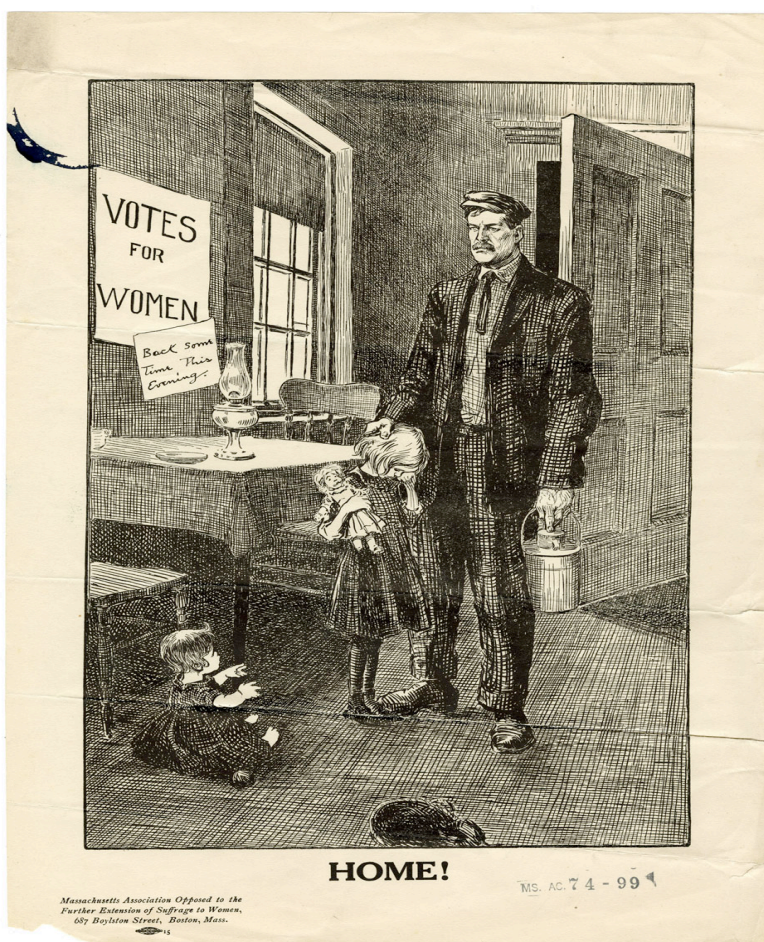


4. Which assumption would **best** represent the beliefs expressed by this advertisement?
- A. Women thought that allowing men to attend the convention would provide support for their cause.
 - B. Women believed their civil and political rights were in opposition to their social and religious conditions.
 - C. Women who were unaware of their civil and political rights thought this convention might help to explain them.
 - D. Women need to use their First Amendment rights to determine the best actions to use in their struggle for democracy.

Grade 7 – History

SS.O.7.5.9 Use a variety of credible sources to research, reconstruct and interpret the past.
DOK-3

Document Five



5. This cartoonist attempted to influence public opinion and public policy by inferring that
- A. if women were allowed to vote, they would neglect their traditional duties.
 - B. on Election Day, men should have a day off and women should go to work.
 - C. if women were allowed to vote, they would work to create better conditions at home.
 - D. on Election Day, women would need their husbands to babysit while they went to vote.

Grade 7 – Civics/Government

SS.O.7.1.1 Compare and contrast individual rights of citizens in a variety of world regions.
DOK-2

Document Six

Amendment XV

The right of citizens of the United States to vote shall not be denied or abridged by the United States on account of race, color, or previous condition of servitude.

Ratified 1870

Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States on account of sex.

Ratified 1920

These amendments **best** support which statement?

- A. The federal government has always supported civil rights for all.
- B. The federal government has denied civil rights to some citizens.
- C. Men have always had the right to vote in federal elections.
- D. All citizens are allowed to vote in federal elections.

