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A STUDY OF STUDENT ACHIEVEMENT IN THE EIGHTH GRADE SOCIAL
STUDIES CURRICULUM OF THE WEST VALLEY SCHOOL DISTRICT,
MILLWOOD, WASHINGTON, 1973-74

By

Allen N. LaCombe

B.A. University of Montana, 1965


Presented in partial fulfillment of the requirements for the degree of

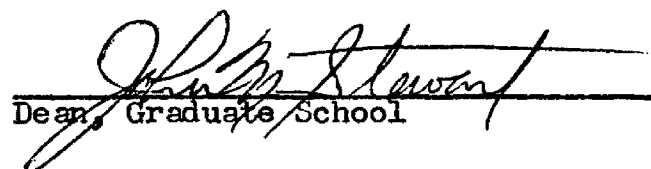
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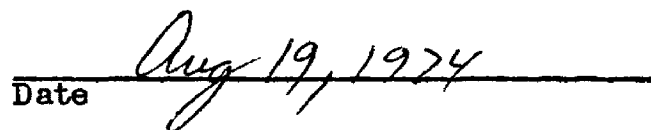
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DEDICATION

To Marilyn

The wife who has encouraged, supported, and given
her understanding, compassion, and time to each
of my undertakings.

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CHAPTER I

INTRODUCTION

When children in the eighth grade are asked "why do you go to school?", they will often reply, "to get a good job." For at least two generations, Americans have associated the school with personal progress in the job market. National magazines, broadcasting networks, and newspaper syndicates have from time to time commented on the importance of education in terms of lifetime monetary returns for those who have varying amounts of time in the educational structure, such as eight years, twelve years, and so on.

In response to the credo that education is a good thing, the Washington State Legislature annually appropriates substantial sums of money to be used by the public schools. They have enacted laws which define the length of the school year, who shall go to school, who can teach school, and so on. The legislature has not defined what will be taught in the public school beyond saying that two years of U.S. History and one-half year of Washington history shall be required for graduation. School districts in the state commonly meet these statutory requirements by teaching U.S. History in the eighth and eleventh grades and Washington history in the ninth.

This study was designed to evaluate, through a testing sequence, the eighth grade social studies curriculum of one school district in Washington. The study provides information relative to some identified strengths and weaknesses of the curriculum, as well as data on student

success in dealing with the various stated objectives in each of the curricular units.

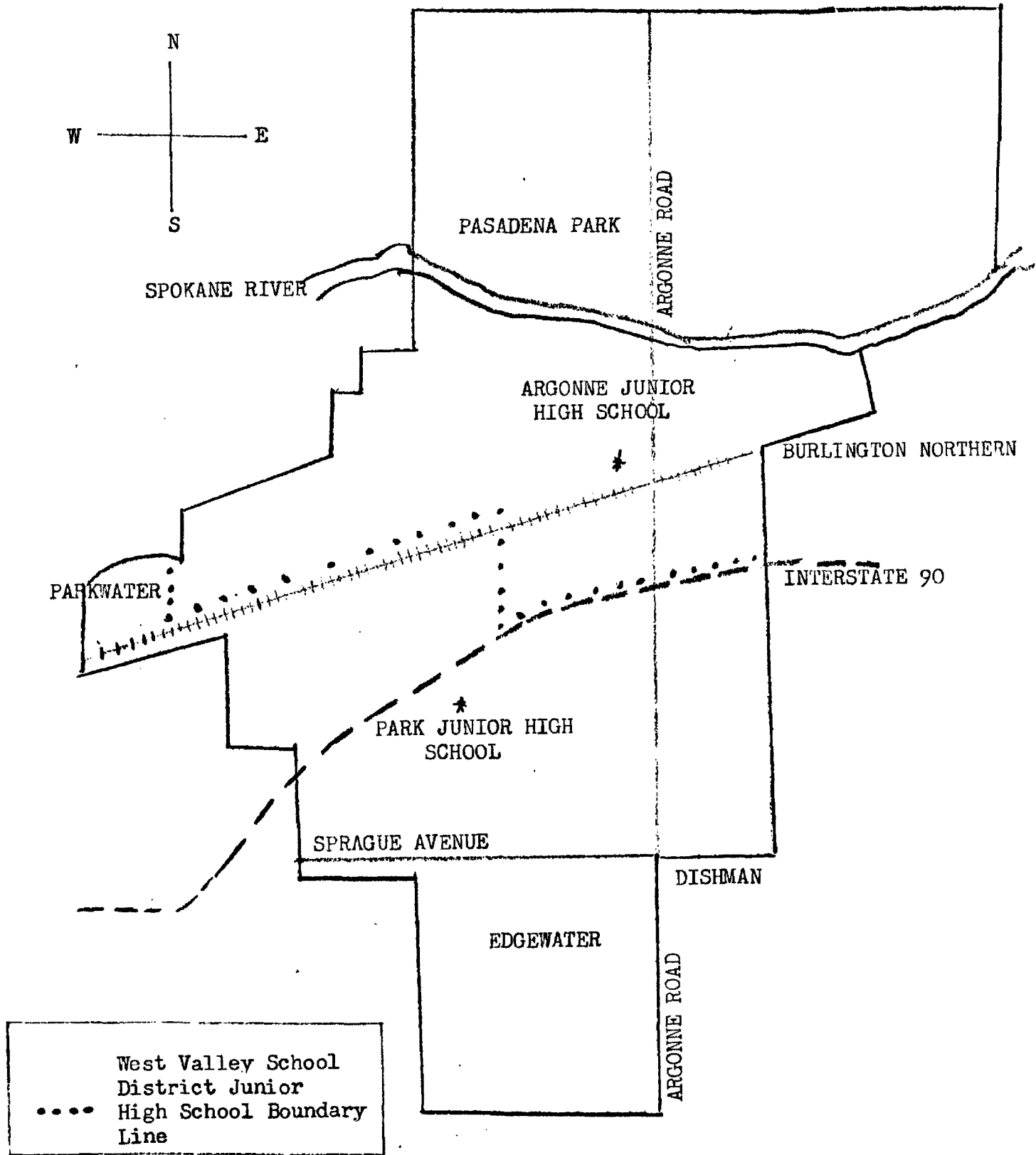
Historical Background to the Study

The West Valley School District #363 Social Studies Key Committee was activated by the Superintendent, Dr. George Daniel, in September of 1970. The District is located to the east of the city of Spokane in an area known as the Spokane Valley. The name, "West Valley" tends to confuse visitors to the Spokane area. The designation of West Valley was derived from the fact that the boundaries of the District are located closer to the City of Spokane than are the boundaries of the other two school districts operating in the Spokane Valley region. None of the Valley School Districts are joined with each other or with the City of Spokane schools by state statute. Each functions as a separate entity, prescribing and administering its own educational program.

The Key Committee was made up of one member representing each grade level grouping in the District; that is, Elementary, grades K-3; Intermediate, grades 4-6; Junior High School, grades 7-9; and High School, grades 10-12. The Key Committee's chairman was Mr. Robert Lingow, Chairman of the History Department at West Valley High School. The author of this study was the Junior High School representative.

The Key Committee was to analyze the social studies curriculum then being used (K-12) to determine if any changes were needed in curricular structure, materials, or areas of subject emphasis. Input from staff members was sought on several occasions. The Key Committee analyzed the staff responses to various questionnaires and proposals

FIGURE 1



sent for their perusal. Following the general meetings held with all social studies teachers, recommendations were made to and adopted by the Superintendent and School Board. Dr. James Conant recommended this type of a curriculum process be adopted in 1960.¹ West Valley's Key Committee concept for curriculum revision predates his recommendation by four years.

Mrs. Cathy Wolfrum and the author were hired to write social studies curriculum for the eighth grade. The eighth grade curriculum was divided into twelve units. The first unit covers the basic geographical structure of the United States and a basic history of its Indian people. The last deals with Reconstruction following the Civil War. Objectives and strategies for each unit were formulated. This proposed curriculum was then piloted in two classrooms during the 1971-1972 school year. The author and Mrs. Wolfrum were hired again in 1972 to further refine the proposed curriculum. Following this final revision, the School Board adopted the 1972 eighth grade curriculum.²

Purpose of the Study

This study was designed in part to encourage the implementation of the curriculum. The Key Committee has found that most of the teachers in the District were not aware of the scope or structure of the previous curriculum. The author thought the new curriculum booklet, with its stated objectives, suggested strategies, and suggested audio-

¹James B. Conant, Recommendations for Education in the Junior High School Years (Los Angeles: Educational Testing Service, 1960), pp. 33-34.

²Appendix A, p. 102ff.

visual selection, would not be used unless some means was designed to involve them in the new program.

The writer sought to find out if teachers taking part in a testing sequence relating to the curriculum would be more likely to finish the several units than those who were not similarly involved. Further, the study was designed to secure data at the experimental school which would reflect to what degree the students met each of the stated objectives in the curriculum.

Curriculum adjustments could be determined as the result of this study's outcomes. The author hoped to secure input from participating teachers which would provide indications of areas of strength and weaknesses within the curriculum. Suggested changes identified by the panel of judges are also indicated in the discussion of data by unit in Chapter IV.

The study was also concerned with overall raw score production by selected student groups. Four ability-achievement groups were identified within the student population. Raw score data were compiled for each group. The intent was to find out if the students had performed at anticipated levels throughout the year. It was felt that students in Group A should be able to perform in the excellent range of achievement, those in Group B would score in the poor range or below, those in Group C would score in the poor range or above, and those in Group D in the acceptable range or higher. It was predicated these groups would score at their specified level 90 percent of the time.

A final test was given to the student populations of both the experimental and the control schools. This test was given to determine

if students at the experimental school would achieve a higher mean score on the final test than the students in the control school.

Assumptions

1. The eighth grade class of 1973-74 is similar in intellectual makeup, achievement patterns, home background, and scholastic desire to classes which have preceded and will follow them.
2. The unit testing instruments will measure what they purport to measure.
3. The eighth grade students in West Valley School District can learn the skills, knowledges, and attitudes described in the curriculum.
4. The students will honestly and sincerely try to learn the material described in the curriculum.
5. The students will try to score as highly as individually possible on the unit tests.
6. The results achieved at one school, Park Junior High School, in the curriculum could be reflected at the second school, Argonne Junior High School, if the same processes of instruction were followed.

Delimitations

1. The study is limited to the students enrolled in the eighth grade of the West Valley School District during the 1973-74 school year.
2. The survey of the background of the students was limited to

the mental ability and achievement records available in the school files.

3. The achievement rate was derived from unit tests prepared for the study and from no other source.
4. The unit testing sequence was administered only at one school, Park Junior High School.

Limitations

1. This study was not designed to develop a system of teacher accountability for student achievement. It has been the position of the administration throughout this study that they were not interested in individual teacher or student achievement records on the unit objectives. They were interested only in overall student production on each objective. Itemized data by unit are found in Appendix B, p. 147. Item analysis data regarding the twelve unit tests there and elsewhere in this report will be identified by the class period during which time the instruction took place rather than by teacher name or designated number.
2. All data discussed in this paper were collected between September 3, 1973, and June 7, 1974, inclusively.
3. The teachers involved in this study did not have the time nor expertise to bring Bloom's analysis of the cognitive domain into their analysis of the testing instruments. The decision was made by the administration and teachers involved in this study to delete the placement of test items on Bloom's continuum from this study.

4. The unit tests were constructed by the author. They will not have the built-in reliability factor common to standardized testing instruments.

Definition of Terms

For the purpose of this study, the terms listed below were defined as follows:

The District. The term shall be used when referring to only West Valley School District #363, located in Millwood, Washington. Millwood is one of the suburb communities located directly to the east of the City of Spokane, Washington.

The Administration. The term shall be used to identify the Superintendent and his Administration staff. It shall not be used when referring to school building administrators, such as building principals.

The Experimental School. Park Junior High School.

The Teachers. Teachers at the experimental school who took part in the design and operation of this study.

The Students. The students enrolled at the experimental school as eighth graders during the 1973-74 school year who participated in eighth grade social studies classes.

The Control School. Argonne Junior High School.

The Control Teachers. Teachers passively involved or not at all involved in the design or operation of this study who taught eighth grade social studies classes at the control school.

The Control Students. These students are found at Argonne Junior High School. They were enrolled in the eighth grade

during the 1973-74 school year. They participated in the eighth grade social studies classes.

The Curriculum. This term shall be used when referring to the eighth grade social studies curriculum adopted by the West Valley School District Board of Directors in 1972.

The School Board. This term shall refer to the five-member governing body elected by the patrons of West Valley School District #363 to supervise the administration and educational program in the District.

CHAPTER II

REVIEW OF LITERATURE

Several scholars have analyzed all aspects of the junior and senior high schools through the years. Dr. James M. Glass reviewed the curricula in fourteen districts in 1923. He called for scientific reconstruction and evaluation of those curricula. Dr. Glass recognized a need for the formalization of objectives and a definition of goals for all courses.³

While many changes had come about in the twenty-seven years between Dr. Glass's study and the work of Dr. James M. Conant, Conant commented on many of the same sorts of things. In 1960 Dr. Conant stated, "I have found great diversity with respect to the placement of grades 7 and 8 in the organization of School Systems."⁴ He apparently found sufficient diversity in the school systems he studied to recommend that "the following subjects should be required of pupils in grades 7 and 8: English (including a heavy emphasis on reading skills and composition), social studies (including emphasis on history and geography), mathematics (arithmetic except as noted in recommendation 2), and science."⁵ Dr. Conant did not make any recommendations relative to evaluation of on-going curricula, but did speak to the need

³James M. Glass, Curriculum Practices in the Junior High School and Grades 5 and 6 (Chicago: University of Chicago Press, 1924), pp. 1-20.

⁴Conant, op. cit., p. 10

⁵Ibid., p. 16. Recommendation 2 is found on p. 13.

for maintenance of high academic standards in the junior high school to insure student mastery of the basic skills identified in the curriculum.⁶

Other authors also have been concerned with the curricular sequence, the subject matter at each grade level, and the methods used for student evaluation in the elementary or secondary schools. Some scholars have used their innovative genius to bring forth new instructional programs in recent years.

Dr. Harl R. Douglass's book, Secondary Education in the United States, is a typical example of many of the area reports which have been written.⁷ He analyzed typical curricula for all subject areas commonly found in secondary schools during the 1950's. He identified the most common sequential arrangements for social studies materials and subject areas at the various grade levels K-12. (Subject areas refers to geography, U.S. History, the community, etc.) General principles for student evaluation were discussed in a separate chapter. Dr. Douglass enumerated a number of problems involved in proper test construction, discussed some of the professional tests available, and some of testing and grading practices in use at that time. Some of the innovations in reporting pupil progress were covered in Dr. Douglass's book. He mentioned some schools were reporting the skills or knowledges learned by the students to the parents rather than sending a letter grade quarterly.⁸

⁶Ibid., p. 28.

⁷Harl R. Douglass, Secondary Education in the United States (New York: The Ronald Press, 1952), p. 182.

⁸Ibid., pp. 310-328.

The decade of the 1960's witnessed a renewed vigor in curriculum work for the social studies. Edwin Fenton developed inquiry type materials for social studies programs K-12. Some of his programs and ideas have been marketed by the Allyn and Bacon Publishing Company. This company's book, People Make A Nation, was one of the supplementary texts purchased by the District for use in the eighth grade curriculum.

Dr. Lloyd Trump and Dr. Delmas Miller have summarized several new curricular ideas and teaching strategies in one chapter of their book.⁹ Among the curricular adaptations discussed was the inquiry and inductive approach to learning based on evaluation of political and social movements in other societies based on a study of primary documents. They also discuss the growing trends toward the use of behavioral objectives to define what is being learned in the social studies.

Dr. David F. Kellum has called for the non-graded approach to social studies instruction. His work emphasizes the need to humanize the instruction of social studies. He suggests using the inquiry approach as a means of encouraging student interest in social studies materials.¹⁰

Drs. Trump and Miller would agree that there is a need for change in evaluating student progress but would not go as far as the non-graded school. They see the end of teacher-made paper examinations which generally lack reliability, validity and predictability but rather suggest using small group oral conversation for evaluative purposes.

⁹J. Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement (Boston: Allyn and Bacon, Inc., 1968), pp. 186-207.

¹⁰David F. Kellum, The Social Studies Myths and Realities (New York: Sheed and Ward, Inc., 1969), pp. 100-116, 140-157.

They also hope for a decline in the number of teacher centered activities in the nation's classrooms.¹¹

This writer has attempted to cite examples of the types of literature commonly available while giving some idea of the diversity of educational thought on curriculum. Apparently little has been done to determine how well eighth grade students are achieving the stated objectives in either new or traditional programs. Morris Sanders and Merlin Tanck state that one of the difficulties in doing curriculum research is that there are "too many problems to replicate research in diverse classrooms."¹² Differences in age, reading ability, maturity level, mental ability and so on are not constant from classroom to classroom or from year to year.

Dr. Benjamin Bloom's Taxonomy of Educational Objectives, Handbook I, Cognitive Domain, has been one of the most innovative efforts in the field of testing and measurement in recent years.¹³ The teachers of the experimental group in this study tried to classify the individual questions on the first two tests using "Bloom's Taxonomy," but found it to be an impossible task. The type of fundamental expertise necessary to resolve the placement of a question which seemed to fit into more than one category was not available. Dr. Bloom's program suggests that testing should strive to reach the stage of analysis or synthesis. The

¹¹Trump and Miller, op. cit., pp. 339-349.

¹²Morris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-six National Social Studies Programs," Social Education, 34:387, April 1970.

¹³Benjamin S. Bloom, Taxonomy of Educational Objectives; Cognitive Domain (New York: Longmans, Green Publishing Company, 1956), pp. 21-80.

experimental teachers questioned whether eighth grade children could handle the word or concept level necessary to construct questions to test this stage of mental manipulation. The administration indicated a desire to have tests constructed which would be of reasonable content. The curriculum objectives were designed to measure factual type knowledge below the higher levels of Bloom's cognitive structure.

Two essays in the Thirty-Fifth Yearbook of the National Council for the Social Studies were particularly useful when the unit tests were constructed. Dr. Henry Dyer's ideas in educational measurement were used as a basic guide in the establishment and monitoring of test situations. His writings are also a good review on basic measurement theory.¹⁴ Dr. Harry Berg's suggestions on ways to construct good objectives questions was used as a guide in preparation of the test questions.¹⁵

Summary

Diverse studies have been made concerning the curricular offerings commonly found in American junior high and other secondary schools. Many are area studies of a historical nature explaining what subjects are commonly found, at what grade level they are taught, and how they are evaluated.

¹⁴Henry S. Dyer, "Educational Measurement--Its Nature and Its Problems," Evaluation in Social Studies, Thirty-fifth Yearbook of the National Council of Social Studies (Washington: National Council for the Social Studies), pp. 21-46.

¹⁵Harry D. Berg, "The Objective Test Item," Evaluation in Social Studies, Thirty-fifth Yearbook of the National Council of Social Studies (Washington: National Council for the Social Studies), pp. 47-75.

In recent years social studies teachers have been exposed to something called the "new social studies." The newer approaches emphasize the use of primary document material and various other devices such as social studies games to inductively produce student understanding. The new social studies emphasizes student participation in the decision making processes, while the old social studies emphasized teacher lecture and presentation of facts and conclusions.

None of the literature available really gets down to the point of this study. This study is unique in that it tries to identify how students performed in a social curriculum in the eighth grade. It attempts to evaluate the materials used, some from the old and some from the new social studies, as well as how well the students achieved on the various objectives.

This study should provide a modicum of knowledge relating to the question--to what extent do some materials work for eighth grade students? The end point of any curriculum should possibly be an evaluative process of how well students have achieved at each grade level after using the materials available. The author's survey of the literature seemed to indicate there has been very little research done on this aspect of the educational process.

CHAPTER III

DESIGN AND METHOD

Description of the School District

West Valley School District #363 is located directly to the east of the city of Spokane, Washington. Spokane School District #81 joins West Valley along its western boundary. Mead School District #354 is its neighbor on the north, Central Valley School District #356 is to the southeast, and East Valley School District #361 is to the northeast. Spokane and Central Valley School Districts are both larger than West Valley, while Mead and East Valley School Districts are comparable in size.

West Valley has one high, two junior high, three intermediate, and three elementary schools. The District provided an educational program for between 3700 and 3900 students during the 1973-74 school year. It hired 190 professional staff members to communicate, coordinate, and administrate its instructional program.

The School District's annual report to 1971-72¹⁶ stated that the total budget dollar collected and spent amounted to \$3,275,332.91.

¹⁶ West Valley School District No. 363 Annual Report, Millwood, 1971-72, p. 2. This annual report was the last final budget analysis available. The author used the report to give some accurate financial data regarding the operating budget of the district. The budgeted amount for the 1973-74 school year was almost 4 million dollars. The administration indicated that while the dollar amount had been increased in the current budget over the 1971-72 report, the percentage figures given for income and disbursement would be similar. All the remaining figures used in the report will reflect 1973-74 data.

The District received 59 percent of its monies from State funds, 37 percent from the annual local levy, and 4 percent from the Federal Government. It spends almost 77 percent of its budget for salary related costs, the remainder in non-salary items such as food service, pupil service, plant operation, and so on. The District will retire its bonded indebtedness during the 1973-74 year. It will be the only Class A School District in the State of Washington in this enviable position.

There are four major geographic divisions running through the West Valley School District in an east-west alignment. The northern most of these is the Spokane River. The river flows through the incorporated city of Millwood. This city is made up largely of homes in the \$15,000-25,000 class on today's market.¹⁷ Many of the homes were built in the 1920's and 1930's. The community experienced a building boom again in the late 1940's to 1950's. There are block-sized pockets of new construction dating from the 1960's and also a scattering of homes of older mansion elegance throughout the city. The main source of tax revenue for this small town is the Inland Empire Paper Company located in its center. The majority of the people who live in this community are semi-skilled and skilled workers, with a just proportion of professional people such as doctors, lawyers, teachers, and businessmen.

The District's most rapidly growing housing region is located

¹⁷The property values stated in this paper were arrived at by cruising the area with a real estate agent for a local agency. The figures should not be construed as a guaranteed value for any particular home or building. They only reflect an apparent market value in October of 1973. Some homes may have sold for more or less money in the interim.

to the north of the Spokane River. Homes closest to the river are comparable to those in Millwood, but as one progresses north into the Pasadena Park area, many new homes have been constructed since 1968. Most of these newer homes have living areas in excess of 1500 square feet. The smaller homes would sell for near \$35,000 today and the larger ones up to \$80,000. Pasadena Park has become somewhat of an enclave for the middle to upper middle class professional/successful business executive families. If the District is to experience a housing boom it will more than likely grow to the north into the agricultural foothill areas. Argonne Junior High School draws its student population mainly from Millwood and Pasadena Park.

The Burlington Northern main line is paralleled closely by Trent Avenue (see map on p. 3). This combined physical feature makes a logical division for the boundary between Park and Argonne Junior High Schools. Park's attendance area has blocks of commercial-industrial businesses mixed with blocks of family housing of varying ages and conditions. Most of the industrial businesses are located to the west of the school in the area from Sprague to the Burlington Northern track. Park draws only a few of its students from the older homes in either Parkwater area or the industrial area. These homes were built generally in the time period from 1900-1930 and would sell for \$10,000-20,000.00. Some of the homes would sell for more because of the increasing value of the land they occupy, for industrial buildings. A small percentage of Park's student body is drawn from the two trailer courts and homes located in this section.

Most of the student body at Park comes from the areas to the

east of the school. The homes directly to the north of the Sprague Avenue strip and the municipality of Dishman tend to be smaller and of an older vintage than those in Millwood. Some of these homes would sell for little above the \$10,000 range. To the north and east toward the Freeway the homes tend to be newer and larger. These homes were built in the 1950's and would be in the \$20,000-30,000 class. They are two or three bedroom units which occupy 100 by 150 foot lots. Mingled among these are blocks of homes which were built in the 1960's. They tend to be of the 1500-1800 square foot size and would sell beyond \$35,000.00 in today's real estate market.

The second largest housing block that Park draws from is located between the Freeway and the Burlington Northern tracks. These homes were built in the 1950's and 1960's with substantial number of 235¹⁸ housing units being built in the last two years. They would sell for in the \$20,000-30,000 price range.

The Edgecliff area is similar to Pasadena Park in terms of the quality of the homes. Edgecliff receives its name from the State Tuberculosis hospital located there. The larger homes of the more affluent families are located on the hillside of this small valley. Smaller homes are located on the valley floor. Most of the construction in this general area has taken place since 1960 and the value of the homes ranges from \$25,000 to over \$80,000. Edgecliff is not unlike the rest of the West Valley community, however. On its southeastern border there is a trailer court and on its western border there are

¹⁸The term 235 is used to designate the homes built under the Federal housing program which used that number.

smaller homes which were built during the 1940's to 1950's.

In conclusion, West Valley School District #363 is made up primarily of lower middle to middle class working families. Most of these families own their own homes. There are some families who have larger than average incomes distributed throughout the District, but the largest concentration of these upper middle class people live in the Pasadena Park region. There is little room in the District for more new housing construction other than in the Pasadena Park area. That area has not been a popular building site as some areas to the east of the District's boundaries. Consequently, Spokane School District #81 and West Valley School District have experienced a decline in enrollment during the 1973-74 school year. The two districts to the east of West Valley and Mead School District to the north have all experienced a substantial growth in enrollment during this past school year.

A Description of the Experimental School and Its Population

Park Junior High School, the experimental school, had an enrollment of plus or minus 375 students during the 1973-74 school year. Of these students 110 were eighth graders. The experimental school was constructed in 1963 at a cost of slightly less than \$1,000,000. The physical plant was designed to accommodate 425 students. The students progress through a traditional educational program, receiving instruction in mathematics, science, language arts, home economics, social studies, work shop, band, and vocal music. The extra-curricular activity program is based on a four season interscholastic schedule

including a complementary after school intermural schedule for both boys and girls.

Park's regular staff is made up of twenty-one full time teachers, a part time vice-principal-teacher, two teacher-counselors, two part time music teachers, and a full time principal. The vice-principal and counselors teach one-half of the six-period day and are available for their administrative or counseling duties for the other half of the day. The music teachers are full time instructors shared with other buildings. Two teachers are assigned to the eighth grade social studies classes.

Resource Room

Park houses a resource room for students with a learning disability or academic deficiency. Students are carefully screened through a series of testing devices and psychological interviews before they are recommended for placement in the resource room. Placement is made only with the consent of the student's parent or guardian. Severely retarded students do not appear in this program. This interdistrict program is mandated and funded by the State. Ten eighth grade students and twenty-one students from the seventh and ninth grades participated in resource room programs during the past year. Their school day schedule places them in the resource room for two hours and then in regular classrooms for the remainder of the day. All of these students appear in the social studies classes. One teacher and a part time aid staff the resource room at Park. Psychological and other back-up services are provided through the interdistrict pool.

A Description of the Control School and Its Population

Argonne, the control school, is an older physical plant. It was built in the 1930's as a high school. It became a junior high school after the new West Valley High School was built in 1958. Argonne provided an educational program for 485 students plus or minus during the 1973-74 school year. Of these students 184 were eighth graders. It is staffed by twenty-five full time teachers, a full time principal, a vice-principal, and two part time counselor-teachers. Argonne also shares its music staff with other buildings.

Students in this control school have basically the same curriculum as the students at Park; the main difference in their daily experience is that the control school has a seven period day. This factor reduces the instructional time in each class by about ten minutes per period. The control school does not have a resource room. Argonne is the main contributor to the resource room program at Park. Consequently, slower students, as defined by Washington State law, should not be included in the control school's population. Three teachers teach the eighth grade social studies program at Argonne.

Conducting the Study

The curriculum was used in both of the Junior High Schools for the 1973-74 school year. Teachers in the experimental school followed the time and instructional sequence of the curriculum. They were involved in the design, administration, analysis, and critical review of the twelve unit tests. Teachers at the control school were supplied with the curriculum booklet, the new materials, and the unit tests, but

were not questioned regarding their progress or problems with the curriculum or use of the materials provided. The use of the unit tests was monitored closely only at the experimental school.

This study matched student achievement with the stated objectives in each of the twelve units of the curriculum. Unit tests were designed to meet those objectives (see Appendix C, p. 224). A chart which lists the objectives each question purports to measure follows every unit test. The Question/Objective Relationship Chart was the basic guide used when the author matched unit test items with the objectives they were to have sampled. This process provided the data used to determine student success in the stated unit objectives.

A review of student records that were available was made to determine the general ability levels of the experimental group. The District administers the Lorge-Thorndike Intelligence test in the seventh grade. The Iowa Test of Basic Skills is administered in both the seventh and eighth grades.¹⁹ These three tests are administered by the school counselors in group situations. The results obtained can be regarded only as a general indicator of mental ability or achievement because of the opportunity for student cheating, general distractions which arise at each testing time sequence, and the questionable level of motivation of the students involved. The scores for the group and unit tests will be found in Appendix D, p. 313. The data gathered are listed by number rather than name to protect the confidentiality of students included in this study.

¹⁹The Iowa Test of Basic Skills will be referred to as the ITBS from this point forward.

Validating the Test

Twelve unit tests were constructed. Subject validity for each test question was maintained by aiming the question at the subject matter most commonly discussed. The tests were constructed a month ahead of a unit's due date. Copies of each test were mailed to all teachers using the curriculum. They were asked to read and comment on the tests. They were to note any word level problems, historical inaccuracies, or any other deficiencies. The edited copies were returned to the author to be rewritten. Rewritten unit tests were sent to Dr. Fred Mills, the District's administrative assistant for curriculum, for his approval. Each test was then printed in the District office and distributed to both buildings.

In-service Experience

The experimental teachers met at the beginning of each unit to peruse the materials available and set an approximate cut-off date for instruction and testing. The author and the other experimental teachers involved discussed the main points involved in each unit. They sought material and data to fill in informational gaps in either of the students' textbooks and/or the teachers' knowledgable background. An in-service program thus was provided in this manner for the experimental staff.

Analysis of Unit Test Data

An item analysis was conducted for each of the unit tests after the testing date. The percentage achievement scores for each item on the test was calculated to the nearest hundredth. The overall perform-

ance on the items was figured to the nearest hundredth. Any percentage figure of .005 or over was rounded to the next one-hundredth (see Appendix B, p. 147). These data were used to compute the overall student success on each of the stated objectives. Any score at or over .005 was rounded to the full point. All who were involved in the study felt it was unnecessary to carry the computation to any additional decimal places. The mean, median, and mode, figured on each unit test and a histogram were constructed (see Appendix B, p. 147).

Evaluating Student Success

The District's report card for the Junior High School uses a modified quartile system. Classes are divided into four equal groups. The students are classified as Excellent, Satisfactory or Unsatisfactory within each group. Through the years students in the first quartile have achieved 86 percent or more of the test points available. Students in the second quartile have achieved 75-85 percent of the points. Those in the third quartile 60-74 percent, and those in the fourth 50-59 percent of the test points available. Most of the students who have failed have earned less than 50 percent of the testing points.

The author used the percentage points derived from the quartile system as a ranking scale for the student achievement on the unit objectives. Therefore, if the overall student mean performance in reaching an objective was 86 percent or above it was termed excellent; between 75-85 percent good; between 60-74 percent acceptable; between 50-59 percent poor; and if it ranked below 50 percent it was termed as unacceptable.

All objectives which ranked below 50 percent are listed by unit in Chapter IV of this study. A panel of judges which included the author, Dr. Fred Mills, Mrs. Nancy Hawley, Ms. Cheryl Kenney, and Mr. Donald Lee, met to identify possible reasons for strong or weak student performance. They were concerned mainly with student performance in the poor to unacceptable range. When discussing student performance on a given objective the judges identified teaching strategies used, the availability of material to achieve the objective, the level of difficulty of the stated objective, the level of difficulty, both reading²⁰ and informational, of the test questions, and the number of objectives in the unit in relation to the time element involved. The findings and mutual agreements of this review are stated in Chapter IV.

Formation of Ability Groups

Four ability groups were identified within the experimental population. Students in group A had mean ITBS scores of 86 percent or higher and mental ability scores of 110 or higher. Group B had mean ITBS scores of 24 percent or less and mental ability scores of 90 or lower. Group C had mean ITBS scores of 31 percent or less and mental ability scores of 95 or higher. Group D had mean ITBS scores between 44-74 percent and Lorge-Thorndike scores of between 95 and 110. The author identified eleven students in group A, twelve in group B, eighteen in group C, and fifteen in group D.

²⁰Mrs. Shirley Morrow, reading specialist at the experimental school, analyzed much of the testing and reading material involved with the curriculum. Determinations of reading level difficulty were based on her expert opinion.

The standard error on most standardized tests is five points or less. The mean on the Lorge-Thorndike is 100. A ten point spread on either side of the mean was deemed sufficient to exclude other people in the population by chance. The use of the 86 percentile and 24 percentile on national norms corresponds with the quartile system. Group C was established 95 percent on the Lorge-Thorndike because there is a natural break of five points in the student population (see Appendix D, p. 334). The figure 95 takes into consideration the possible standard error of five in the test. The 34 mean percentile figure for the ITBS separates the achievement on national norms by ten percentage points. Those students with a mental ability of 95 may be only slightly underachieving at the 34th percentile on the ITBS. Those students with progressively higher mental ability scores will be underachieving at a progressively noticeable rate. The range on group D was designed to fit closely in between the other groups. The ten percentile protection for standard error was maintained in relation to the ITBS scores. The Lorge-Thorndike scores were moved only five points from the upper and underachiever group because the variable this study sought is student achievement.

Construction, Administration and Scoring of the Final

The final test was designed to randomly sample the knowledges and skills gained through the eighth grade year. Numbers were drawn from a population of 25 cards reflecting an objective number in each unit. Five objectives were identified in each unit using this process. The author wrote one question on each objective. Only the most obvious

information relative to each objective was sampled. The experimental teachers were told one month before the ending of school that there would be a final testing period. They were told it would randomly cover the year. The control teachers were given a letter asking for information relative to their progress in the curriculum, their use of the tests, and any suggestions they might have. They were told of the final test one week before they were to give it. They were asked not to teach towards the final. The final tests were all scored by the author so that a consistent scoring pattern could be maintained. The raw test scores were averaged by school. Mean, median, and mode scores were computed. Data concerning the final are reported in Chapter IV (also see Appendix B, p. 221). The True/False questions on the final were corrected for error by using the formula $S = R - W$ (where S = score, R = right and W = wrong). Previous test questions had not been corrected for error. All those aiding in the study felt that the lowered scores would be resented by the students. Further data gathered on the unit could be used for District-wide publication. Therefore, the data figured on the unit tests were kept in the most understandable lay terms. However, scores on the final are reported only in this study. Consequently, the questions were corrected for error, to determine how nearly the test reached the 50 percent difficulty level of the standardized test.

CHAPTER IV

ANALYSIS AND REPORTING OF DATA

The analysis of data in this chapter was done with several questions in mind. First, what modifications seemed necessary to make the curriculum a better teaching and learning tool? Second, what item improvements could improve the tests? The review of the test items was not done with the intent of driving more questions down to the 50 percent point of discrimination professional test makers work toward. Rather the intent was to make the tests better classroom instruments for measuring student achievement.

There is a pragmatic difference to be considered between the use of a standardized test once a year and a test which is used monthly or more often during the year. Parents do not generally become overly concerned about standardized test marks. The concept of percentile ranking, standing in a ranking scale, or placement so many standard deviations above or below the mean have little meaning to the average parent. However, every parent the author has worked with knows 50 percent on a test is terrible, 70 percent is a little better, and 95 percent earns an A.

The panel of judges did not concern themselves with test items which had student success averages of 50 percent or above. The consensus was that most of the relatively easy questions should be left in the tests. Student mental abilities ranged from 74-140. Reading ability ranged from kindergarten on up, with every class having two or

more students reading at the third grade reading level. Mrs. Morrow indicated another five to seven students in each class of thirty would have reading skills of no higher than the sixth grade.²¹ Changes suggested in the curriculum and testing devices were made with the idea in mind that public schools must offer some chance to succeed, to all.

Unit I

The histogram for this unit indicated there were two distinct achievement groups in the classes. One group scored mainly from 20-45 percent on the test. The other scored from 55-95 percent. The latter group was the larger (see Appendix B, p. 149). General statistical data for Unit I are displayed in Table 1.

Table 1

Statistical Data Related to Student Performance on the Unit Test, Objective Success, and Success on Test Items²²
Unit I

	Performance	Objective	Item
Mean	59.18		
Median	64		
Mode	73		
Range	2-96	38-87	7-96
#U	36	3	15
#E	15	1	3
#P-G	57	8	34

²¹Mrs. Shirley Morrow identified by f.n. 20, on p. 26.

²²In Table 1 and all the tables which follow, #U = number unacceptable, #E = number excellent, #P-G = number poor to good. The terms unacceptable and so on refer to the rating categories established in Chapter III, p. 25.

The judges were concerned with the thirty-six failing scores. Teachers were critical of the length of the test, the length of the unit, and the lack of supporting material for the objectives required. No written back-up exists for objectives 4, 5, 6, 7, 8, 11, or 12 (see Appendix A, p. 104). Teachers must begin the school year with a lecture course to cover the objectives. The library does contain some material, but there seemed to be little advantage to substituting student lecture for teacher lecture. The judges recommended the District either purchase substantial amounts of material to help make the unit more workable or cut down the number of objectives and the length of the unit.

Students did poorly on all questions testing objective 3, which stated, "The student shall be able to indicate on a teacher prepared map or construct a map showing the location of several of the Indian tribes." When they analyzed the questions, the judges found none to be overly complicated in either structure or reading level. They recommended none be rewritten. Students had four different map exercises as learning aids for this objective. Teachers generally felt that the students were unprepared for this objective because they had not developed the type of study habits necessary to pull material together from several sources to answer a question. Many students had never experienced a detailed test before. Several expressed dismay when they received the six-page test booklet.

Students did poorly on objective 6, "The student shall be able to compile a list of outstanding chieftains, select one, and explain what qualities of leadership his people recognized." In looking at the

scores the judges found fill-in question 12, "Name one Indian leader who was a member of the Ottawa tribe who tried to unite the tribes east of the Appalachian Mountains against the whites," was the only item students scored in an unsatisfactory way. The term Ottawa tribe should be modified to Ottawa or Shawnee tribe to expand the possibility of securing a correct answer.

Scores on objective 11, "The student shall be able to defend or reject a statement which reflects a negative attitude toward the Indian, his culture, his way of life," will probably always remain low because of the complexity of the objective. Students are asked to defend or reject a value judgment. Multiple choice question 11, "Which of the policies carried out by past generations led to a problem for the Indian people today? (a) Indian people were moved from the plains to Georgia, causing the extermination of some parts of the tribe and the poverty condition of the remaining members. (b) Movement of Indian tribes to reservations distant from their homelands has caused much resentment. (c) The decision to kill off the large herds of buffalo has caused many people to die from malnutrition in the 1960's and 70's. (d) Failure to pay the Indians fairly for their land has caused many of the riots which have happened in the last couple of years in our cities" is extremely long, carrying on for over seven sentences. The judges felt the question could not be stated in a more direct way without destroying the integrity of the question. They also recommended additional questions be formulated for this objective. It did not seem right to either praise or condemn on the basis of one sampling.

Eighteen students did not try to complete any part of the fill in chart. These people prejudiced the scoring of this section by about 20 percent. When questioned, most of the students indicated they did not know where to start. The judges recommended the size of this exercise be reduced. Approximately one-third of the raw score was to be earned in this single exercise, covering three of the thirteen objectives.

Students generally achieved better on the multiple choice questions than on any other part of the test. They did not score particularly well on the map. Considerable emphasis had been put on map work in two of the three classrooms.

Unit II

The histogram for this unit was skewed sharply positive. More students scored from 80-85 percent on the test than in any other frequency group (see Appendix B, p. 155). General statistical data for Unit II are displayed in Table 2.

Table 2

Statistical Data Related to Student Performance on the Unit Test, Objective Success, and Success on Test Items for Unit II

	Performance	Objective	Item
Mean	65.81		
Median	69		
Mode	58		
Range	15-100	59-68	11-91
#U	22	0	8
#E	16	0	2
#P-G	66	6	38

The judges noted that the students achieved slightly lower on objectives 5 and 6 than on the other objectives. Multiple choice question 8 asked, "Which of the experiences stated below would most closely show the colonial practices of Spain, France and Holland in the New World? (a) Free men would be allowed to come over, buy the land, build their homes and set up their governmental institutions. (b) The Nobles could come over, buy small plots of land, build their homes and set up their governmental institutions. (c) The sons of noble families or soldiers who had been successful in war were given large blocks of land and were expected to establish new feudal estates in the New World for their Kings. (d) Serfs who complained about some injustice in Europe were shipped to America as prisoners to be slaves for the King." It was the only question related to objective 5 which ranked in the poor range. Information to satisfy this question was more difficult because of its length and level of reading difficulty. Selections a and b were extremely close discriminators. However, judges found the question to be basically sound.

The achievement rate on multiple choice question 6 was 32 percent. It read, "Among the reasons Europeans began to explore the world would have been (a) that princes and business men wanted to 'horn in' on the business opportunities of the city-states, (b) that man suddenly realized he had the capability to sail great distances so he did it, (c) that the sailors and their captains overcame their fears of the sea with the beginning of the Renaissance and Reformation, so they were more willing to go forth, (d) all of these responses are true." The question failed to discriminate fairly because students were not familiar

with the term "horn in". Selection b was difficult because the student had to make a value judgment as to how rapidly the term "suddenly" had happened, such as 50 years, 100 years, and so on.

Multiple choice question 10 sampled one of the harder learning tasks in the unit. The question read, "Among the reasons for the failure of most European nations to hold on to their colonies in America would be (a) They expected to transfer the Feudal ideas of life and land-holding to a new place. (b) Serfs weren't willing to stay on the new estates with so much free land close by. (c) All men, especially those with the courage to go to America, were reacting to the ideas of the Reformation and Renaissance. (d) All of these are true." The objective asks the student to consider three different colonial experiences. The question further complicated the issue by bringing ideas from two other objectives. The correct response was d. Discriminators a and b were concisely written and obvious. Selection c was poorly written. The term all men coupled with the terms Renaissance and Reformation made that discriminator difficult to work with. The 45 percent success ratio is probably more attributable to a lucky guess selection of d rather than discernible knowledge.