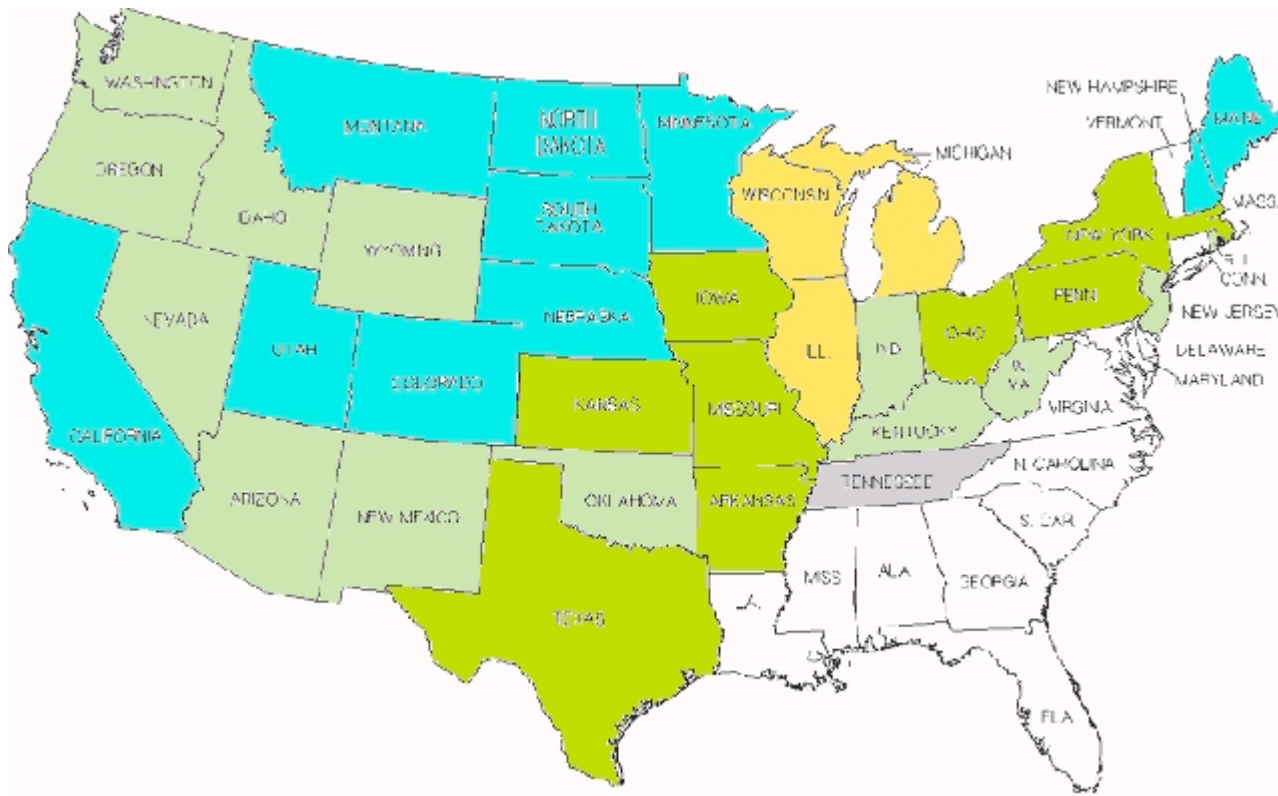
Grade 7 -- Geography

SS.O.7.4.2 Draw conclusions about information presented on special purpose maps and be able to differentiate among map types.

DOK-2

Document Seven

Ratification of the 19th Amendment



KEY:

Ratification on June 10, 1919 (yellow)

Ratification from June 16, 1919 to July 28, 1919 (bright green)

Ratification from August 2, 1919 to December 15, 1919 (aqua)

Ratification from January 6, 1920 to March 22, 1920 (gray-green)

Ratification on August 18, 1920 (gray)

7. Which conclusion is accurate based on the map?

- A. Ratification was a priority in every state.
- B. Southern states were eager to extend suffrage to women.
- C. Northern states were reluctant to extend suffrage to women.
- D. The passage of the 19th Amendment was not a priority in every state.

Grade 7 – History

SS.O.7.5.5 Research and explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.

DOK-3

Use Documents One through Seven to add key events in the women's suffrage movement to this timeline. Then answer question 8.

1775---

--1776: Declaration of Independence signed

--1789: U.S. Constitution ratified

1800---

1825---

1850---

--1861-1865: Civil War

1875---

1900---

--1914-1918: World War I

1925---

8. Based on your research, which argument is **best** supported by these documents?
- A. Events in the early 20th century showed the need for civic participation by all citizens.
 - B. Women's involvement in America's war efforts was the main impetus for their demands for suffrage.
 - C. Though the country was founded on republican values, people were divided on the extension of suffrage to women.
 - D. During periods of our nation's history, women did not desire the right of suffrage.

Answer Key

Independent Items

Grade 3 D
Grade 4 D
Grade 5 A
Grade 6 C
Grade 7 D
Grade 8 C
Grade 9 A
Grade 10 B
Grade 11 C
Grade 11 C

Grade 5 DBQ

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

Grade 7 DBQ

1.	D
2.	C
3.	B
4.	D
5.	C
6.	B
7.	D
8.	C

Additional WESTEST 2 Sample Questions

Grades 10 and 11

Grade 10 - History

SS.O.10.5.6 **describe** and **analyze** the content of the Declaration of Independence and **explain** the factors and events which led to its creation

Depth of Knowledge 3

Directions: As a part of your history assignment, you are asked to study the following quotes from the Declaration of Independence. These quotes were included in the Declaration because of existing beliefs, political theories or past events. Based on your study, fill in the circle that matches each quote with the factor that led to its inclusion in this Founding Document.