Multiple choice question 11 stated, "In this test, your teacher has often used the word REFORMATION. What does this term mean? (a) Reformation has something to do with the fall of Rome and the reforming of Europe under the various kings. (b) The Reformation had something to do with the religious teachings of Martin Luther and other Protestant leaders and their feelings about the Catholic Church. (c) The Reformation refers to that period of time when the middle class began to break

away from the kings and new ideas of "Democracy" were beginning in Europe. (d) All of these are true." Students could have had lower scores on this question because of the higher vocabulary level used. Teachers reported that students asked word clarification on this question more than on any other in the test. Selection c was particularly difficult as the students did not understand the meaning of the term "Democracy" when coupled with the concept of Divine Right monarchy. The question should be rewritten.

Multiple choice question 7 was neither a particularly difficult question nor particularly poorly written. It asked, "If you were going to discuss the reasons for the various nations having colonial claims in America you would have to say that (a) oftentimes the location of a claim was simply determined by where the winds and current took the boat, (b) most captains claimed the land wherever they landed, without really worrying about who had been there before, (c) who got what lands in America would eventually be determined by war, (d) all of these responses are true." The panel of judges felt the question should be left as is. The high percentage of student error on this question could be associated with student tendency not to finish reading a question when an obvious truth is found in the first choice.

Student scores on multiple choice question 13, and on Map #1 were low (see Appendix C, p. 235). The question read, "Most Spanish colonies were established in (a) Africa, (b) South America, (c) India, (d) North America." Students had the maps in two of the books used and had practiced on teacher made maps. Their work had apparently been done in an unthinking fashion. However, one student

explained that he had spent so much time studying lecture notes on the Reformation that he had not been able to study anything else.

The main teacher complaint on this unit centered around the lack of textbook and library backup on objective 1. "The student shall be able to state in writing the impact of the Feudal system, Crusaders, and the growth of the middle class Renaissance, and the Reformation led to the desire to seek new lands." One of the teachers had no college course work in the area. Students found it particularly difficult to take notes at this early stage of the school year. The concepts involved in the Protestant Reformation and the reason for the growth in Protestantism were difficult for the students to comprehend. They enjoyed the "story" of Henry VIII, Queen Elizabeth, and the Stuart family but found it hard to relate the importance of the events to themselves or to the colonial period in America.

The unit was found to be workable in the time allotted. Some revision in objective 1 or some in-service training on the time period may be necessary. Some additional purchase of reading material for students on the Renaissance, Reformation would be useful. Some short biographical sketches on some of the important men and women of the period, written on the 4-6 grade reading level, could make this unit a better learning experience for many students.

Unit III

The histogram for this unit is skewed toward the positive. More students scored from 76-80 percent than in any of the other class interval on the frequency distribution. Students scoring in the 86-90 percent range were within one point of reaching the same level on the

histogram (see Appendix B, p. 161). The statistical data relating to student achievement is found in Table 3.

Table 3

Statistical Data Related to Student Performance on the Unit Test, Objective Success, and Success on Test Items for Unit III

	Performance	Objective	Item
Mean	65.70		
Median	66		
Mode	72		
Range	14-100	47-68	23-94
#U	27	1	11
#E	23	0	3
#P-G	58	7	36

Student achievement varied considerably on each objective. The range was from 41 percent to 86 percent on objective 1. Students scored 41 percent on multiple choice question 9, "Had you lived in New England during Colonial times you would probably have (a) owned a large plantation and had numerous slaves, (b) either been a wheat farmer or a small plantation owner, (c) had a small farm in rocky soil or possibly been a fisherman, (d) all of these would have been possible." It was no more difficult than multiple choice question 1, "Which of the following statements are true when you compare English and French patterns? (a) The English tried to live off the land while the French tended to build solid settlements. (b) The English settlers were primarily Catholics

while the French settlers were Protestant. (c) The English settlers came to make money and then to return to England, while the French settlers came to stay. (d) Most Englishmen came to stay and farm, while the French came to get rich and then return to France." Pupils scored 81 percent on that item. Selections a and b on question 9 paraphrased textbook statements. Students who missed the question often argue that wheat was grown in New England, choosing to ignore the idea that there were no small plantations in that locality. Other students had done well marking d on previous exams. They began to use d--all of these--as their response whenever it appeared.

The second objective for this unit was sampled by the following questions: Multiple choice questions 2, "All but one of the following states were one of the original thirteen colonies. Which state was not one of the thirteen but was a colony of another country? (a) Florida, (b) North Carolina, (c) Pennsylvania, (d) Massachusetts.", 10, "All but one of the towns listed below would have been an original colonial settlement made by English settlers. Which town wasn't? (a) New York, (b) Plymouth, (c) Jamestown, (d) Savannah.", 13, "If you had been raised by a noble English family which had provided you with all kinds of money to go to the colonies to settle and buy a home, which of the colonial areas listed below would you have chosen had you wanted to have neighbors most similar to yours in England in terms of customs, religion and mode of living? (a) the New England region, (b) the Middle region, (c) the Southern region.", and question 21, "Americans weren't willing to go along with the Proclamation of 1763 because (a) They felt they had participated in the French and Indian War to be

able to settle in the Ohio Valley. (b) They didn't feel England had the right to stop them from settling behind the Appalachians. (c) Both a and b are true. (d) Neither a nor b is true." All of these were almost identical questions asking for a recall type answer with some deductive reasoning called for in 13 and 21. One asked for a state, two others a town, and one a geographical region. Students scored lower on all the towns than they did the states. Many of the students had memorized the placement of the states in previous years. Some may have seen little to gain by memorizing towns or new geographical regions. The judges felt the questions and the map exercises were sufficiently well written to be retained in their present form.

Both multiple choice question 21 and matching question 5 deal with the Proclamation of 1763. Lower test scores on these items came about as the result of teacher forgetfulness and curriculum booklet error. The Proclamation was talked about briefly in all classes two days before the test. Reading material relative to this item is found in Chapter 6 of the Laidlaw text, History of Our United States. This reading was not assigned because of an oversight in the curriculum booklet.

Teachers would have liked to have spent more time in this unit. The three week time line seemed quite short when the body of knowledge was considered. The emphasis on religious differences continued to be a problem for one of the teachers. The significance of the statement "In God we trust" to the people who lived in colonial times continued to escape many students.

Unit IV

The histogram for the unit is skewed toward the positive. The largest number of students in a given class interval in the frequency distribution was twelve. They fell in the 85-90 percent class interval (see Appendix B, p. 167). General statistical data for this unit will be found in Table 4.

Table 4

Statistical Data Related to Student Performance on the Unit Test, Objective Success, and Success on Test Items for Unit IV

	Performance	Objective	Item
Mean	63.97		
Median	62		
Mode	43, 61		
Range	22-97	43-77	4-97
#U	26	3	10
#E	18	0	5
#P-G	74	12	35

Objective 4 fell in the unsatisfactory category because multiple choice question 15 was poorly written. It stated, "He has erected a multitude of new offices and sent hither swarms of officers to harass our people and eat out their substance' is a quotation from the Declaration of Independence. Which of the laws listed below was referred to in this quotation? (a) The Tea Act. (b) The Quartering Act. (c) The Stamp Act. (d) All of these." The quotation used in the question

applies to only selection c. This point was covered in a lecture setting in three of the four classes. The panel of judges suggested that this question either be rewritten to give different choices in selections a and b or kept with selection d being recognized as a reasonable measure of student achievement for the age level.

Student achievement relative to objectives 14 and 15 could probably best be explained in terms of teacher error and student inability to comprehend the subject matter instructions. The objectives stated that, "The student shall be able to outline and explain the Treaty of Paris of 1783," and "The student shall be able to diagram and explain the change in boundaries of the U.S. following the war and place major geographical features on the diagram." The Treaty of Paris was covered in two of the textbooks used by the students. Teachers had not spent over five minutes in class discussion time discussing this aspect of the Revolution. They had spent more time on the various English laws, the Declaration of Independence, and the Revolution. Students were told to read and know the Treaty of Paris.

The score of objective 15 is particularly non-discriminatory as 38 of the 108 students did not attempt to write on the essay. Eighth and ninth graders typically seem to have difficulty with essay questions. The number of non-writers on this essay question would be typical of the percentage of non-writers on any essay coupled with an objective test given in the author's classroom in the past six years.

Students failed to score well on multiple choice question number 1, "Which of the responses below best explains the motives of the English Parliament for passing the various tax laws concerning the

American colonies between 1763 and 1775? (a) Parliament felt the American colonials were not citizens of Great Britain so they wanted them to pay more taxes. (b) Parliament wanted the American colonials to bear their fair share of the burden of running an empire. (c) The English King and Parliament decided to put more taxes on the American Colonies than on the British people because they could better afford to pay. (d) None of these are anywhere near true." Student scores probably reflected the difficulty of the concept tested. The question asks for a response to why a government taxes its people. The panel of judges noted that many people never master that concept. They felt the question as written was reasonable and should not be rewritten.

Students scored low on fill-in question 5, "What battle ended in defeat of the British in New York? The victory for the Americans encouraged France to enter the war on the side of the United Colonies." and map questions 1, 2, 5, and 8 (see Appendix C, p. 253). Each of these items required the student to identify a battle or a town site. Students had been given map work, book work, and board work to help them identify several locations. Several said they would never visit any of the places and regarded the location of towns as nit-picking. The panel of judges recommended these questions remain intact.

Teachers were frustrated by having to meet the fifteen objectives in the four weeks allocated for this unit. The teachers felt there was not adequate time to cover objectives 14 and 15. They recognized they spent possibly more class time than was necessary dealing with the concepts and ideas of the Declaration of Independence and in the military campaigns of the Revolutionary war. Possibly in these two cases not

enough trust was put in the students' ability to comprehend, and in the case of the Treaty of Paris an unreasonable request was made of eighth grade students.

Unit V

The histogram for this unit is skewed toward the positive. More students scored in the 75-80 percent frequency range than in any other group. There was one less student achieving the 65-70 percent range (see Appendix B, p. 174). Statistical data related to the unit is displayed in Table 5.

Table 5

Statistical Data Related to Student Performance on the Unit Test, Objective Success, and Success on Test Items for Unit V

	Performance	Objective	Item
Mean	65.72		
Median	68		
Mode	74		
Range	40-94	47-80	28-92
#U	17	1	6
#E	13	0	4
#P-G	78	14	40

Multiple choice question 16 read, "One of the reasons the American people insisted on a weaker executive branch in the Articles of Confederation was (a) They didn't want Congress to have so much power.

(b) The Judges in England had been able to give the people long prison terms. (c) The people didn't want to have another king. (d) None of these are possibly true." In analyzing the question, the panel of judges indicated lower scores on this item probably were caused, in part, by the students' inability to define terms such as executive, congress, and judges, complicated by the selection d--all of these. They did not recommend the question be rewritten because an understanding of the unit and what has gone on before is predicated on the understanding of the terms and concepts presented in the question.

Student success on multiple choice question 5 was lower than other items sampling objective 5. The question read, "Only one of the men listed below was a leader in the Second Continental Congress and was later a leader in the Constitutional Convention. Who was He? (a) Benjamin Franklin, (b) Thomas Jefferson, (c) William Clark, (d) Samuel Adams." Analysis of the question indicated three very close discriminators involved in the question. No rewrite was indicated by the panel of judges because they thought the item was fairly presented.

The success ratio for objective 6 was lowered by student achievement on multiple choice question 18. It read, "The sentences below all describe compromises which were reached as the delegates tried to structure the Constitution. Which statement describes the major compromise in the establishment of the structure of the Congress of the United States? (a) There shall be no slave trade after 1808. (b) The Southern states may count $\frac{3}{5}$ ths of their black population for representation. (c) The powers of our government shall be divided between three branches, each having a check and a balance on the others. (d) There shall be

two houses in the Congress, one of which will have its seats divided up on the basis of statehood and the other by population as the representatives are selected." The question asks the student to pick out the "Great Compromise" from a listing of four compromises. The panel of judges found the wording level harder on the four selections of this question than some of the other items. A revision was not suggested because the idea structure necessitated larger words to convey the meaning of the concepts tested. It was determined that all the words involved had been used in three of the four experimental classrooms and were used in the Laidlaw textbook, History of Our United States.

Objective 10 stated, "The student shall be able to identify the main geographical areas for support or rejection of the Constitution and the reasons for the different attitudes." This is a particularly difficult objective to reach for two reasons. The textbook, published by Laidlaw, devotes three sentences to the federalist - anti-federalist arguments surrounding ratification of the Constitution. The arguments surrounding this event in history may well be above the heads of many eighth graders. Allyn and Bacon's text has an excellent section dealing with the Constitution, but the reading level of this text was found to be well above the ability of most of the students. Reading the book to them while taking the time to define words made the lessons hard and boring. The panel of judges felt that the tenth objective should either be rewritten or that simpler supporting material should be developed. The strategies suggested for this objective are unworkable within the time period set aside for the unit.

The teachers recognized a need for more of a background in government than some of them had. Some had no preparation or background on the ideas of Montesquieu, Locke, Rousseau and so on. Some were quite defensive about their ability to teach some of the objectives, such as objectives 4, 7, and 10, which deal with background problems of the Constitutional Convention, structure, and theory of the Federal Government. The material to reach objectives 13 and 14 is found in Chapter 9 of the Laidlaw text. These objectives should be moved to Unit VII or the page numbers of the material added to the text list for Unit V.

Students probably scored a little better on this test for two reasons. They were made aware of their quarter class standing prior to the examination. This was to be the last test of the semester. Shortly after this test was given the seating arrangement was changed. The writer noted that some students' achievement dropped as the result of the movement to a new location in the room.

Unit VI

The histogram indicates student achievement was skewed toward the positive. The students achieving in the 65-70 percent class interval group outnumbered those in any class interval in the frequency distribution (see Appendix B, p. 181). Other statistical data relating to Unit VI are displayed in Table 6.

Objective 1 stated, "The student shall be able to explain what international pressures caused France to sell the Louisiana Territory to us at a very reasonable price." Relevant information is not available in any textbook at hand. Some teachers lacked preparation in the

Table 6

Statistical Data Related to Student Performance on the Unit Test,
Objective Success, and Success on Test Items for Unit VI

	Performance	Objective	Item
Mean	66.43		
Median	68		
Mode	52		
Range	14-94	42-68	16-90
#U	12	2	11
#E	14	0	3
#P-G	80	8	26

Napoleonic period of European history. Low student scores on this objective seem reasonable in light of these two facts. The students often had trouble on objectives when they had to rely solely on lecture notes.

Multiple choice question 11 read, "France came to hold the Louisiana territory because the Spanish had been beaten in a series of battles. She sold the land to the U.S. because (a) Napoleon was making plans to take over Europe. (b) The French navy had been defeated at Trafalgar. (c) The French would rather see the Americans get the land than the English. (d) All of these are true." This question calls for a real background in Napoleonic history as does fill-in question 1, "What political upheaval in France led to the rise of Napoleon, and then to the Louisiana Purchase?" It was the recommendation of the judges that objective 1 either be deleted or that materials be found

to help both the teachers and the students reach the objective. These two questions should be deleted until these conditions are met.

Students scored lower on multiple choice question 12 than on the other items sampling objective 3. The question was, "The settlers in the Ohio developed a unique system of transportation for their corn crop. They distilled it into whiskey because (a) the Americans didn't need any more corn for their hogs. (b) The settlers couldn't be sure of getting their crops to market by using the Mississippi River. (c) A liquid product is easier to pack and carry down roads than bulk grain. (d) None of these are true." Selections b and c are both correct. The teachers had identified only response c in correcting the exam. The judges recommended the question be rewritten.

In the same way students scored well on four of the five items sampling objective 3. Multiple choice question 13 was, "One of the states listed below was entirely included in the boundaries of the Louisiana Purchase, while the other three were only partially included. Which of the states is completely included in the lands we bought in the Louisiana Purchase? (a) Oklahoma, (b) Colorado, (c) Mississippi, (d) Montana." Selection a requires the student understand the significance of various boundary changes and the land claims of several nations. The textbooks and maps used do not emphasize the material sampled. The judges indicated the discrimination level of the item could be maintained but the reliability improved by inserting Kansas in the place of Oklahoma in selection a.

The students scored in the unsatisfactory range on multiple choice question 5, "Three of the four statements below are true. One

is not. Which statement is incorrect? (a) Lewis and Clark explored and mapped almost all the land within the Louisiana Purchase. (b) Lewis and Clark didn't find a major trail for immigration to the West. (c) Lewis and Clark were successful in bringing back to the U.S. many samples of wild and plant life from the Louisiana Purchase. (d) Lewis and Clark expanded the American claim to the Oregon Country." The question asks the students to pick out the statement which is false in the four selections, and students who missed the question failed to finish reading the opening statement before selecting an answer. The judges felt the question was reasonably stated. Also, on matching question 1, which asks the students to identify Major Long, the judges recommended the question either be deleted or rewritten as Major Long is not mentioned in any of the textbooks available. Only the teacher who had a course in frontier history had ever heard of him. The judges recommended Major Long's name be deleted from the curriculum.

Objective 7 requires the student to demonstrate knowledge of battles in the War of 1812, their location and importance to the outcome of the war. The judges felt that multiple choice question 7 and fill-in items 8 and 9 reasonably sampled the material available. The text of the questions follow: "One of the great battles of the War of 1812 was the Battle of New Orleans. Which of the statements below are correct when you consider this battle? (a) It was one of the first battles of the war. (b) The British were soundly beaten by the Americans under Andrew Jackson. (c) After the Battle of New Orleans the British burned the White House in Washington, D.C. (d) All of these are true.", 8, "Name the man who paved a pathway to the Presidency of

the United States with his actions in the War of 1812," and 9, "What treaty ended the War of 1812?" The judges agreed that these items need not be rewritten even though students scored in the unsatisfactory range. It was felt that student scores reflected an inattention to detail on their part.

Objective 10 requires the student to understand the background involved in George Washington's decision to plead for American neutrality in world affairs as he left the Presidency. The arguments involved are complex. The panel of judges felt student achievement on this objective could be expected to be low. They stated the objective should continue to be a part of the curriculum. They recommended selection a of multiple choice question be rewritten to more clearly state the correct answer at a lower reading level.

Teacher frustrations have been covered in the discussion of the objectives and questions.

Unit VII

The histogram for this unit more closely approximates a normal curve distribution than many of the earlier ones. Students scored most often in the 65-70 percent class interval in the frequency distribution (see Appendix B, p. 187). Statistical data are displayed in Table 7.

The judges expressed alarm when the statistics for this unit were presented. The fact that over one-third of the students had failed by performing in an unsatisfactory way was particularly distressing. Teachers were particularly critical of the number and difficulty of the objectives involved in the unit. The judges recommended a study be performed to secure either increased time for the unit or that the

Table 7

Statistical Data Related to Student Performance on the Unit Test,
Objective Success, and Success on Test Items for Unit VII

	Performance	Objective	Item
Mean	58.22		
Median	58		
Mode	42, 65, 68		
Range	16-95	42-67	10-89
#U	38	2	21
#E	7	0	2
#P-G	63	11	36

scope be reduced to more workable levels. Six of the twenty-one sample items which the students scored in an unsatisfactory fashion are found listed under objective 2. Three of these items are improperly classified under that objective. Matching questions 10, 12, and 13 could be better used to evaluate student success for objective 5, "The student shall be able to show how Americans developed their own social classes separate from the social classes of European society." All the questions above and their responses were judged reasonable because each was covered in the same way by the text and in classroom work.

The judges found the following items to be reasonable in context and form: Multiple choice questions 2, "John C. Calhoun is known for (a) his distinguished career as a general in the War of 1812, (b) his stands in support of slavery and other Southern institutions, (d) his efforts to strengthen the Federal government at the expense of the

States' powers, (d) his total disregard for the rights of the people in implementing his plan for another national bank.", and 15, "The national leader of the early Nineteenth Century who so ably represented the needs of the Northern section of the nation was (a) Henry Clay, (b) Daniel Webster, (c) John C. Calhoun, (d) Aaron Burr.", and matching question 5. The judges felt the students lost sight of these elemental facts in their rush to complete this unit.

Student achievement on fill-in question 3, "What was one reason the Anti-Federalists opposed the First Bank of the United States?" was lower than the scores in the other items sampling objective 3. The judges felt the question was reasonable. They noted that the students were beginning their fourth page of the test by the time they reached this item. The pressure of the clock and the realization they had two pages remaining in the test could have been a factor in the lower scores.

Unsatisfactory scores were registered on seven of the fill-in questions. The judges reviewed all the questions and found the material asked for was reasonable. However, three questions seemed to confuse students. They were fill-in questions 1, "Which American leader of the early Nineteenth Century would win the "hate Indian" award if you studied the impact of his Indian policies on those people?", 13, "What policy of President Jefferson's irritated the Northern states mentioned above so much to cause them to take this kind of a drastic action?", and 17, "Name three parts in the U.S. which would have been logical points of debarkation for immigrants coming from Europe between 1800 and 1840." Teachers suggested they be rewritten to cut down on the amount of classroom traffic during the period. The judges concurred. Fill-in questions

require students have a particular piece of knowledge. Results on these types of questions were typically low. Eighteen students failed to attempt any of these questions, prejudicing the results on that section of the test by near 20 percent.

Scores on multiple choice question 19 approached the 50 percent mark. It asked, "Which of the following statements is true when you consider the relationship between the North and the South at the beginning of the Nineteenth Century (1800-1825)? (a) The South was developing many new industries around the crop of cotton and was beginning to challenge the North in the production of cloth. (b) The South was becoming more of an agricultural region which bought finished products, while the North was becoming more of an industrial region which bought raw material. (c) The South was becoming the transportation hub of the U.S. because of the Mississippi while the North failed to develop a transportation system. (d) All of these are true." Objective 6 stated, "The student shall be able to identify the beginnings of conflict between the agricultural needs of the South and the industrial needs of the North." The judges indicated both the objective and the question were reasonable and need not be changed. They felt student scores reflected the difficulty of the conceptual structure, and the length and reading level of the question.

Multiple choice question 7 read, "Which of the statements below illustrates one reason industry developed in the North? (a) There weren't any good farmlands in the North or West, so the people had to turn to industry to make a living. (b) The South was made up of a lot of rich farmers who didn't know how to build anything so they made a

big market for Northern industrial goods. (c) The Northern section of the U.S. happened to be blessed with large quantities of natural resources and a good supply of water power. (d) Answer a and answer c are both true." It was judged to be poorly constructed. Answer a is true except for one word. Answer d supports answer a. The level of discrimination was found to be unreasonable. A revision of the question was called for.

Students scored low on multiple choice question 22, "If you were like Daniel Boone and were willing to move anytime you could see the smoke of your neighbor's chimney, by the year 1830 you probably would have been forced to move (a) near the base of the Rocky Mountains in the present state of Colorado, (b) somewhere in California, probably in the Sacramento Valley, (c) somewhere along either the Mississippi or Ohio Rivers, (d) somewhere on the Eastern slopes of the Appalachian Mountains in the present states of Florida, Georgia, and North Carolina." The question requires them to take a current concept and relate it to their understanding of geographical features. Students were apparently not able to accomplish both tasks. The judges recommended the question not be changed. It was the consensus that students should have practice transferring knowledge from one situation to another one.

The judges agreed that objective 10 was over emphasized in the test. It stated, "The student shall be able to explain the significance of the Hartford Convention." Text material for this objective is limited to one paragraph. The paragraph is not enumerated in the prescribed reading material. Poor student achievement was probably related to a lack of input from both the teacher and the text.

The name Daniel Shay in matching question 1 does not correspond with selection k which stated "Led a rebellion related to the excise tax on whiskey." Multiple choice question 6 read, "A Southern planter would look upon the slave as (a) an equal, guaranteed rights under the Constitution, (b) a farmer would look upon a piece of farm machinery today, (c) an industrialist in the North would look upon an indentured servant, (d) all of these are true." The judges noted that selections b and c did not fit into the flow of the question. It was recommended that both of these questions be rewritten.

No comment will be made regarding the unsatisfactory student achievement on objective 13. The two questions which dropped the achievement percentage into that group have been covered in the comment relative to the fill-in questions.

Teachers were generally dissatisfied with this unit. Students had the heaviest reading assignment, almost three chapters, as well as one of the heaviest objective responsibilities of the year. Teachers were dissatisfied with the amount of work required of the students in the time given. The unit was taught in an impersonal, college lecture fashion because of the time limitation imposed.

The students appeared to be experiencing the normal mid-year end slump having just completed the first semester's work. The unit split the semester grading period in half.

Teachers taught the same facts on the Utopian movement, digging out the test to see what was covered. The Utopian movement is not covered in any of the textbook materials nor are there any materials available in the school library. It was agreed that the objective

dealing with the Utopian movement, 11, should be dropped or materials secured to teach it adequately.

The judges agreed that the test was too long for the average student to complete in one hour. They did not feel it could be shortened unless the objective responsibilities were reduced.

It became obvious to the judges that many of the poorest teaching and testing techniques were used to complete this unit. The judges would set the revision of this unit as one of the first priorities in the curriculum.

Units VIII and IX

The histogram indicates the largest number of students scored in the class interval between 50-55 percent in the frequency distribution (see Appendix B, p. 193). Statistical data related to student performance on Units VIII and IX are displayed in Table 8.

Table 8

Statistical Data Related to Student Performance on the Unit Test, Objective Success, and Success on Test Items, Units VIII and IX

	Performance	Objective	Item
Mean	58.40		
Median	57.5		
Mode	54, 59		
Range	19-22	32-77	19-93
#U	30	7	16
#E	7	0	2
#P-G	70	20	34

Unit VIII was combined with Unit IX to make a more reasonable testing time line. Unit VIII was to have been covered in one week, according to the curriculum. It would have been more desirable to put Unit VII and VIII together, making a three week testing unit. The decision to not combine VII and VIII was made because of the number of objectives in these two units. Teachers expressed a desire to have the longer time to work on the objectives of Unit VIII. This would be possible only if it was included in Unit IX.

The panel of judges questioned the validity of maintaining Unit VIII. Andrew Jackson was included as a separate unit largely because three of the surrounding colleges offer course work on the "Age of Jackson." The judges recommended the whole unit be deleted as most of the teachers currently involved have not had the course. Further, they postulated the specialized in-depth treatment of this one President was unwarranted in view of the fact that the historical period through 1877 contains the administrations of a number of outstanding presidents such as Washington, Adams, and Lincoln. None of these are featured in a separate unit. The judges recommended the objectives for Unit VIII be modified and put into a new Unit VII.

Teachers noted there was inadequate text backup to teach a number of the objectives as currently written. The total text backup is two sections in one chapter of Laidlaw's text, History of Our United States. The average student could read both sections in half an hour. It was found there was insufficient material in both the text and the library to cover the current objectives.

Materials now available adequately cover objectives 1, 2, 3,

without the Peggy Eaton Scandal, 4, 5, 6, and 7. The judges recommended the curriculum be revised to limit the study to these unless new materials could be found to complete the others. They felt the scope of objectives 2 and 6 could be reduced. They stated, "The student shall be able to evaluate the attitude of Andrew Jackson toward the Indian, business, and the frontiersman in terms of the impact of these ideas on the United States.", and "The student shall be able to compare and contrast Jeffersonian Democracy with Jacksonian Democracy.", respectively.

Questions concerning objectives 8 and 9 were ruled unreasonable because of the lack of material and teacher training to adequately meet them. They stated, "The student shall be able to compare the technological, industrial, economic, territorial, and transportational positions of the U.S. in this era with the Revolutionary period." and "The student shall be able to recognize and trace on a map the major sources and direction of settlement of immigrants during this time.", respectively. Low scores were found on fill-in questions 1, "Name two of the men who were opposing Andrew Jackson in the election of 1824." and 3, "Who developed a reputation in Congress during the 1820's to 50's as the "Great Compromiser?" The judges felt these questions were both reasonable. Low achievement levels by students could probably best be explained by a lack of attention to the details tested in either textbook reading or classroom discussion or both.

Unit IX proved to be teachable. Adequate materials were available to reach all objectives except objective 8, "The student shall be able to recognize the prominent military and political leaders of both sides, such as Polk, Benton, Santa Anna, Scott, etc., and make an

evaluation of their success or failure." Teachers tried three different methods to help the students learn the biographical material indicated; individual student reports, lecture, and lecture discussion. Apparently none of the methods were effective. The mean student achievement at 42 percent was skewed upward by one score of 71 percent on fill-in question 10, "The leader of the Mexican forces during the wars with Mexico was?" Mean for the other three questions was 32 percent (see Appendix B, p. 195). After they had analyzed the questions related to objective 8, the judges agreed they were stated in a direct way. All three sought a recall type response. The judges recommended the questions involved not be rewritten. They recommended biographical material describing the men enumerated in the objective be sought out for classroom use.

Multiple choice question 12 was found to be poorly written. It stated, "Which of the following statements is true as you look at the war between Texas and Mexico? (a) The war started because the Mexicans failed to live up to their original agreements. (b) The Mexicans were at fault in the war for Texan independence because they killed a lot of innocent people at the Alamo. (c) The Texans felt that their going to war with Mexico was justified because the Mexicans had stopped American immigration into Mexico. (d) None of these are true." Choices a and b both involve value judgments and semi-truths. A good backup case for either selection could be put together by a student. Choice d was true. Students showed continued frustration when the "correct" answer was given by the teacher.

Student scores were low on objective 3, "The student shall be able to defend or criticize the Texans' reasons for going to war with

Mexico." Achievement will probably always be lower than average on this objective because the student is asked to defend or criticize a group's actions. To answer the question they must be able to bring together the arguments, impersonally pick a side, and then justify that decision. The judges felt this task would probably not be possible for all children in the experimental group. They did not request a revision on the objective because they thought the training involved in attempting to solve the requirements of the objective and in the post-test discussion would be valuable to students. The judges did not feel fill-in question 7 needed revision. It read, "Name one of the men who would have been held responsible for starting the war between Texas and Mexico had Mexico won." The reasoning for this decision was similar to the reasoning used in the discussion of objective 3.

Items testing objectives 6 and 7 yielded a wider range of student performance. They stated, 6, "The student will be able to apply the thoughts behind the term Manifest Destiny to the Presidency of Polk, his campaign and the war.", and 7, "The student shall be able to criticize or defend the American attitude during and prior to the Mexican War which contributed to that conflict." Multiple choice questions 15 and 16 were probably more difficult than the average question. They read, 15, "President Polk showed he was a supporter of the ideas of manifest destiny by (a) Forcing the Indians out of the lands beyond the Mississippi, (b) Causing the French and Spanish to give up their claims against Texas and Mexico, (c) Fighting the Mexican War and securing the Oregon Country for the U.S., (d) By doing all of the above.", and 16, "You could support the contention that the U.S. wanted to go to war

with Mexico in the 1840's by pointing out that (a) The American army was stationed on land claimed by both Mexico and the U.S. (b) The American Army led by General Scott invaded Mexico before war was declared. (c) The Forty-niners pushed into California before the treaty was signed. (d) None of these are true." None of the discriminators provide obvious answers. Both ask the students to explain a concept. The judges did not feel either question needed to be rewritten. They felt the questions gave the better students an opportunity to use their intellect.

Multiple choice items 24 and 27 read: "When you look at the history of the Mormon Church, you can say that (a) The founder of the church, Joseph Smith, was killed by a mob. (b) Most of the Mormons sought Zion as a means of getting away from the religious persecution which had been going on. (c) Many of the Mormon people made some money by dealing with the easterners going west along the California trail. (d) All of these are true.", and "If you had wanted to identify the claims of the U.S. and Britain to the Oregon Country before 1845, you could say that (a) Britain could use the exploits of the Mountain men to justify their claims. (b) The U.S. could use the work of the Hudson Bay Company as part of its claim. (c) The U.S. could use the work of the Protestant missionaries to strengthen its claim. (d) All of these are true." Fill-in items 14 and 15 read, "The main leader for the Hudson Bay Company in the Oregon Country was?", and "Name the leader of the Mormon Church who led his people to 'Zion'." These items test materials which were covered during class discussion. The concepts tested were discussed in the assigned readings. The judges felt the

students either did not do the reading or failed to carefully study the material at hand. The test items ask for readily available recall material. The judges felt the questions were reasonable.

Many of the objectives in the two units were insufficiently tested. The determination of student achievement on objectives 10, 11, 13, and 18 was based on response to a single question (see Appendix B, p. 196-97). The length of the test, caused in part by the large number of objectives to be covered, was criticized by the teachers. They would oppose any more questions being added to the test. Some students were not able to finish the examination in its present form. If the recommendation for revising unit 8 are followed, there would be room for additional test questions covering Unit IX.

Unit X

The histogram indicates about equal numbers of students performed in several class intervals ranging between 30-90 percent in the frequency distributions. The largest number of students performing in a class interval are found between 55-60 percent (see Appendix B, p. 201). General statistical data related to Unit X are displayed in Table 9.

Prior to this test students had more trouble with the fill-in questions than with any other sampling technique. Five questions in the unsatisfactory range were found both in the multiple choice and matching exercises. Only one fill-in question was found below 50 percent.

The matching exercises required the student to match one of the important political personalities of the era with one of their achieve-

Table 9

Statistical Data Related to Student Performance on the Unit Test,
Objective Success, and Success on Test Items for Unit X

	Performance	Objective	Item
Mean	61.26		
Median	62		
Mode	60,66		
Range	27-95	33-78	23-92
#U	31	3	13
#E-G	66	15	35

ments. Each person mentioned in the exercise was fully discussed in one of the texts and oftentimes in class discussions. Each discriminator was found to be carefully written.

The judges asked teachers to contact the failing students to find out some of the reasons for failure. Eleven had not passed any test throughout the year. Twenty-two admitted they had not read the textbooks or studied their notes the night before. This test was given near the end of April. Teachers often notice a decline in production at this time. Warm days and longer evenings seem to work against the urge to do one's homework. Several families took their vacations during this and subsequent units. Their children tended to score lower in unit tests following their return.

Multiple choice question 5 was judged to be poorly written. It read, "The statement that 'The North opposed all forms of slavery in

1840' is (a) true because everyone in the North did oppose slavery of any form. (b) False because many people in the North also owned slaves. (c) True because all Northern States had passed laws abolishing slavery by that date. (d) False because Northern slaves always worked on the ships, not on the farms." The date 1840 used as a clue was too close to the breakoff point for northern opposition to slavery. Choices a and c had to be ruled out on the basis of the words everyone and all. The judges recommended this question be rewritten.

Objective 8 states, "The student shall be able to compare the problems and needs of agriculture with those of industry." It requires the student to make a comparative analysis of the needs of an agricultural versus the needs of an industrial society. Multiple choice question 8 asked the student recognize the need for a cheap labor force in all sections. It read, "Which of the statements below is true when you consider the needs of all the sections of the U.S. between 1840 and 1860? (a) All sections needed growing numbers of people who would have to work for little or nothing. (b) A declining ability of the South to produce a good grade of cotton caused widespread depressions in the factories of the North and West. (c) Without the surplus of food produced in the West the people of the North and South would have starved to death. (d) Both selection a and selection c are true." The judges felt the question was reasonably stated. Choice a could be rewritten to raise the student success ratio if that was desired.

Multiple choice question 12 read, "Many people have said that the Missouri Compromise was a fairly workable agreement. If you wanted to show that this statement is basically true, you could say that (a)

This compromise established the idea of popular sovereignty, satisfying the needs of the planters in Florida. (b) This compromise satisfied the needs of all the sections by limiting the growth of slavery to the lands above 36°30'. (c) Kansas and Nebraska were both let into the Union as slave states. (d) Both the North and the South had supporting states added to their rolls in Congress." Many students incorrectly chose response b. The statement is completely true with the exception of the word "above". Most students felt this was a "trick" question. The judges recommended choice b be rewritten to remove the single word discriminator.

Students could have scored in the unsatisfactory range on multiple choice question 15 because of the complexity of the words and ideas. It read, "The Republican party came into existence shortly before the election of 1856. Among the popular frustrations which led to the formation of this new party could be listed (a) The unwillingness of the established parties to take a stand on the issue of slavery. (b) the gradual realization on the part of Northerners and Westerners that their economic and transportation needs were similar. (c) The gradual extension of the factory system coupled with climatic conditions which hindered the development of slavery in the North and West. (d) All of these are reasonable reasons for the formation of the Republican Party." The question could be improved by rewriting choice c. The choice contains two thoughts. Either thought would be fine alone, together they tend to confuse students.

Multiple choice question 18 requires the student to use a deductive process to reach the correct answer. It reads, "President Lincoln

was elected to office in 1860. The three men who had held the office before him were Presidents Fillmore, Pierce, and Buchanan. These Presidents had (a) Stated they would not stand for the abolition of slaves at any time. (b) Stated they would favor the maintenance of the Union and work on compromises dealing with the issue of slavery. (c) Refused to have slavery anywhere north of the Mason-Dixon line. (d) Had failed to offer any leadership on the issues involved in the slavery or tariff controversies." Objective 18 asks students to evaluate the administration of three Presidents. Both the objective and the question ask the students to use higher forms of reasoning than the recall process. The judges found both the objective and the question to be reasonable learning requirements.

Teachers felt there was insufficient bibliographical material to meet the unit objectives. They were disappointed in the overall student performance. Teachers felt student scores reflected a lack of effort on their part. They felt that both the test and the unit as a whole were basically usable and fair in their present form.

Unit XI

The histogram for this unit is skewed toward the positive. More students scored in the class interval of 70-75 percent than any other (see Appendix B, p. 208). High scores on this unit probably reflect the amount of background material found in almost every media. Students traditionally do well on this popular period of history. Statistical data relating to Unit XI are found in Table 10.

Students scored in an unsatisfactory way on twelve questions. The judges found all of the questions but multiple choice question 20

Table 10

Statistical Data Related to Student Performance on the Unit Test,
Objective Success, and Success on Test Items for Unit XI

	Performance	Objective	Item
Mean	68.94		
Median	70.5		
Mode	84, 90		
Range	14-98	58-86	24-96
#U	14	0	12
#E	19	1	14
#P-G	74	12	46

to be reasonably stated. Each of the questions in the unsatisfactory range was covered in the reading material and in classroom work. It is possible that another group of students will identify these items as being more important. It was postulated that something as insignificant as a change in a teacher's facial expression could make a difference in future student performance.

Students seem to do less well on chronology questions. If a student misses one item a second item is also missed. The judges stated the ability to place events in some sort of a time scheme is one of the skills required in many occupations. They did not feel the objective need to be rewritten.

Multiple choice question 20 read, "The Civil War provided a training ground for many people to learn how to be inhuman to other

humans. One place where you might look to prove this statement true would be to (a) study the records of Andersonville, (b) study the life of Jesse James, (c) study the history of Sherman's March to the Sea, (d) all of these may help establish the idea, (e) none of these are relevant." It had five discriminators instead of the usual four. The selection e was added for no particular reasons. Many students selected e because of its novelty without thoroughly reading the question. Further, neither the life of Jesse James nor the troubles at Andersonville were thoroughly covered in either the written material available or classroom lecture. The judges recommended the question be rewritten.

Teachers were generally pleased with the materials available. The objectives could be reached with the materials currently on hand.

Unit XII

The histogram for this unit is skewed toward the positive. More students scored in the class interval 60-65 percent than any other. A second class interval with a high population was 75-85 percent interval on the frequency distribution (see Appendix B, p. 214). Statistical data related to Unit XII are displayed in Table 11.

This unit will always be a frustrating one to teach because it is the last one of the year. The spring weather in 1974 was abnormally cool. Students did not have to face terribly hot classrooms as they tried to finish their school year. Year-end confusion will always be a part of this unit. Teachers were surprised students did as well as they did on this exam.

Teachers felt the unit was too ambitious for the two-week period prescribed by the curriculum. They felt harried trying to deal with

Table 11

Statistical Data Related to Student Performance on the Unit Test,
Objective Success, and Success on Test Items for Unit XII

	Performance	Objective	Item
Mean	64.35		
Median	65		
Mode	58		
Range	27-89	50-81	6-93
#U	16	0	9
#E	4	0	7
#P-G	85	16	32

sixteen objectives in about eight teaching days. The instructors noted most of the pertinent reading material is found in the Allyn and Bacon text. Both this text and The Promise of America series were issued in classroom sets. Students were given thirty minutes each period to work on the reading assignment. Most of them complained they did not have sufficient time to finish the readings. They continued to have difficulty with the Allyn and Bacon text.

There seemed to be material on hand to meet the objectives. The judges recommended the total time sequence for all the units in the curriculum be studied. They noted several units have seemed to be overly ambitious for the time sequence prescribed.

The judges stated multiple choice question 15 was fairly stated. It said, "When you consider the North in the Reconstruction period, it

is safe to say that (a) only the Northern carpetbagger made any money. (b) There was also economic confusion in the North because there weren't enough jobs for the returning veteran nor the immigrating blacks. (c) Only the rich experienced a moment of difficulty as they lost some money as their factories were re-tooled. (d) None of these have any truth in them." The judges found there was adequate material to answer the question correctly from textbook sources, as well as true-false questions 1 and 14, which stated "Edwin Stanton, a Radical Republican congressman, wanted the Northern troops to occupy Southern states to enforce the Thirteenth Amendment.", and "A tenant farmer generally agreed to plant a given area of land to some kind of a crop in return for a vegetable garden, housing, seed and a share of the profit.", respectively.

It was recommended that seven other questions either be rewritten or reorganized. The judges recommended the texts of multiple choice question 7 and fill-in question 14 be consolidated on a single page. They read, "Following the Civil War blacks living in the North (a) found that they were generally looked down upon and discriminated against in the finding of jobs. (b) Found that they were treated as equals, like any other citizen and laborer. (c) Found that they were generally looked after by generous welfare programs which took care of their needs. (d) Found that they were generally discriminated against in schools, but were given equal opportunities in housing and employment." and "If the blacks in the South had a tough time adjusting to the conditions after the war, which class of people in the North would be hard hit by the economic upheaval following that conflict?", respectively.