Quotes	Beliefs/Theories/Events
Quote 1. "When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another..."	A. Tax laws, revocation of colonial charters, establishment of admiralty courts, Quartering Act, trade restrictions, etc.
Quote 2. "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...."	B. John Locke's natural rights philosophy
Quote 3. "But when a long train of abuses and usurpations...evinces a design to reduce them under absolute Despotism...."	C. In theory, the establishment of a new country with all the rights to levy war, conclude peace, contract alliances, establish commerce, etc.
Quote 4. "We, therefore, the Representatives of the united States of America...do, in the Name, and by the Authority of the good People of the Colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be Free and Independent..."	D. A social contract or the Compact theory of government

Question 7. Match the quote with the belief/theory/event that motivated it.

Beliefs/Theories/Events

Quote 1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Quote 2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Quote 3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Quote 4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

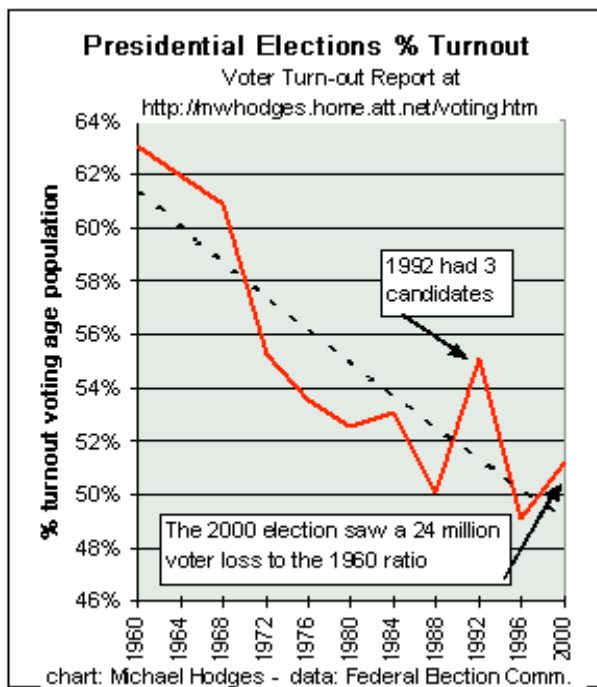
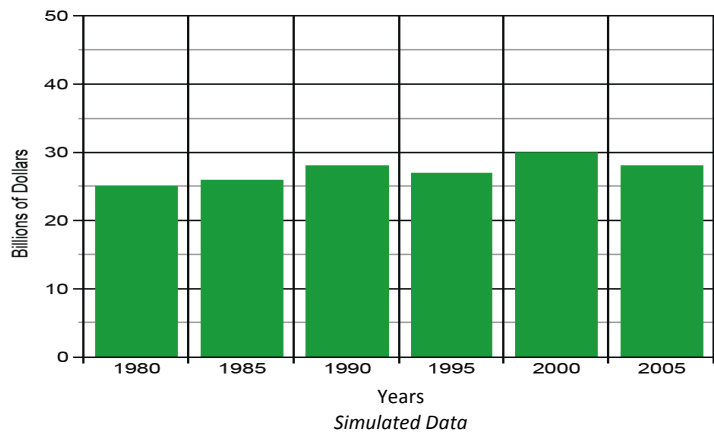
Grade 11—Citizenship

SS.O.11.01.03 **analyze** the changing nature of civic responsibility

Depth of Knowledge 3

Directions: The mayor of your town was asked to speak on citizenship at a school assembly. As part of her presentation, she shared the following charts and information with the eleventh graders at your school. Based on her presentation, fill in the circle next to the best answer for **Question 8**.

Contributions to Charities



Volunteering Through Civic Groups Is Decreasing. The percentage of adult volunteers who serve through civic, political, professional, and international organizations has decreased by 48% since 1989, from 13.2% to 6.8%.

<http://www.nationalservice.gov>

Question 8: Which of the following hypotheses would **best** introduce an analysis of the above data?

- ☐ A All forms of civic participation have shown a considerable decline.
- ☐ B Even though the amounts of charitable giving have held fairly consistent, civic engagement in other areas is declining.
- ☐ C Civic participation requiring an individual's time is more prevalent than passive participation.
- ☐ D No conclusions can be drawn from the data presented.

Answers for Pages 30-31

Page 30: Quote 1-- D
Quote 2-- B
Quote 3-- A
Quote 4-- C

Page 31: B