Multiple choice questions 6 and 17 read, 6, "Among the events which occurred as the 14th Amendment to the Constitution was adopted was (a) a raising of the militia in the Southern States to fight the law. (b) A rehash of the states' rights arguments in the South which led Radical Republican leaders in Congress to believe even more that the South hadn't learned its lesson. (c) A march on Congress by the freedmen who didn't agree with the law. (d) A general decline in black election participation in the North.", and 17, "If you had wanted to compare what Northerners said about what should happen to the newly freed black with what he did in his cities with those people, you could correctly say that (a) The blacks were really much better off in the North during Reconstruction. (b) The two thoughts were the same. They took care of the poor blacks in education, housing, and employment. (c) The Northerner expected the Southerner to do what he was unwilling to do when the chips were down. (d) None of these are true." These items should be rewritten. The correct answers, b and c, respectively, are confusing to read because of the use of large words. All the responses on both questions should be redone to clear up the ideas expressed. Fill-in question 9 asked, "How much land was each black person to get in the Southern states under the Homestead Act?" It should be dropped from the test because the Homestead Act is not covered in any of the reading material. The growing frontier will be taken up in the eleventh grade. The Homestead Act probably would be more meaningful at that point than it is when studying Radical Reconstruction. Finally, fill-in question 15 does not state specifically what piece of information was required. It reads, "Name one real accomplishment that the people who took part

in the Southern Reconstruction experience could point to with pride." Some students answered true or false. One answered "your guess is as good as mine." Several students asked the teachers to clarify the question. The judges ruled it should be rewritten.

Evaluation of Textbook Material

In the analysis of data by unit, teachers found some of the objectives to be historically sound but unreasonable when the materials at hand to teach them were reviewed. Classroom sets of short, interesting biographies on most of the leaders identified in the curriculum would improve the curriculum. Teachers felt the inserts or personal insights in the Laidlaw text, History of Our United States, to be useless when students were asked to explain the leadership the people of a given time period valued. The teachers and judges thought that most objectives could be adequately covered with the textbook material on hand.

The three main sets of textbooks purchased for the curriculum met with varying degrees of teacher/student acclaim. Laidlaw's History of Our United States has been the basic encyclopedic text used in the District for the past ten years. It seems to adequately cover most of the historical periods, but it lacks in-depth reporting on some of the specific incidents such as the Constitutional Convention. The teachers could not find any new text which would be an improvement in instructional material for the time periods the curriculum deals with. Students neither complained about nor praised the format or readability of this textbook.

Students particularly enjoyed reading and working with the Promise of America series published by the Scott Foresman Publishing company. According to the publisher, the series was designed for students with a reading disability. Consequently, most students could pick the books up and read them with ease. The historical periods covered by the series seem to be written in a scholarly fashion, at a reading level most students can comprehend. The illustrations, graphs, and maps, are particularly well done. Teachers found these books to be particularly helpful on some units, such as Reconstruction, the Civil War, and the Revolution.

Allyn and Bacon's book, People Make a Nation, was developed largely from the materials brought together by Dr. Edwin Fenton, et al. The text cannot be faulted for its scholastic purity or its historical accuracy. Teachers found the students had difficulty reading the primary documents in the book. This eighth grade class could not effectively handle the vocabulary used by men like John Locke, or Thomas Jefferson, or Miles Standish. Even after they had been led carefully through some of the reading selections, they were more often than not mystified about what had been said. Generally, only one or two students in each class could accurately summarize and evaluate what had been said. These observations tend to lend some credence to the question posed by Peter B. Dow when he said, "The big question in many eighth grade classes is if they are intellectually ready for the concepts."²³ The reviewer of the Greater Cleveland Social Studies program in the same issue of

²³Peter B. Dow, "Educational Development Centers Social Studies Curriculum Program," Social Education, 34:393 (April 1970).

Social Education expanded on Mr. Dow's concerns by indicating that some of the new social studies materials may be predicated on an "overestimation of talent, particularly for average and below average students."²⁴

Evaluation of Cumulative Unit Test Data

Students registered complaints throughout the year concerning the difficulty of the unit tests. The school received parental calls of inquiry and the Principal and Counselors fielded questions and complaints relative to the "college level tests." The other experimental teacher voiced irritation at being bound by the curriculum and the testing sequence, while the teachers at the control school were allowed to teach and test as they saw fit.

Table 12 indicates the students may have been justified in their complaints. The table indicates 23 percent of the student body scored in an unsatisfactory way on the unit tests given throughout the year. Translating the overall test results into the grading system used, 23 percent of the students failed, 18 percent receives "D's," 33 percent received "C's," 18 percent received "B's," and 9 percent received "A's." More pupils received grades in the lower ranges of the quartile marking system than in the higher ranges. The continued use of the tests developed for this study could cause a real confrontation between the parents, students, and District if a reporting system similar to the one currently being used throughout the Central Valley School District were to be adopted. Central Valley's system bases the "A" grade on a minimum of 93 percent in overall scholastic achievement for

²⁴"Greater Cleveland Social Studies Program," Social Education, 34: 397 (April 1970).

the grading period. The lowest passing raw score can be no lower than 70 percent of the points. If this grading scale were to be adopted at West Velley, and student achievement were to remain at the same level, over 50 percent of the students in a class similar to the 1973-74 eighth grade class would fail. It would probably become increasingly difficult to maintain the testing program developed for this study at that point.

Table 12

A Percentage of Frequency Summation of Student Performance
on the Twelve Unit Tests and by Testing Item Type

	Twelve Units	Multiple Choice	Fill-in	True- False	Matching
Excellent	8.7	5.4	5.7	15.4	24.0
Good	17.7	18.3	10.9	24.5	13.8
Acceptable	32.8	37.9	27.4	40.9	25.9
Poor	17.5	17.5	23.4	12.8	19.0
Unacceptable	23.0	22.8	32.6	6.4	17.2

When the unit test data are analyzed from a measurements standpoint, they appear to be more reasonable. Students did perform in an unsatisfactory way 23 percent of the time. When the scores within that figure were further evaluated it was found that seventy-one items or 12 percent of the total test items were to be found in the class intervals from 40-49 percent. An additional thirty-six questions or 6.2 percent of all the test items were found to be in the class intervals from 30-39 percent (see Appendix B, p. 315). The scores in these two

cases would be found no less than two standard deviations below the mean in a normal distribution. If the scores of those items judged to be in need of revision were removed from the unsatisfactory population, the percentage of student responses in this category would be reduced. The number of responses below the mean at that point would be less than the number of items found there on a standardized test. Seventy-seven percent of the time the students scored 50 percent or above on the test items. Mean scores on all the unit tests and the individual test items were found to be approximately 10 percent higher than would be desirable on a standardized test in most cases (see Appendix B, p. 315).

Table 12 indicates there was a wide range of student success on the different types of testing items. Fill-in questions were the most difficult for the students. A pupil must know the exact piece of information desired to be successful in answering this type of question. If student achievement is viewed from this standpoint, lower achievement scores on this type of item become understandable.

The true-false type of question was easier for students than other types of questions. Even if these questions had been corrected by using the $S = R - W$ formula, the pupils would have had positive overall scores on these questions. (The meaning of the formula stated above was explained on p. 28).

The matching type of questions was also easily scored on. It was interesting that the students scored both higher and lower on these questions than they did on the true-false items. Matching questions seem to occupy a place in the difficulty scale somewhere between the

fill-in and true-false types of questions. They are relatively easy when the pupil can identify the discriminators selected to sample their knowledge. They do have the advantage of a written explanation which can give a clue to the right answer if the correct response is not known. However, if the student neither knows the answer, nor if the correct response has already been allocated, the mathematical probability of guessing correctly is greater than it would be on the true-false question.

Student success on the multiple choice items closely paralleled their success record on all test items. More multiple choice items were found on the tests than other types of testing items. At least one was constructed for each of the objectives. Many of the more difficult objectives, involving comparative or analytical skills, were sampled only with multiple choice items. Most of the statements made when discussing the statistics relating to student success on all the test items apply to the multiple choice question. If student success on this item was to be evaluated from the standpoint of traditional parental expectations, the distribution of scores would seem harsh. When viewed from a measurements standpoint, these items prove to be less unreasonable. As was the case with the student success on all test items, more multiple choice questions are found in the class interval of 65-70 percent than in any other in the frequency distribution (see Appendix B, p. 318). Students scored 50 percent or above on 71 percent of the multiple choice items.

The discussion of general statistical data covering the different test items has pointed to one of the major zones of discrepancy

between educational theory and practice, at least in the West Valley school system. Most of the professional journals and books which cover measurement practices in the public schools, comment on the unreliability of teacher-made testing instruments. They generally criticize the simplistic design and nature of most classroom tests. Teachers, on the other hand, are somewhat bound by the pragmatism of the possible. Parental attitudes of what can and should be taught, the grading system used, and which school their child should go to, must be listened to and considered. The ultimate penalty a district can pay for failing to maintain the confidence of its patrons in the state of Washington has been the failure of the annual special levy. People living in eastern Washington have had several opportunities to observe the impact of levy failure on a school system. Levy failures in Spokane and Mead school districts have had traumatic effect on the school programs, teaching staffs, and student populations of those districts.

It would be desirable to bring educational theory and practice closer together in the field of educational measurement. In-service and on-campus classes in measurement could be aimed at helping teachers construct more reliable instruments. District-wide discussions dealing with the complexities and principles of measurement techniques could be initiated.

One of the ideas prevalent in the experimental school among the eighth grade students was that the tests were indicators of real personal worth. Students tended to regard the test scores and grades given as indicators of the instructor's personal feelings toward the student. Part of any district-wide informational campaign on measurement could

be designed to emphasize the idea that tests are only samples of a given body of knowledge. A sincere student could study for a test, and still miss many of the questions. Factors beyond the student's control such as the teacher's beliefs on what parts of the subject matter were the most important, the reading level of the question, or a host of personal factors, such as fear of the testing situation, could have an effect on student performance. Teachers and students seem to forget that a single test score is but one point on a performance continuum. If the student were to take each test many times, the range of scores would more than likely be fairly large. On a given day a student may do the best possible job on an examination. That person might not ever score that well on a test again, but what was accomplished is most often recognized as the measure of whatever was being tested.

Sylvester Kohut, Jr. found that, "Teacher method used in a student oriented room versus a teacher oriented room made no significant difference on objective test scores."²⁵ No attempt was made to evaluate either the impact of methodology or teacher preparation on student performance in this study. The testing sequence did not let the students express themselves in either an oral or essay type of testing format. Mr. Kohut found that teacher methodology had a great impact on student performance on subjective types of testing items.²⁶

²⁵Sylvester Kohut, Jr., "A Comparison of Student Achievement on Subjective vs. Objective Social Studies Examinations as Influenced by Different Instructional Patterns," Journal of Educational Research, 66:396-97 (May 1973).

²⁶Ibid., p. 398.

The design for this paper omitted the three factors previously mentioned because the intent was to evaluate the curriculum. The administration wanted to avoid any suggestion of teacher accountability or the creation of teacher rivalry between classes in the testing situation. In spite of this intent, much of the staff frustration throughout the past school year centered around teacher sensitivity of having to give up their unit tests to someone else. The discussion of the item analysis sheets and test results caused some people to be temporarily distraught. The teachers participating in the format of analysis found it impossible not to compare the achievement of the students in their classes with the achievement of other classes. The younger teachers and those teaching with a minor in history appeared to be more self conscious and defensive toward student achievement in their classrooms than the older teachers were. (This comment is based on observations during the judging process and informal talks with the participating individuals before they left for the summer vacation.)

The decision to use objective test items made it possible to avoid the problems of trying to weigh the various test items after the teachers had evaluated them. Generally, teachers and pupils could identify the correct answers on the various items. While the objective tests did provide a usable set of tools for the evaluation of the curriculum, they did not allow teachers and students to measure other subjective changes which may have been going on in the classroom. The author is still perplexed by what the student meant when on the last day she stepped up to the desk and said, "I've learned so much this year." That student had failed almost every test.

The essay test, or at least some essay questions in each test, provides an opportunity for the learner to assemble, present, and support conclusions they may have drawn from the material covered. However, a segment of the experimental population used in this study did not try any of the essay questions in the tests given. Indeed, this group of students most often left any fill-in or charts unfinished. Future studies evaluating the curriculum could possibly be designed to provide information relative to the effects different methodologies, teacher preparation for the particular teaching task, and years of teaching experience have on the achievement demonstrated by the pupils. Future studies may attempt to measure change in student attitudes or value systems through the use of subjective testing devices.

Student Success on All the Objectives, Units I-XII

Statistical data concerning the cumulative student success in reaching all the stated objectives are shown in Table 13. Students did not achieve in the acceptable range or higher 90 percent of the time.

Table 13.

Cumulative Student Success in Reaching All the Stated Unit Objectives by Percentage of Frequency

Excellent	Good	Acceptable	Poor	Unsatisfactory
1.3	14.5	47.3	22.4	14.5

The histogram charting overall student success indicates most objectives would be found within two standard deviations on either side of the mean

on a normal curve (see Appendix B, p.329). The majority of the objectives are found in those class intervals above 50 percent in the frequency distribution. The class intervals with the largest number of objectives within their parameters were found to be located between the figures of 55 and 70 percent in the frequency distribution (see Appendix B, p. 330). While students did score in a positive fashion on the objectives stated in the curriculum, they did not score as well as those participating in the study had hoped they would. Changes in the curriculum structure have been suggested by unit earlier in this chapter.

Suggested Curricular Modification

Given the wide range of mental ability and achievement scores found at the experimental school, it seemed rational to suggest that West Valley School District needs more than one eighth grade curriculum (for figures, see Appendix D and Table 15, p. 313 and p. 89, respectively). Students who spent part of their school day in the resource room had trouble reading and understanding the questions in the tests and in the classroom materials provided. Some of these students operate at such a low level of academic competence that they had difficulty reading and working with almost all the materials and objectives prescribed by the curriculum. Numerous attempts were made to cheat on the unit tests throughout the year. The difficulty of the curriculum for those who do operate in the lower ability ranges and the complexity of the tests may have caused many students to try to cheat occasionally. The objective testing instruments made it easier for a person to cheat and get an answer than it would have been with an essay type examination.

The curriculum could possibly be improved if a system were devised to indicate the level of performance desired (this refers to Bloom's structure, recall, and so on). The amount of class time necessary to teach children to associate the name Andrew Jackson with the office of the Presidency is vastly different from the amount of time necessary to help students learn to compare the Presidencies of Jackson and Thomas Jefferson.

Success in the Curriculum
by Achievement Group

Only one of the achievement groups scored at the level indicated in the questions in the introduction. Table 14 shows that the students in achievement Group B did score below the acceptable level 90 percent of the time. These students could have been expected to score poorly

Table 14

Cumulative Data by Achievement Group Reflecting
Raw Scores Achieved on Unit Tests

	Group A		Group B		Group C		Group D	
% Cutoff points by group	86+	85-	60+	59-	50+	49-	60+	59-
N. Raw Scores	47	70	9	115	110	90	115	49
% Frequency	40.2 - 59.8		7.3 - 92.7		55 - 45		70.1 - 29.9	
Total N. of Raw Scores in Population	117		124		180		164	

on the tests because they lack the reading skills and so on to do the work. Six of the twelve students in Group B were placed in the resource

room during the 1973-74 year. Four others have been placed there for the 1974-75 year. An examination of the students listed in the group showed a real range in effort throughout the year that was not considered or evaluated by the testing instruments. For instance, student number 50 (see student chart, Appendix D, p. 340) worked throughout the year to turn in each assignment, tried to take part in class discussion, and ended the year with a mean raw score on the unit tests of 22.5 percent. Student number 33 (see same chart as above) did not turn any of the written work in, missed twenty-three days of school for "sickness," an additional fifteen days were missed for truancy, did not use the study time to do assigned tasks, and had a mean unit test performance of 22.5 percent. One child's scores may be regarded as a reasonable reflection of what he could produce in the curriculum. The other child's record is probably no reflection of anything that took place in the classroom or on the curriculum.

The 90 percent achievement mark for the other three achievement groups was too high. The figure was set arbitrarily, and its weakness was that when setting that attainment level the author did not take into consideration the population of other variables which affect Student performance. For instance, student number 93 (see Appendix D, p. 341) has a record of indifference to most subject matter areas other than science and math, which he excels in. Parental expectations have not required any of the four children in the family to achieve above an average way in the junior high school, but all previous children performed well enough in high school to earn scholarships to Washington schools. Student number 115, on the other hand (see Appendix D, p. 341)

has consistently performed well in all subjects, being on the honor roll every quarter. This student has made straight "A's" four of the six quarters at the experimental school. These two students probably should not have been included in the same achievement group. They represent different performance levels within the ability grouping in this study.

This study made no attempt to analyze the student beyond securing the standardized test data relating to mental ability and achievement. A host of variables could have conspired to affect the student achievement on any of the tests. No data were gathered on the home. Such factors as the socioeconomic status, father's occupation, parents' educational background, or marital relationship of the parents were not investigated.

No attempt was made to check the mental state of the individual student before the unit tests were administered. Everyone took the same examination at the same time. Teachers did not concern themselves with such variables as individual reading ability, state of health, student fear of the testing situation, or problems of a personal nature which could have hampered student performance. The 90 percent figure did not take into account the possibility that the student may have had a strong aversion toward the subject matter, been personally lazy when in the school setting, or have had a personal dislike for the instructor.

Use of the Curriculum

Teachers involved in the experimental design did finish all twelve units in the curriculum during the school year. The problems they experienced with the design or structure of the curriculum, testing

sequence, and supporting materials have already been enumerated.

Teachers at the control school did not finish the curriculum. Unit XII was not taught by any teacher in the control school. Two of the three teachers from the control school responded to the questionnaire sent to them during the last week of school (for the text of the questionnaire see Appendix B, p. 220). One of the two teachers was unaware of the existence of either the curriculum booklet or the unit tests. No introduction to the curricular structure had been provided for that teacher.

The other responding teacher had not used any of the tests provided nor had an item analysis been performed on any of the examinations given in that classroom.

Before any further curriculum work is attempted in the District, there probably should be some effort made to clear up the meaning of the word "curriculum." One of the teachers at the experimental school indicated a desire to ignore the curriculum booklet in the coming year. This person would teach toward "total knowledge" of the concepts they view as important. A teacher at the control school indicated the curriculum booklet was a fine teaching guide. There is a basic philosophic difference between these statements and the idea of curriculum this study was based on. This study was predicated on the understanding that the curriculum was the body of knowledge the School Board had indicated was to be taught in the eighth grade each year from 1972. The teachers at the experimental school tried to meet each objective. The strategies and methods used by each instructor were an expression of their individual teaching techniques, temperaments, and professional

judgments. However, they were not given the freedom to choose what was taught as well as how to teach it.

In days gone by the superintendent could handle the philosophic difference by sending a memo from the District office to all teachers defining the term curriculum and stating how it would be handled in the District. This course of action still may be followed today, but the chances that it would start the defensive wheels of the local teacher association moving are pretty high.²⁶ The final agreement of what the word curriculum is to mean and how it is to be used will probably be arrived at through a mutual agreement at the negotiations table.

If the final agreement came close to the philosophic position this study was predicated on, a fundamental change in the teaching act could be effected within a few years in the School District. The administrative staff could be expanded to evaluate, coordinate, and update the on-going curricula in all subject and grade levels. The degree to which the individual teacher would be allowed to select subject matter and learning experiences could be restricted. A system of teacher evaluation would be easier to devise as what is to be taught became better defined and more apparent. Finally, the District could have a better idea of what skills, knowledges, and attitudes the children had been exposed to as they progressed from grades K-12. It was not the intent of the author to point all possibilities, good and bad,

²⁶This statement is based on the author's experience with the local association over the past five years. During that time he has held several positions in the association, including the presidency, and has been privy to the design and process of negotiations. The comment should be regarded as judgmental at best. The association could choose to take no action also.

that could result from the definition of the word curriculum. It was the intent to point out some other avenues could be opened up for the District through such a process. The writer did not wish to either support or condemn any of the possibilities.

The Final Examination

The final examination was given on the last full school day at both the experimental and control schools. General data regarding the standardized test data and student performance on the final are found in Table 15. A study of the measures of central tendency revealed the

Table 15

A Summarization of Measures of Central Tendency on the Lorge-Thorndike, Iowa Test of Basic Skills, and the Final Examination by School

	Experimental				Control			
	Mean	Median	Mode	Range	Mean	Median	Mode	Range
Lorge-Thorndike	107.6	110.5	117	74-1145	107.3	107.5	105, 118	76-1146
ITBS	54.01	59	59	2-99	50.47	51	35	2-99
Final	52.63	51	33, 43	5-100	42.54	40	40, 43	4-83

mean ITBS score to be 3.54 points higher at the experimental school than at the control school. Scores on the Lorge-Thorndike were distributed in a similar fashion for both schools. Given a five-point standard error on most standardized testing instruments, the two eighth grade classes can be described as having similar characteristics in mental ability and achievement.

When a comparison of the frequency data on the Lorge-Thorndike was made, it was found that a larger percentage of students in the experimental school scored in the class interval of 115-120 than in any other class interval in the frequency distribution. More of the students at the control school were found in the class interval from 95-100 than in any other. The peaks of performance were lower in percentage of frequency as the scale moved toward the upper ends at the control school than they were for the experimental school (see Appendix D, pp. 331-38). The same tendencies were observable when the ITBS data were analyzed for the two schools. The experimental school population had proportionally larger number of students in the higher class intervals on both the Lorge-Thorndike and ITBS distributions. Therefore, the students at the experimental school might be expected to perform a little higher on the final examination than the students at the control school.

An examination of the measures of central tendency, the frequency distribution and the histogram describing student achievement on the final examination, reveals a noticeable difference in the performance levels of the two schools (see Appendix D, p. 222). Larger numbers of students from the control school were found in all but two of the class intervals from 0-60 percent. Smaller numbers of students from the control school were found in the class intervals from 60-100 percent. No students from the control school scored above 83 percent. A 10.07 point difference in mean scores separates the final performance statistics for the two schools. These facts indicate that the students at the experimental school did substantially better on the final examination than the students at the control school.

A number of factors could possibly have influenced the data other than the achievement patterns covered earlier. If the students in the control school had not been exposed to the objectives tested in the final, they could not be expected to score well. These students had not been given any of the unit tests. Students at the experimental school had practiced twelve times on objective tests assembled by the author before they took the final examination. The experiences they had throughout the year could have given them some clues relative to test construction, word usage, and positioning of the various choices, which could have helped them in making an educated guess on a question they did not understand.

Students at neither school were put under any pressures to do well on the exam. They were told it was a diagnostic instrument to be used solely for this paper. Teachers at neither school made any effort to teach the test. The results of the final examination should not have been prejudiced by either of these variables. There is no way of knowing what the outcomes on the final examination would have been if the students had been told it would count on their grades.

During the process of determining final marks for the fourth quarter's work, the author ranked the experimental students in his classes by the quartile. The final scores for those eighty-eight students were also ranked in the same way for comparative purposes. Only one student scored either higher or lower on the final than they had throughout the fourth quarter's work.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to provide information relating to student achievement in reaching the objectives stated in West Valley School District's eighth grade social studies curriculum. Unit tests were designed to sample the knowledges acquired by the students as they progressed through each of the twelve units described in the curriculum. A system of ranking student achievement on each test item was defined. Following the completion of each unit's instructional and examination period an item analysis was performed on the unit test. A panel of judges, made up of staff members from the experimental school and the administration, met to critique the examination, the curricular objectives, and the materials which were used in the teaching, learning process. The judges were concerned mainly with those test items and objectives where the student success scores reached below the unsatisfactory level as it was defined in the study. The judges recommended various changes to be made in the curricular structure, the unit tests, and in some of the objectives throughout the year.

One of the two Junior High Schools in West Valley School District was actively involved in the design, administrations, and evaluation of the unit testing instrument. The other school was not. Teachers from the school actively involved in the design provided most

of the membership for the panel of judges. The study also sought to determine if teachers actively involved in the unit testing sequence would be more likely to use the curriculum booklet and finish the twelve units, than those not involved in that structure. The students in the experimental school were expected to have higher test scores on the final examination than students from the control school.

Four ability groupings were established within the eighth grade student body at the experimental school. The populations for each group were selected on the basis of Lorge-Thorndike and ITBS standardized test scores. A minimum level of achievement was suggested for each of the four groups.

Conclusions

A number of variables operating within the experimental population were not identified or controlled. The only variables which were identified were mental ability and achievement levels as indicated by standardized tests. Other variables such as the effect of teacher methodology or educational backgrounds or learning, and personal factors such as home environment and physical health were not identified.

A number of inferences and conclusions can be drawn from the data collected. The curriculum should be reevaluated from several standpoints. The teachers felt there were too many objectives in several of the units. They felt it was impossible to adequately teach some units in their present form with the materials at hand. Unit I dealing with the Indians, Unit VII dealing with internal developments, and Unit VIII dealing with Andrew Jackson should be rewritten to bring the amount of work required down to a level the time periods allotted

or materials on hand make feasible. The objectives could be improved by indicating the cognitive level of learning desired, i.e., recall, analysis, etc. The structure and format of the curriculum were found to be basically workable in the school setting.

The unit tests were found to be usable with reservation. Like the curriculum, each unit test had weaknesses which were identified by the panel of judges. Parts of the tests could be rewritten to improve their reliability. If the tests were analyzed each time they were used the District could, in time, develop a standardized testing instrument to evaluate its eighth grade curriculum. One of the problems which will have to be worked out if this course were to be followed by the District, concerns methods of reporting student progress to parents. An educational sequence would have to be devised whereby the parent and student would better understand the purpose of the tests and the meaning of the raw score results.

Teachers participating within the confines of the design did use the curriculum booklet and their students did score better on the final. Teachers at the control school did not use the curriculum booklet as extensively and their students did not score as well on the final. These conclusions point to a philosophical gap, misunderstanding, or oversight in the definition of what the word curriculum really means in the District. The results on the final examination should not be used to reflect on the teaching ability of any of the teachers at the control school. The inference can be made that teachers' involvement in some kind of an evaluation of the curriculum they are working with may produce an added increment of pupil achievement. The question remains

as to whether binding the teacher to the evaluative process produces a large enough gain in student achievement to compensate for the additional staff frustration, animosity, and work load which seems to be generated in the process.

The study pointed to the need of more than one curriculum in the District. One group of students, those in the resource room, had a difficult time achieving in the curriculum as written. Additional materials should be devised or purchased which would enable these students, and others who have less severe reading and learning disabilities, to meet with less difficulty as they strive to do the work assigned.

The data relating to student achievement in the various ability groupings proved to be lower in three of the four groups than was predicted. The exception was the lowest mental ability/achievement group. The question relating to this group stated they could not be expected to achieve in the acceptable range on the tests 90 percent of the time. Given the population, the make up of the tests, and the difficulty of the curriculum, the results were a foregone conclusion. Students in the other groups did not achieve as well as it had been suggested they might. Among the reasons for lack of students' achievement at the various attainment levels established for the groups was the failure of the author to consider most of the variables operating in the classroom when the groups were established. Past classroom performance, willingness to do school work, the students' state of mental and physical health, and their personal value systems, may be as important in determining a student's test production scores as the variables used by the author, if not more so. Therefore, Groups A, C, and D were too

loosely structured to provide any meaningful data regarding the curriculum.

Recommendations

The following recommendations for further research and District action were suggested by this study:

1. The District should conduct a reevaluation and revision of the Eighth Grade Curriculum to make it a better teaching/learning tool. Additional biographical materials should be purchased or devised.

2. Either a complementary or supplementary curriculum should be developed for the slower student. Emphasis should be placed on devising or purchasing materials at a level in reading and mental operations at which the majority of the slower students work.

3. Research studies should be made in the area of the importance of teacher methodology and preparation to the teaching/learning processes established in the curriculum.

4. The design of this study should be used district wide during the 1974-75 school year. All eighth grade teachers should take part in the processes suggested in Recommendations 1 and 2. The teachers should all be involved in the redesigning and the critique of the unit tests.

5. Ability groups using students from both the junior high schools should be carefully formulated to secure additional information relating to their specific achievement patterns in future studies.

6. Future studies should be designed to provide information of a more subjective nature and should possibly strive to measure some of the learnings in the Affective Domain of Bloom's taxonomy.

7. Any future studies should be conducted in conjunction with an institution of higher learning in the Spokane area. Closer accessibility to technological advice and use of nearby computer programming for evaluation purposes could be helpful.

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APPENDIX A

THE CURRICULUM

APPENDIX A

EIGHTH GRADE SOCIAL STUDIES
UNITED STATES HISTORY TO 1880

Unit Concepts to be Developed

1. Geographical location and the natural resources of an area have influenced the decisions made and the outcome of events in past and present times.
2. The American culture is plural--many individuals and groups have contributed to it, creating a society which has often accepted innovation and change.
3. The American people have put together a unique governmental organization by choosing through a process of compromise those political philosophies and experiences which they have deemed most acceptable.
4. Large segments of the American society have supported the ideals of free competition, individualism, and personal and religious freedom, but minorities have often been opposed, abused, misunderstood, or have been excluded from the kind of society these ideals have created.
5. The qualifications and evaluation of success in leadership change with changing times, circumstances and events.
6. The ways past generations have dealt with their problems, present us with a multitude of current issues and possible clues for our action in handling them.
7. As societies grow and their cultures become more complex, their laws and institutions also become more complex as well as more numerous, causing some people to reject and withdraw from the society to seek, in their opinion, a simpler and freer way of life.
8. The growth and desires of the American nation have often been influenced and modified by the goals, needs and desires of European nations or other American nations.
9. The American people throughout history have used war and diplomacy as means of settling disputes with foreign countries, Indians and each other.

10. Even though the government at times has supported various business and agricultural groups, the American economy has also grown through individual initiative, increasing technology, and free, competitive enterprise.
11. In the process of building a nation dedicated to democratic principles, Americans have been influenced by inherited values, ideas and institutions, as well as by their own experiences.

UNIT ONE

INDIANS AND THE AMERICAN CONTINENTS
(one week geography; three weeks Indians)

I. Subject Matter

1. Leadership, the personalities involved and their ideas at different times.
2. Relationships of the various Indian tribes with the white settlers at different times and places.
3. Contributions made by the Indian cultures to the white way of life or survival.
4. Location of the different tribes geographically.
5. Identification of Indian morals, mores, customs, religions and governmental idea.
6. Geography of North America.
7. Modern American Indians.

II.

Goals	Objectives	Strategies
1	1. The student shall be able to recognize the basic geographical features of the U.S. including mountain ranges, river systems, bodies of water, external boundaries, and placement of natural resource areas.	1. Hand out outline maps and a list of major geographical features to be drawn in and identified individually with book resources.
1	2. The student shall be able to project possible transportation networks which will be used as the nation develops.	2. Given a map and a list of passes and rivers, the student will mark out and defend barriers to settlement, and regions of greatest population. Do the map work individually, and then discuss the outcome in small groups with each group presenting their combined opinions to the class.

UNIT ONE (Continued)

Goals	Objectives	Strategies
1	3. The student shall be able to indicate on a teacher prepared map or construct a map showing the location of several of the Indian tribes.	3. Construct a map showing location of the various Indian nations and their area of habitation. This can then be used as a basis for comparing the tribes as to the influence of geography or life style.
1	4. The student shall be able to suggest possible reasons for the location of the various Indian tribes.	4. In class discussion, using the maps (above), students and teachers shall agree on a number of basic geographical divisions of the Indian tribe.
2	5. The student shall be able to separate the Indian tribes into geographical groupings, emphasizing differences in transportation and customs, such as religion, social class, government, and family structure.	5. Group work: Divide the class into as many groups as there are geographical areas. Each group shall prepare a report on the Indians of their area, including such things as: transportation, resources, religion, etc.
2,4,5	6. The student shall be able to compile a list of outstanding chieftains, select one, and explain what qualities of leadership his people recognized.	6. Show a film on an outstanding Indian. In discussion following the movie, point out the qualities of leadership recognized within his society.
1	7. The student shall be able to give examples of the types of food available, foraging techniques used, clothing needed, and other parts of a given tribe's way of life that would be dictated by geographical location.	7. See Strategy #5.
4,5,9	8. The student shall be able to explain why the tribes could not unite to oppose the dangers of white settlement.	8. Have students in class state the general differences between some major tribes as you write them on the board. Use this list as a teacher-centered discussion of reasons for lack of unity among the Indians to oppose any danger.

UNIT ONE (Continued)

Goals	Objectives	Strategies
6,9	9. The student shall be able to identify the ways in which the Indians could have contributed to the survival of the whites.	9. Give students a list of some early American white settlements, such as Plymouth, Jamestown, Seattle, Boonesborough, San Antonio (for example), and have them do some research and then list the ways in which the Indians contributed to the success or attempted to cause the failure of these communities.
2,4,6,9,11	10. The students shall be able to explain why the Indians and whites couldn't exist side by side.	10. Some students will picture by drawing or writing an ideal Indian community setting as opposed to an ideal white community setting.
4,6	11. The student shall be able to defend or reject a statement which reflects a negative attitude toward the Indian, his culture, his way of life.	11. Self-stated strategy.
6	12. The student shall be allowed to choose any tribe in the U.S. as his own and then he must explain why he chose that tribe over another one.	12. Self-stated strategy.
4,6,9,11	13. The student shall be able to demonstrate how the choices of past generations have contributed to an Indian problem in the U.S. today, if in the student's opinion an Indian problem exists.	13. a. Arrange for a speaker through the Indian Center. b. Have students search in the current news media for any report involving today's Indians. Use this as a basis for a discussion about the problems faced by Indians today and the reasons for these problems.

III. Texts and Resource Materials

Texts. People Make a Nation, p. 19 - picture comparison. Promise of America, Vol. 2, Pt. 2, pp. 48-71. History of Our United States, pp. 102-105 - Pontiac; pp. 214-216. - Tecumseh; p. 96 - map; Index - Indians, p. 660.

UNIT ONE (Continued)

III. Audio Visual Materials

- Films:** 812 CB - Indians of Early America
711 CB - Indian Family of Long Ago
920 CB - Early American Civilizations
1881 CB - End of the Trail
1978 CB - Red Man and Red Cedar
926 CB - Loon's Necklace
- Filmstrips:** FS 2719 - Aztec Achievements in Art and Science
FS 2718 - Aztecs: Their Way of Life
FS 2720 - Aztecs, Mayas, Incas: A Comparison
FS 2714 - The Incas and Their Way of Life
FS 1319 - The Story of American Indians
FS 2733 - Prehistory of a N. W. Coast Indian Village
SFS 10 - Pocahantas and Captain John Smith
- Slides:** S 27 - Indians of Western Washington Today
S 28 - Indians of Eastern Washington Today
S 31 - Coastal Indians of Washington
S 32 - Coastal Indians of Washington
- Phonograph:** A 40 - Indians Album
R 76 - Music of the Sioux and Navaho
- Graphics:** FP 243 - American Indians
FP 122 - SW Indians (Navajo)
FP 121 - SW Indians (Pueblo)
OT 96 - American Indians

UNIT TWO

EXPLORATION AND COLONIZATION

(three weeks - emphasis on Spain, France, Portugal, Holland and Russia)

I. Subject Matter

1. Feudal System.
2. Motives for Exploration: economic, religious, political.
3. Where the European Colonies developed.
4. The differences between the various European Colonies: settlement patterns, attitude toward colonies by mother country, attitude of the colonists toward America and the mother country.

II.

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
2,3,4,6,7,8,10,11	1. The student shall be able to state in writing the impact of the Feudal system, Crusades, and the growth of the middle class Renaissance, and the Reformation led to the desire to seek new lands.	1. Teacher-oriented discussion identifying terms and events as stated in the objective. a. Student projects: essays, models, drawings related to people, housing, tools, communities, social structure of the feudal period.
2,4,5,7,8,10,11	2. The student shall be able to compare the motives of major countries for exploring and colonizing the new world.	2. Film - wide variety to meet this objective.
	3. The student shall be able to recognize on a teacher-prepared map or construct a map showing each country's major areas of colonization in the new world and the areas of the homeland in relation to Europe.	3. Self-stated objective.
1,3,7	4. The student shall be able to point out the reasons why specific countries chose their areas for colonization.	4. a. List on board the possible motives of colonization by nation, and then use the list as a basis for discussion of why each country ended up where it did in the New World. b. Teacher could bring out in discussion the scientific data such as wind and water currents in relationship to location of mother countries and their colonies.

UNIT TWO (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
2,3,4,5,6, 7,8,10,11	5. The student shall be able to identify the similarities between English, French, Dutch and Spanish colonial practices.	5. Have class make a butcher paper chart including the following: countries, explorers, religion, location of colonies, climate and geography, types of settlers, reasons for settlement, freedom and social system, etc.
	6. The student shall be able to explain the reasons for success or failure of the various colonial explorations.	6. Add to strategy of number 5.

III. Texts and Resource Materials

Texts. History of Our United States, Ch. 3 - Exploration of a New World, Pt. 1 - Exploring a New World.
Promise of America, Vol. 1 - The Starting Line; pictures - pp. 6-7.

Audio-Visual Materials.

Films: 729 CB - English and Dutch Colonization in the New World
977 CB - Jamestown Colony: 1607-1620
1571 CB - Beginnings of Exploration
1281 CB - Christopher Columbus
1573 CB - English and Dutch Explorers
1574 CB - French Explorers
1572 CB - Spanish Explorers
963 CB - Vikings: Life and Customs

Filmstrips: FS 1320 - European Explorers Discover a New World
FS 1322 - Rise and Fall of New France
FS 1321 - Spain Establishes a Great Empire

UNIT TWO (Continued)

- III. Discovery, Exploration, and Colonization Series: SFS 93 - Discovery of America
SFS 95 - Dutch, English, French, Spanish Colonists
SFS 94 - Exploration of America

- Graphics: FP 171 - Early Explorers of North America
FP 168 - Jamestown, Virginia
FP 187 - Maps of American History
OT 187 - European Colonization in North America
OT 97 - Settlement of Pre-Colonial America

UNIT THREE

ENGLISH SUPREMACY DEVELOPS IN AMERICA
(three weeks)

I. Subject Matter

1. Motives for colonization - Religious, political, economic.
2. Location of the colonies and differences among them.
3. Differences between English and French colonies at the outbreak of the French and Indian War.
4. Impact of the Indians in the war.
5. World-wide significance of the French and Indian War.
6. Battles and outcomes of the French and Indian War.
7. Treaty of Paris.

II.

Goals	Objectives	Strategies
1,2,3,4,6, 7,8,9,10, 11	1. The student shall be able to differentiate between the three geographical areas of the English colonies in occupation, religion, reasons for coming, social class, nationality, and relations with the English.	1. Divide the class into three groups, Southern, Middle, New England, and have them research and discuss within each group the subjects outlined in the objective and then make an oral report to the rest of the class.

UNIT THREE (Continued)

Goals	Objectives	Strategies
1	2. The student shall be able to identify on a map the thirteen English colonies by geographic area, the location of the main population centers, and their important geographic features.	2. Self-stated strategy.
1,2,3,8, 9,11	3. The student shall be able to explain the causes of the French and Indian War.	3. Make a visual build-up of causes of the war by constructing a 2-colored block chart as causes are mentioned for each side during discussion on previous days' activities.
1,8,11	4. The student shall be able to compare the advantages and disadvantages of the French and English in the French and Indian War.	4. Have students write a brief paper explaining which side during the French and Indian War they would choose to join and why.
1,8,9,11	5. The student shall be able to show the effect of the outcome of the French and Indian War on the colonies involved and on the status of the major colonial powers in the new world.	5. Map work - color in holdings of European nations in the world before and after the war.
1,2,3,4, 7,10	6. The student shall be able to place himself in the position of a prospective colonist in the year 1750 and tell in what part of the new world he would settle and what would influence his choice of this particular area.	6. Self-stated strategy (oral or written).
2,3,4,6, 7,8,10,11	7. The student shall be able to recognize the impact of European society, customs, language, technology, and government on the colonies before the American Revolution.	7. Film - 1711 CB 63 SCB

UNIT THREE (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
2,3,4,6, 7,8,10,11	8. The student shall be able to identify the outstanding political and military leaders of the colonial period, such as Hutchinson, Williams, Penn, Bradford, Oglethorpe, Standish, Wolfe, Montcalm, etc., and the qualities that made the people select them for positions of leadership.	8. Assign roles to research for many leaders and common people of the period to be interviewed by the "press" for a live TV audience. 9. Culminating activity - "College Bowl." 10. Of particular value to this unit is the section in <u>Promise of America</u> , Book I, Part Three.

III. Resource Materials

Texts. History of Our United States, Ch. 4 - European Colonies in America; Ch. 5 - The Struggle for a Continent.
Promise of America, Vol. 1 - The Starting Line, Pt. 2 - The American Dream, A. - The Dreams of Five Immigrants, B. - The Dreams of High School Students; Pt. 3 - Colonial America - Facts and People (charts and maps); Pt. 4 - Scenes from Colonial Life.
The People Make a Nation, Unit I - Founders and Forefathers, Pt. 1, Those Who Came First.
Activity Book.

Audio Visual Materials.

Films: 657 CB - Captain John Smith
1711 CB - Colonial America in the 18th Century
339 CB - Daniel Boone
635 CB - Eighteenth Century Life in Colonial Williamsburg
1136 CB - Plymouth Colony: The First Year
606 CB - Pilgrims
1388 CB - French and Indian War

UNIT THREE (Continued)

III. Filmstrips: FS 1986 - James Oglethorpe and Georgia

Life in Colonial America Series:

FS 2487 - Charles Town

FS 2488 - French and Indian War

FS 2486 - Massachusetts Bay

FS 2484 - Peter Zenger

FS 2489 - Salem Witchcraft Trials

FS 2485 - William Bradford

FS 2686 - The American Negroe From Africa to America

FS 1322 - Rise and Fall of New France

FS 2024 - Roger Williams and Rhode Island

Discovery, Exploration, and Colonization Series:

SFS 94 - First Settlers

SFS 94 - Pilgrims and Puritans

Graphics: FP 17 - Colonial America

FP 170 - Colonial Living with Paul Revere

FP 139 - Colonial Williamsburg

FP 18 - Pioneer Days

Records:

Games:

UNIT FOUR

THE AMERICAN REVOLUTION 1763 - 1783
(four weeks)

I. Subject Matter

1. American and British intentions following the French and Indian War.
2. British laws and American reaction
3. The First and Second Continental Congresses, letters of correspondence, Sons of Liberty, Boston Tea Party.

UNIT FOUR (Continued)

I.

4. Declaration of Independence.
5. Personalities of the period: American, British, French.
6. Geography of the War: battles, towns, strategy, and place in the world.
7. Potential to win on both sides and outcome.
8. Treaty of Paris, 1783 - provisions and significance.

II.

Goals	Objectives	Strategies
1,3,4,5,6, 7,8,9,11	1. The student shall be able to categorize the English motives for passing the various tax and land laws prior to 1775.	1. Construct a chart on the board, showing British laws, reasons for them, colonists' reaction to the law, and their reasons; discuss.
1,2,3,4,5,2, 6,7,8,9,10, 11	2. The student shall be able to define American motives for rejection of British laws.	2. Colony Game.
3,6,7,8, 9,11	3. The student shall be able to explain the relationship between the American Revolution and the French and Indian War.	3. Class discussion.
2,3,4,5,6, 7,9,10,11	4. The student shall be able to relate the English laws and acts passed by the British before 1775 to the Declaration of Independence.	4. Add category on Chart (#1 above) at this point tying Declaration of Independence directly to laws.
2,3,4,5,6, 7,8,9,10, 11	5. The student shall be able to discuss the basic ideas of the Declaration of Independence and the impact of the European mind on that document.	5. a. Teacher lecture, followed by small-group discussion based on specific questions. b. Oral class reading and clause discussion of Declaration.
2,3,4,5,6, 7,8,9,10, 11	6. The student shall be able to identify the outstanding personalities of the Revolutionary period, American, English, and French, such as DeGrasse, Lafayette, Arnold, Hale, Washington, Greene, Cornwallis, Henry, Payne.	6. Encyclopedic research and individual reports (emphasis here on developing successful speech habits and selection of pertinent information) on outstanding personalities.

UNIT FOUR (Continued)

Goals	Objectives	Strategies
2,3,4,5,6, 7,8,9,11	7. The student shall be able to list the significant accomplishments of the outstanding personalities of the Revolutionary period.	7. Film--"John Adams"--Profiles in Courage.
1,5,6,9	8. The student shall be able to summarize several of the important battles of the war, explaining the strategy involved, and the reasons for success or failure.	8. Map work--student will draw a map putting major ordinants on it, and illustrate the scene of a battle of the Revolution, discussing the strategy used by each side.
1,2,5,6, 8,9	9. The student shall be able to relate the strengths and weaknesses of the English and American to the eventual outcome of the war.	9. Select two teams, one British and one American, and have them prepare a recruiting speech based on the strengths of their side and the weaknesses of the other at the outbreak of the war.
1	10. The student shall be able to locate on a map the thirteen colonies, the important towns and sites of major battles of the Revolution.	10. Self-stated.
1,2,3,4,5, 6,8,9,11	11. The student shall be able to explain the role of some places and personalities in American folklore, such as Betsy Ross, the ride across the Delaware, the Liberty Bell, Valley Forge, and the Fourth of July, to Americans today.	11. Have students prepare a "Fourth of July Poster" illustrating an outstanding personality, event, or folk hero of the period.
2,3,4,5,6, 7,8,9,11	12. The student shall be able to discuss the significance of the First and Second Continental Congresses to the process and progress of the American Revolution.	12. Select two documents, one in support of the Continental Congresses and one in opposition to them. Read in class and discuss.
	13. The student shall be able to relate the American Revolution to the world atmosphere and explain its impact on the European mind.	13. Teacher lecture, followed by quiz.

UNIT FOUR (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
1,5,6,8,9	14. The student shall be able to outline and explain the Treaty of Paris of 1783.	14. Self-stated.
1,8,9	15. The student shall be able to diagram and explain the change in boundaries of the U.S. following the war and place major geographical features on the diagram.	15. Map work.

III. Texts and Resource Materials

Texts. People Make a Nation, pp. 100-109. Activity Book, p. 20.
History of our United States, p. 99 - Albany Plan of Union; pp. 102-106 (Ch. 5); Ch. 6, Ch. 7.
Promise of America, Book One, pp. 67-116.

Audio-Visual Materials

Films: 2000 CB - Benjamin Franklin
1877 CB - George Washington
1471 CB - John Adams
204 CB - Kentuckie Rifle
1883 CB - Williamsburg: Story of a Patriot
1468 CB - Lexington - Concord
805 C - Midnight Ride of Paul Revere
647 CB - Declaration of Independence
491 CB - American Revolution
1278 CB - Soldier of the Revolution
298 CB - Winning Our Independence

Filmstrips: FS 1492 - Nathan Hale - American Patriot
FS 1953 - Philadelphia: Colonial Shrine and Modern City
FS 2394 - Boston Tea Party
FS 2393 - Taxation Without Representation
SFS 24 - Ben Franklin and Old Philadelphia
SFS 8 - Paul Revere and the Minute Men
SFS 95 - Prelude to Independence
FS 1325 - Patriots and Minutemen
FS 1382 - Flag Develops
FS 1381 - Flag is Born

UNIT FOUR (Continued)

III. Filmstrips (continued)

FS 1326 - Thirteen Colonies Win Independence

SFS 10 - Winter at Valley Forge

War for Independence Series:

FS 2396 - Bunker Hill

FS 2397 - Crossing the Delaware

FS 2399 - Saratoga

FS 2395 - Shot Heard Around the World

FS 2398 - Valley Forge

FS 2400 - Yorktown

Graphics: OT 291 - American Revolution: Battle of Yorktown

OT 276 - American Revolution: Beginnings

OT 277 - American Revolution: Campaign of the Middle Colonies

OT 278 - American Revolution: Campaign in the North

OT 280 - American Revolution: Campaign in the South

OT 279 - American Revolution: Winning of the NW Territories

UNIT FIVE

THE FORMATION OF GOVERNMENT
(four weeks)

I. Subject Matter

1. The Articles of Confederation: Explanation of the format, subsequent strengths and weaknesses.
2. Constitutional Convention and the Constitution.
3. Reason for both documents in their time and place.
4. Similarities and differences between the two documents.
5. Geography of support and protest for the Constitution.
6. The Bill of Rights: what it says and why it wasn't included in the Constitution.
7. The Federalists: the men and their papers.
8. Federalism vs. Anti-Federalism: the men, the ideas, the meaning of the choices to the Nation.
9. The three branches of our government and how each functions.

UNIT FIVE (Continued)

II.

Goals	Objectives	Strategies
1,2,3,6, 7,11	1. The student shall be able to recognize the reasons why the colonists were willing to adopt the Articles of Confederation.	1. Small-group presentation. Have each group decide on and orally report to the class, what they, as colonists, prefer in governmental institutions and what they would reject.
2,3,6,7, 11	2. The student shall be able to list the strengths and weaknesses of the Articles of Confederation and explain how these led to the failure of the government.	2. Self-stated strategy--chart.
3,7,11	3. The student shall be able to diagram the governmental organization of the confederation of states as set up under the Articles of Confederation.	3. Self-stated strategy.
1,2,3,5, 6,7,11	4. The student shall be able to identify the problems confronting the colonial representatives in formulating a new system of government.	4. Divide students into state groups, have them select delegates to the Constitutional Convention, and instruct them with the needs of their own state and how they want to be represented.
1,2,3,5, 6,7,11	5. The students shall be able to distinguish between the types of leadership required during pre-Revolutionary times and the types required during formation of the government and explain why very few of the same leaders were found during both periods.	5. Have the class compile a list of leaders of Revolutionary and post-Revolutionary periods; the teacher leads a discussion of differences in leadership requirements and attitudes.
1,2,3,4, 6,11	6. The students shall be able to explain the compromises involved in the writing of the Constitution.	6. Have students put on a mock Constitutional Convention based on knowledge gathered in #1 and #4.

UNIT FIVE (Continued)

Goals	Objectives	Strategies
3,6,7,11	7. The student shall be able to distinguish between the three branches of government and explain how the branches function separately and yet complement each other.	7. Filmstrips, dealing with compromises, three branches of government, and federalism.
2,3,4,6,7,11	8. The student shall be able to explain the federal system of government and the reasons for having such a system.	8. Use overhead transparency outline and diagram on division of powers; also Nystrom Charts.
2,3,4,5,6,7,11	9. The student shall be able to explain why several colonies demanded a Bill of Rights before they would ratify the Constitution.	9. Film--"George Mason"--Profiles in Courage.
1,2,3,4,5,8,11	10. The student shall be able to identify the main geographical areas for support or rejection of the Constitution and the reasons for the different attitudes.	10. Strategy #4 and #6.
3,4,7,11	11. The student shall be able to list the rights as guaranteed by the first ten amendments and point out their significance to the people of colonial times as well as modern times.	11. Self-stated.
2,3,6,11	12. The student shall be able to explain what is discussed in the seven parts of the Constitution and recognize how this document has been able to serve us for nearly 200 years.	12. Teacher-led reading and discussion of the Constitution, Preamble and Articles I-VII, with emphasis on Article I, Section 8.
2,3,6,10,11	13. The student shall be able to outline the U.S. treasury system as set up by Alexander Hamilton and evaluate his reasons for setting it up this way.	13. & 14. Construct a chart on the board showing differences in attitude over monetary system between Federalists and Anti-Federalists.

UNIT FIVE (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
1,3,4,5,6, 7,8,10,11	14. The student shall be able to point out the disputes aroused by Hamilton's plan to strengthen the new government.	See above.
2,3,5,6, 7,10,11	15. The student shall be able to differentiate between the first two political parties, what ideas each supported and rejected, and leading spokesmen for each party, such as Hamilton, Jefferson, Adams, Madison, etc.	15. Debate--choose two sides representing Federalists and Anti-Federalists, several basic issues of disagreement, and have students research and play parts of several outstanding political figures in each party to debate these issues.

III. Texts and Resource Materials

Texts. History of Our United States, Chapter 8 - The Formation of Our Government. The People Make a Nation, Unit II - Government by the People, pp. 110-180 (Articles of Confederation and Constitution); Unit III - Modern Politics in America, pp. 183-207 (Beginning political parties). Activity Book, pp. 20-27 (Government), pp. 30-41 (political parties). The Promise of America, Book I, pp. 117-175 (The Constitution).

Audio-Visual Materials.

Films: 1880 CB - George Mason
350 CB - Alexander Hamilton
661 CB - Bill of Rights of the U.S.
650 CB - Constitution of the U.S.
1877 CB - George Washington
439 CB - Mount Vernon in Virginia
1876 CB - Thomas Jefferson

Filmstrips: FS 1327 - Free Americans Establish a New Nation
FS 1441 - Growth of Territorial U.S.

UNIT FIVE (Continued)

III. Flat Pictures: FP 169 - Founders of American Freedom

Records: R 95 - Bill of Rights

UNIT SIX

THE NEW NATION IN INTERNATIONAL AFFAIRS
(three weeks)

I. Subject Matter

1. Napoleon, Europe, Jefferson, the Constitution, and the Louisiana Purchase.
2. Lewis and Clark, Pike, Long, etc.: their jobs, accomplishments, and impact.
3. Personalities and protests of the times.
4. International role: the war with the Barbary Pirates, War of 1812, Monroe Doctrine, etc.
5. The impact of the growing country on the world.

II.

Goals	Objectives	Strategies
1,5,6,8,9	1. The student shall be able to explain what international pressures caused France to sell the Louisiana Territory to us at a very reasonable price.	1. Teacher lecture on French Revolutionary period and Napoleon.
1,2,3,4,5,6,8,9,11	2. The student shall be able to defend the frontiersman's desire for the right of deposit and Jefferson's purchase of Louisiana.	2. Filmstrip of Louisiana Purchase.
1	3. The student shall identify and be able to locate on a map the states or parts of states involved in the Louisiana Purchase.	3. Map work--individual student maps using outside resources.

UNIT SIX (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
1,5,8,9	4. The student shall be able to identify several of the major explorers, Fremont, Pike, Long, etc., and be able to explain their accomplishments.	4. Group research and oral presentation on explorers and explorations.
1,5,8,11	5. The student shall be able to summarize the reasons for the Lewis and Clark Expedition, explain its accomplishments, identify its failures, and discuss its impact on the United States.	5. Film--"The Journals of Lewis and Clark."
1,5,6,8,9	6. The student shall be able to determine the reasons for the War of 1812 and the War of the Barbary Pirates and comment on the necessity or lack of necessity for the wars.	6. Debate between "Hawks" and "Doves" over U.S. entry into the War of 1812.
1,5,6,8,9	7. The student shall be able to demonstrate a knowledge of the major battles of the War of 1812, locate their sites, and discuss their outcomes in relationship to the final settlement of the war.	7. Film--"War of 1812" and record, "The Battle of New Orleans."
1,6,8,9	8. The student shall be able to defend or attack the final settlement of the northern boundary of the U.S. to the Rocky Mountains as a logical compromise between the needs of Britain and the U.S.	8. Board list--Provisions of Treaty of Ghent, Adams Onis, and the Treaty of 1818. Have students explain provisions and how they satisfied the needs of both sides--oral or written.
1,5,6,8,9,11	9. The student shall be able to discuss the Monroe Doctrine, the reasons for making such a statement, and tell why Britain supported an American idea.	9. Have students study cartoon illustration of Monroe Doctrine provisions and relate the possible application of these provisions in our affairs.

UNIT SIX (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
2,3,5,6, 8,9,11	10. The student shall be able to define the political position of neutrality by the U.S. in relation to international affairs in this period and identify the men who established this policy.	10. Have students read aloud portions of Washington's Farewell Address and discuss it.

III. Texts and Resource Materials

Texts. History of Our United States, Chapter 9, pt. 2; Chapter 10, pts. 2 and 3; Chapter 11.

Audio-Visual Materials

Films: 310 CB - Lewis and Clark
1526 CB - Journals of Lewis and Clark
1468 CB - Louisiana Purchase
1391 CB - War of 1812

Filmstrips: FS 1659 - Exploring the Louisiana Purchase and the Northwest
FS 1441 - Growth of Territorial U.S.
FS 226 - Louisiana Purchase and Florida
FS 478 - Lewis and Clark
FS 1713 - Monroe Doctrine Shapes U.S. History
FS 1328 - Young Nation and Foreign Affairs
SFS 9 - Lewis and Clark Expedition
SFS 11 - Louisiana Purchase

Overhead Transparencies: OT 189 - Territorial Expansion

UNIT SEVEN

THE NEW NATION INTERNALLY (two weeks)

I. Subject Matter

1. Exit some Indians: which tribes went and why.
2. Government policy toward the frontiersmen and the Indians.
3. Potential Presidents of the time: what made the Presidents?
4. Social classes: North, South, West, progress and process of immigration.
5. Industry and agriculture: a change, a helping hand from government, a beginning of regionalism.
6. The Frontier: its needs and impact.
7. Alien and Sedition Acts: reasons for and reactions to.
8. Secession begins: Hartford Convention, Virginia and Kentucky Resolves, regional suspicions, needs, and prominent speakers for and against.
9. Utopia: Robert Owens and others: their ideas, experiments, successes and failures, and literature.

II.

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
2,3,5,6,8, 9,10,11	1. The student shall be able to evaluate the role of Thomas Jefferson as President, what he added or subtracted from the office, his ideas, and his effect on the nation.	1. Film or filmstrip on Thomas Jefferson.
1,2,3,5, 6,10,11	2. The student shall be able to identify some of the other prominent personalities of the era--Marshall, Calhoun, Webster, Jackson, Clay, Burr, etc., and be able to compile information relating to their qualifications to lead, success or failure in leadership, and the value of their leadership.	2. a. Divide the class into three groups, executive, legislative, and judicial, with roles of Jefferson, Burr, Hamilton, Marshall, Calhoun, Webster, and Clay and present them with a problem of the day to solve as realistically as possible. The senators should have a historically based constituency chosen from remaining members of class. Much research and preparation will be needed. b. Film--"John Marshall"--Profiles in Courage.

UNIT SEVEN (Continued)

Goals	Objectives	Strategies
1,2,3,6, 10,11	3. The student shall be able to break down information relating to the developing economy, the issue of the first United States bank, and the job market of the early 1800's, to show an understanding of the economic condition of the country.	3. Teacher lecture and board chart with discussion.
2,3,5,6, 10,11	4. The student shall be able to identify the major court cases of the era and comment on their effect on life in the U.S.	4. See Strategy #2.
1,3,5,6, 7,8,10,11	5. The student shall be able to show how Americans developed their own social classes separate from the social classes of European society.	5. Teacher will give students jumbled list of social class names for North, South, and West. Students will define characteristics of each group on the list and develop a social class system chart form for each section. Discussion.
1,2,3,4,5, 6,7,8,10,11	6. The student shall be able to identify the beginnings of conflict between the agricultural needs of the South and the industrial needs of the North.	
4,8,10	7. The student shall be able to point out reasons for the development of industry in the Northeast.	6, 7, & 8. Expand chart in #5 to include basic needs, problems, and occupations in each area.
1,2,7,10	8. The student shall be able to compare the role of the developing West with the needs of the other two geographic regions.	
1,2,4,7, 9,10	9. The student shall be able to determine what was meant by "the frontier" in the first half of the 19th Century, and with what unique problems frontiersmen were faced.	9. Film--Westward Movement Series: "Settlement of the Mississippi Valley."

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UNIT SEVEN (Continued)

Goals	Objectives	Strategies
3,6	10. The student shall be able to explain the significance of the Hartford Convention.	10. 5-minute discussion.
2,4,5,7,11	11. The student shall be able to define what is meant by Utopia, identify the leading spokesmen for the Utopian Movement, such as Owens, Longfellow, Thoreau, Emerson, etc., explain the reasons behind the popularity of such a movement, and recognize the successes or failures of the experiments in establishing the various Utopian societies.	11. Define Utopia and read aloud some poetry reflecting the ideas of the Utopians and their movement.
2,4,7,8	12. The student shall be able to define the role of the immigrant during this period in history.	12. Filmstrip or film on immigration.
1,3,7,11	13. The student shall be able to relate in writing the basic provisions of the Northwest Ordinance and the Land Ordinance of 1785 in relation to western developments.	13. Teacher-oriented lecture--discussion with lists of provisions.

III. Texts and Resource Materials

Texts. History of Our United States--Chapter 9, pts. 1 and 3; Chapter 10, pt. 1; Chapter 11, pt. 1; Chapter 12; Chapter 13, pts. 1 and 2.

Audio-Visual Materials

Films: 1384 CB - Canals - Towpaths West
433 CB - Eli Whitney
1025 CB - Great River of the West
1053 CB - Immigration in American History

UNIT SEVEN (Continued)

III. Audio-Visual Materials (continued)

Films: 1577 CB - John Marshall
1976 CB - Kentucky Pioneers
589 CB - Man Without a Country
913 CB - Northwest Territory
1207 CB - Settlers of the Northwest Territory
1208 CB - Settlement of the Mississippi Valley
1044 CB - Westward Growth of Our Nation

Filmstrips: FS 486 - Eli Whitney
FS 1441 - Growth of Territorial U.S.
FS 2721 - Henry Clay: Western Nationalist
FS 1412 - Johnny Appleseed
FS 225 - Northwest Territory
FS 1329 - Westward to the Mississippi
SFS 125 - Daniel Boone's Wilderness Trail
SFS 171 - Songs of the Mississippi Valley

Overhead Transparencies: OT 191 - Population Growth
OT 189 - Territorial Expansion

UNIT EIGHT

ANDREW JACKSON
(one week)

I. Subject Matter

1. Jackson: His rise to the Presidency.
2. Jackson: His ideas on democracy and the government; the spoils system.
3. The Presidency of Jackson: its impact and events.
4. Jackson and the Panic of 1837, the facts and fictions.

UNIT EIGHT (Continued)

II.

Goals	Objectives	Strategies
1,3,5,6, 11	1. The student shall be able to organize the political parties, personalities, and problems relating to the election of 1824, and explain why this election was unique in its time.	1. Students will be divided into four groups, one per candidate for the 1824 election, and will then prepare a campaign speech, dealing with major issues of the day as viewed by their candidate.
1,2,3,4,5, 6,8,9,10, 11	2. The student shall be able to evaluate the attitude of Andrew Jackson toward the Indian, business, and the frontiersman in terms of the impact of these ideas on the United States.	2. & 3. Draw a political cartoon showing Jackson's opinion on any issue or about any of the scandals of his administration.
2,3,4,6, 10,11	3. The student shall be able to define the spoils system, kitchen cabinet, and the Peggy Eaton Scandal, explaining what these were and their importance to their day and time.	
1,2,3,4, 6,10,11	4. The student shall be able to relate the part played by Jackson and other personalities of the time, such as Calhoun, Webster, Clay, etc., in the development of attitudes for and against secession.	4. Political needs chart of the three sections could be developed by students showing goals toward which Congressmen such as Clay, Webster, or Calhoun might work. Follow up with discussion of differences and possibilities for compromise.
2,3,4,5, 6,11	5. The student shall be able to identify the strong points of Jackson's Presidency and his ideas on government, and then evaluate the man's efforts as a gain or loss for the office and the nation.	5. Essay evaluation on Jackson.
2,3,4,5, 10,11	6. The student shall be able to compare and contrast Jeffersonian Democracy with Jacksonian Democracy.	6. Film--"Andrew Jackson."

UNIT EIGHT (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
5,6,10	7. The student shall be able to differentiate between the responsibilities of President Van Buren and President Jackson in the Panic of 1837.	7. Teacher-oriented discussion of causes and characteristics of the Panic of 1837.
1,2,6,7,10	8. The student shall be able to compare the technological, industrial, economic, territorial, and transportational positions of the U.S. in this era with the Revolutionary period.	8. Class divided into six groups, one group for each section of the country in the Revolutionary and Jacksonian periods. Each group will draw a picture illustrating their region at their time, showing technology, transportation, industry, etc. Pictures to be used as basis for discussion.
1,7,8,11	9. The student shall be able to recognize and trace on a map the major sources and direction of settlement for immigrants during this time.	9. Self-stated.

III. Texts and Resource Materials

Texts. History of Our United States, Chapter 13 - Sections 3 and 4.
The People Make a Nation, Modern Politics in America - Part 2, The Beginnings of Modern Politics, pp. 209-249. Activity Book, pp. 30-41.

Audio-Visual Materials

Films: 549 CB - Andrew Jackson
1384 CB - Canals: Towpaths West

Filmstrips: FS 1690 - American Heroes: Andrew Jackson
FS 2724 - Southern Plantation
FS 1329 - Westward to the Mississippi

UNIT NINE

SETTLEMENT OF BOUNDARIES 1840-1850
(three weeks)

I. Subject Matter

1. Settlement of Texas: Personalities, terms, and problems.
2. The trails to Texas, Oregon, and California.
3. Mexican War: Polk, military leaders, campaigns, costs, and problems.
4. Peace treaty: its terms, a gain or loss?
5. Personalities of the era: Benton, Fremont, Scott, Polk, McLoughlin, Sutter, Austin, etc.
6. The Mormons: their history, needs, train, and Salt Lake.
7. Leadership in the Mormon Church.
8. Filling out the boundaries.
9. Mountain Men and Missionaries.

II.

Goals	Objectives	Strategies
1,2,6,7, 8,9,10,11	1. The student shall be able to analyze the reasons for American expansion into the Southwest and evaluate our motives in terms of the wars with Mexico.	1. Film--"Westward Movement: Texas and the Mexican War."
2,3,4,5, 6,7,8,9, 10,11	2. The student shall be able to explain the position of Stephen Austin in relation to the Mexican government.	2. See #1.
1,4,6,7, 8,9,11	3. The student shall be able to defend or criticize the Texans' reasons for going to war with Mexico.	3. List Texans' reasons for war on board. Students will write a defense and a criticism based on these reasons.
1,2,3,4, 5,6,8,9, 11	4. The student shall be able to identify and discuss the significance of prominent individuals or places in the Texan rebellion, such as Goliad, the Alamo, Sam Houston, the Lone Star Flag, etc.	4. Individual research and reports.

UNIT NINE (Continued)

Goals	Objectives	Strategies
1,2,3,4,6, 7,8,9,11	5. The student shall be able to define the position of Texas in relation to the U.S. and Mexico following the Texan rebellion.	5. Teacher-oriented discussion.
2,3,5,6, 8,9,11	6. The student will be able to apply the thoughts behind the term Manifest Destiny to the Presidency of Polk, his campaign and the war.	6. Determine on the board via Taba approach, the meaning of manifest destiny, followed by report on James Polk; tie the two together.
1,2,3,4, 6,7,9,11	7. The student shall be able to criticize or defend the American attitude during and prior to the Mexican War which contributed to that conflict.	7. Debate--Mexico v. United States.
2,4,5,6, 8,9,11	8. The student shall be able to recognize the prominent military and political leaders of both sides, such as Polk, Benton, Santa Ana, Scott, etc., and make an evaluation of their success or failure.	8. Filmstrips--discussion.
1,8,9	9. The student shall be able to locate the major trails to Oregon, Texas, and California, along with the states acquired by war or negotiations in the 1840's.	9. Map work.
1,2,4,5, 10	10. The student shall be able to appraise the value of the efforts of such prominent leaders as John McLoughlin, Fremont, Benton, in their day and time.	10. Meet the Press: with McLoughlin, Benton, etc., interviewed by student newsmen.
5,6,8,9	11. The student shall be able to evaluate the progress of war as a technique for gaining our national wishes during the Texas and Mexican Wars.	11. Teacher lecture.

UNIT NINE (Continued)

Goals	Objectives	Strategies
1,2,4,6, 10	12. The student shall be able to evaluate the impact of the discovery of gold in 1848 on the nation economically, geographically, socially, and politically.	12. Have students write and produce an original play or socio-drama on the gold rush.
1,2,3,4, 6,10	13. The student shall be able to evaluate the methods and success of the government in encouraging settlement and establishing national security during this period.	13. Have students assume the role of a pioneer, tell to what specific area they would travel if given a choice, what problems they might encounter, what their occupation would be, and then tell why they would choose this area over any other.
2,4,5,7, 11	14. The student shall be able to compare and contrast the impact of religious groups on the Southwest and Northwest in the period from 1830-1850.	14. Have groups of students each select one of the religious groups which sent missionaries to the West and give a presentation to the class on different aspects of their missionary activities, including personalities, location, success, relationship with Indians, etc.
2,4,5,7, 11	15. The student shall be able to relate the historical development of the Mormon Church and evaluate the significance of that church and its people on the U.S.	15. Speaker.
1,4,5,10	16. The student shall be able to identify the differences between major fur companies operating in North America.	16. Field trip to Pacific Hide and Fur.
1,2,4,5, 7,10	17. The student shall be able to explain the significance of the Mountain Men to their generation and to the ones that followed.	17. Readings in <u>Promise of America</u> , and film, "Mountain Men."
1,6,8,9,11	18. The student shall be able to compare and contrast the American and British claims to the Oregon Country prior to 1846.	18. Student research on list of explorers and categorize as British or American and what explored.

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UNIT NINE (Continued)

III. Texts and Resource Materials

Texts. History of Our United States, Ch. 14 - Americans Win the Southwest; Ch. 15 - On to the Pacific Promise of America, Book Two - Part One, pp. 22-47; Part Three, pp. 72-89.

Audio-Visual Materials

Films: 1976 CB - Kentucky Pioneers 1878 CB - Sam Houston
206 CB - Mission Life 790 CB - Oregon Country
1274 CB - Mountain Men 1049 CB - Settling the West
667 CB - Oregon Trail 1575 CB - Westward Movement: Settling the Great Plains
1782 CB - Texas and the Mexican War 1044 CB - Westward Growth of Our Nation

Filmstrips: FS 2725 - Alamo
FS 1663 - Early California
FS 1664 - Gold Rush California
FS 1660 - Opening the West - Explorers and Trappers
FS 1661 - Oregon Trail and Oregon Country
FS 1662 - Santa Fe Trail, Texas, Mexican War
FS 1332 - California, Texas, and Mexican War
FS 1773 - Monroe Doctrine Shapes U.S. History
FS 1006 - Mormon Trail
FS 1944 - Santa Fe Trail
FS 1727 - Texas - the Fight for Independence
SFS 7 - California Gold Rush
SFS 25 - Sam Houston - Tallest Texan
SFS 112 - Into the Southwest./ Oregon Country

Graphics: FP 18 - Pioneer Days
OT 98 - Settlement of the West
OT 99 - Territorial Growth

Games: American History Games - Frontier

UNIT TEN

BACKGROUND OF SECESSION 1800-1860
(three weeks)

I. Subject Matter

1. States rights vs. the powers of the central government.
2. Industry vs. agriculture: the problems and needs of each.
3. Slaves: the problem with, the geography of slavery, the racial problem North and South, propaganda for both sides.
4. Compromises on statehood: their rationale, necessity, and faults.
5. The men of the times: their compromises, ideas, leadership qualities, and fate.
6. Fanatical abolition: its personalities, its impact on the North and South, its sanity.
7. Lincoln-Douglas Debates.
8. Evolvement of the Republican Party, Lincoln's election, feelings in South.

II.

Goals	Objectives	Strategies
1,4,6,10, 11	1. The student shall be able to defend either side of the states' rights debate.	1. Debate - North v. South on states' rights and slavery.
1,6,10,11	2. The student shall be able to evaluate the role of geography as an important factor in creating the regional divisiveness of the nation.	2. & 3. The students could set up a Southern society, Northern society, and Western society, and then demonstrate or discuss the strong and weak points of their system. The student group who convinces the greatest number of people to move to their area could be declared the winner.
1,4,6,9, 10,11	3. The student shall be able to explain the role of economic, social, and political ties in the West's support of Northern aims.	4. Teacher-guided outline on board with discussion.
1,6,9,10, 11	4. The student shall be able to trace the impact of the tariff issue as a main cause of the eventual split between North and South.	5. a. Students role-play different parts in a slave auction. b. Small-group readings and comparison in discussion from selections on both sides of slavery issue in <u>Promise of America</u> .
1,2,4,6, 10,11	5. The student shall be able to recognize the South's dependence on the slave system and the North's public attitude compared to its private feelings on the issue of slavery.	

UNIT TEN (Continued)

Goals	Objectives	Strategies
2,4,6,9, 10,11	6. The student shall be able to trace the development of the slave system from its earliest beginnings to its position at the time of secession.	6. & 7. a. Use pictures depicting several aspects of slave life as Northerners and Southerners viewed it. Discussion. b. Have a student tell the story of <u>Uncle Tom's Cabin</u> .
2,4,6,9, 11	7. The student shall be able to evaluate the "peculiar institution of slavery" on the basis of primary documents relating to the parties involved.	
1,2,4,6, 10,11	8. The student shall be able to compare the problems and needs of agriculture with those of industry.	8. & 9. a. See Debate in #1. b. Filmstrips comparing areas.
2,6,10,11	9. The student shall be able to explain the social and working conditions of the Northern factory workers as compared to the Southern slaves, and be able to defend the position of the employer, either North or South.	
1,4,6,9	10. The student shall be able to recognize the problems presented by U.S. expansion in further widening the split between North and South, and how new territories and states eventually became part of the Union.	10. Map work - show territories and states affected by compromises to 1854.
4,5,6,9	11. The student shall be able to identify the major spokesmen for North and South in the years immediately preceding secession, such as Lincoln, Davis, Calhoun, Webster, Clay.	11. & 12. Film--"Daniel Webster"--Profiles in Courage.
1,4,5,6, 9,11	12. The student shall be able to define the word compromise, explain the major compromises of the time, and take a position on the weaknesses and strengths of compromise as a way of settling arguments.	

UNIT TEN (Continued)

Goals	Objectives	Strategies
4,5,6,9	13. The student shall be able to defend either side of the Lincoln- Douglas Debates.	13. a. Select one speech from Lincoln and one from Douglas. Read aloud and reflect on it in class discussion. b. Lincoln-Douglas Debates record.
2,4,5,6,9,11	14. The student shall be able to evaluate the roles of such abolitionists as Nat Turner, Harriet Tubman, John Brown, Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe, and tell how they influenced Northern and Southern opinions either for or against slavery.	14. a. Individual research and oral reports. b. Frederick Douglass film - Profiles in Courage. c. Read aloud from "Confessions of Nat Turner" and discuss possible reactions of Northerners and Southerners to his revolt.
2,4,5,10,11	15. The student shall be able to point out how the Republican Party was established primarily to represent Northern interests.	15. Teacher lecture and class discussion.
4,5,6,11	16. The student shall be able to identify the major events which were steps toward secession, including Supreme Court decisions, John Brown's death, the election of Lincoln etc.	16. Choose two troupes of students, one to represent Northerners and one to represent Southerners and write newspaper accounts of issues and events leading to war as their side would see it.
2,4,5,6,11	17. The student shall be able to comment on the other major reform movements begun during this period and the men and women who initiated them, such as Addams, Dix, Mann, Nightingale, etc.	17. Individual research and reports; readings in <u>Promise of America</u> .
	18. The student shall be able to evaluate the role of the Presidency during the twelve years before the Civil War.	18. Teacher-centered discussion.

UNIT TEN (Continued)

III. Texts and Resource Materials

Texts. History of Our United States, Chapter 16.

Promise of America, Book Two - Struggling for the Dream - Slavery, pp. 123-159.

The People Make a Nation - Slavery and Segregation, Unit IV - Part 1, Slavery, pp. 254-299; Part 2, Increasing Tensions between the North and South, pp. 300-319; Part 3, The Breakdown of the Political System, pp. 320-331. Activity Book, pp. 44-48.

Audio-Visual Materials

Films: 981 CB - Background of the Civil War
1472 CB - Daniel Webster
905 CB - Face of Lincoln
1530 CB - The Great Debate of Lincoln and Douglas
1795 CB - Frederick Douglass
1886 CB - Immigration
2009 CB - Industrial Revolution: Beginnings in U.S.
1389 CB - Meet Mr. Lincoln
929 CB - Plantation South
1884 CB - Rise of the Industrial Giants

Filmstrips: FS 2688 - American Negro - Slavery in a House Divided
FS 2687 - American Negro - Slavery in the Young American Republic
FS 2721 - Henry Clay: Western Nationalist
FS 2722 - Calhoun and the Southern Aristocracy
FS 2723 - Rise of the Industrial Northeast
FS 2724 - Southern Planters

UNIT ELEVEN

THE CIVIL WAR 1860-1865
(four weeks)

I. Subject Matter

1. Formation of the Confederacy: its geography and personalities.
2. The North: its problems and leadership.
3. Advantages and disadvantages for the two sides: economic, geographic, military, leadership, transportation, population, etc.
4. The intangibles of the affair: spirit, will to win, customs, social class, etc.
5. Plans and strategies of both sides: geographical limiting conditions, economic problems, chronology of the war.
6. Leadership: North and South.
7. Evolution of slavery as an issue: Emancipation Proclamation.
8. The first modern war: its technology and cost, lives, dollars, etc.
9. Winners vs. losers: attitudes and problems.
10. Significant battles, marches, events, deaths, and European decisions.

II.

Goals	Objectives	Strategies
1,9	1. The student shall be able to compile a list of Northern and Southern States and locate those states on a map.	1. & 2. Map work--states North and South and Border States; towns, battlesites, and rivers.
1,9	2. The student shall recognize and be able to identify major rivers, valleys, towns, battle sites, in the period.	
5,6,9	3. The student shall be able to identify the main political and military leaders on both sides, such as Lee, Grant, McClellan, Lincoln, Davis, Stanton, etc.	3. Individual research and reports on political and military leaders.
1,6,8,9	4. The student shall be able to compare the strengths and weaknesses of the North and South at the outbreak of the war and relate these to the strategies developed by both sides.	4. Chart comparing Northern and Southern strengths and weaknesses at outbreak of war.

UNIT ELEVEN (Continued)

II.

Goals	Objectives	Strategies
1,6,9	5. The student shall be able to define and use correctly such terms as: confederacy, blockade, artillery, infantry, siege, cavalry, guerilla warfare, etc.	5. Individual assignment--textbook and dictionary definitions of terms.
1,3,4,6,9	6. The student shall be able to discuss the importance of the Gettysburg Address, Emancipation Proclamation, Vicksburg, and Sherman's March to the Sea, and Appomattox.	6. Film - Lincoln.
1,5,6,8,9	7. The student shall be able to relate the factor of the passing of time to the chances of success for the North and South.	7. Teacher-centered discussion.
6,9	8. The student shall be able to construct the chronology of the major events in the war.	8. Self-stated strategy.
9,10	9. The student shall be able to enumerate the reasons the Civil War is known as the first modern war.	9. Individual report on new weaponry introduced in Civil War.
6,9	10. The student shall be able to assemble data regarding the economic, social, and political costs of the Civil War and compare its costs with other wars.	10. Individual textbook, encyclopedia and atlas research to prepare short term paper with footnotes.
8,9	11. The student shall be able to explain the part played by Europeans and their governments in the war.	11. Teacher-centered discussion.
6,9	12. The student shall be able to communicate verbally or orally the personal realities and costs to those who fought in the Civil War.	12. Oral reading and discussion of selections in <u>Promise of America</u> .

UNIT ELEVEN (Continued)

III. Resource Materials

Texts. History of Our United States, Chapter 17, pp. 342-354.

Audio-Visual Materials

Films: 839 CB - True Story of the Civil War
413 CB - Abraham Lincoln

Filmstrips: FS 2689 - American Negro: In Civil War and Reconstruction
FS 1488 - Civil War at Sea
FS 1486 - From Bull Run to Antietam
FS 1487 - From Shilo to Vicksburg
FS 1489 - Gettysburg
FS 1490 - Sherman's March to the Sea
FS 1491 - Road to Appomattox
SFS 27 - Lee and Grant at Appomattox

Graphics: OT 271 - 275 - Chronology of the War and the Battles

UNIT TWELVE

RECONSTRUCTION
(two weeks)

I. Subject Matter

1. Northern attitudes: Lincoln-Johnson and the Congress.
2. Southern needs and attitudes.
3. Conditions for readmission of the Southern States: the Constitutional Amendments, pledges, temporary black control of the South: its gains and scars.
4. Economic gains and needs: North and South.
5. Federal control of the South: gains and losses for both.

UNIT TWELVE (Continued)

II.

Goals	Objectives	Strategies
1,2,3,4,5, 6,9,11	1. The student shall be able to distinguish between attitudes of Lincoln, Johnson, and selected Northern Congressmen on the treatment of the South following the Civil War.	1. a. Individual research and interview in role-playing technique. b. Replay video tape of Lincoln's assassination.
1,2,3,4, 6,9,11	2. The student shall be able to identify the reasons for various Southern attitudes following the Civil War.	2. Divide class into several groups representing different segments of Southern society and report on their attitudes following the war.
1,3,4,5, 6,9,11	3. The student shall be able to define and explain the various steps which had to be taken by the Southern states before they could be readmitted to the Union and the reasons for each step.	3. The students could write the conditions they feel they would establish as fair for readmittance to the Union. The teacher could then compile the lists on an overhead and then the students could compare their ideas with those expressed by the various factions following the war and during Reconstruction.
2,3,4,5, 6,9,11	4. The student shall be able to evaluate whether the governments that were established in the Southern states following the war were corrupt, identify the role of carpetbaggers and scalawags, and determine how conditions in the South and attitudes in the North influenced their development.	4. & 5. Readings - oral - in <u>Promise of America</u> .
1,2,3,4, 6,9,11	5. The student shall be able to compare the social and legal status of Negroes before the war, during Reconstruction, and at the present time.	

UNIT TWELVE (Continued)

Goals	Objectives	Strategies
1,2,3,4, 6,9,11	6. The student shall be able to determine the impact of the 13th, 14th, and 15th Amendments on the position of Negroes in the South during Reconstruction and what problems (if any) were created by their ratification.	6. On board chart to be completed individually and discussed.
1,2,3,4, 6,9,11	7. The student shall be able to evaluate the attitude toward Negroes living in the North during Reconstruction and decide whether Northern actions were consistent with Northern statements regarding their equality.	7. Reconstruction film.
1,2,3,4, 5,6,9,11	8. The student shall be able to identify several anti-Negro societies which were formed in the South following the war, define the goals of such societies, and determine their effectiveness in accomplishing these goals.	8. Have students write to individual Klan societies in various states requesting material as prospective members, material received to be used in class presentation and discussion.
2,4,6,9, 11	9. The student shall be able to list the Black Codes and compare the status of Negroes under such laws with their status as slaves.	9. a. <u>Promise of America</u> readings. b. <u>Filmstrip</u> .
1,4,10,11	10. The student shall be able to point out how the distribution (or lack of distribution) of land in the South after the war was a major failure of Reconstruction.	10. Reconstruction Game.
3,4,5,6, 9,11	11. The student shall be able to point out the causes and results of the impeachment of Andrew Johnson.	11. Students define impeachment; refer back to Constitution; research charges against Johnson, write short essay evaluating validity of his impeachment.
4,5,6, 10,11	12. The student shall be able to explain the function, accomplishments and failures of the Freedmen's Bureau.	12. See #10.

UNIT TWELVE (Continued)

<u>Goals</u>	<u>Objectives</u>	<u>Strategies</u>
	13. The student shall be able to show how the devastation of the South during the Civil War was a primary cause of its economic problems during Reconstruction.	13. Class discussion.
1,2,4,6, 11	14. The student shall be able to define the contractual position of sharecroppers and tenant farmers and explain why these systems evolved in the South following the war.	14. See #10.
1,3,4,5, 6,9,10,11	15. The student shall be able to compare reconstruction of the South, emphasizing the problems and advantages in each area.	15. Chart - compare North and South during Reconstruction.
1,3,4,5, 6,9,10,11	16. The student shall be able to evaluate the overall successes and failures of the reconstruction plan for the South and determine what might have been done which would have made this transition easier.	16. Tabla - single question, multiple response, synthesis.

III. Resource Materials

Texts. History of Our United States, Chapter 17, Part 4.
The People Make a Nation, Slavery and Segregation - Unit IV; Segregation Replaces Slavery - Part 4, pp. 332-339.
Promise of America, Part 2, pp. 160-172. Activity Book, pp. 44-55.

Audio-Visual Materials

Films: 416 CB - Booker T. Washington
1886 CB - Immigration

UNIT TWELVE (Continued)

- III. Filmstrips: FS 2691 - American Negro - Facing the 20th Century
FS 1492 - Reconstruction Period
FS 1285 - George Washington Carver
FS 1334 - Union and Reconstruction

American History Games - Reconstruction

UNIT THIRTEEN

THE BRIDGE

(Note: this unit not required, but should be used only if time is available.)

I. Subject Matter

1. Factories in the North; the reasons for, impact on the nation.
2. The government and its relationship to industry.
3. Immigration and the railroads and factories.
4. Impact and growth of technology.
5. Open range cattle to the modern ranch.
6. The railroads, the cattle towns, and cattle; their geography, economics, and reasons for being.
7. The Homestead Act; reasons for and impact.
8. The railroad and the farmer.
9. The rancher, cattleman, farmer, railroad, and technology; their inter-relationship and impact on each other and the nation.
10. The frontier: its geographical progress, and its laws and law enforcement.
11. The frontier: a place of change? The Turner Thesis.

II. Objectives

1. The student shall be able to assemble data and evaluate the government's role in support of the railroads, the rancher, the farmer, and business.
2. The student shall be able to comprehend the relationships between the longhorn, the railroad, the cowboy, the vaquero, the Indian, the open range, and the basic ecological factors of the Plains.

UNIT THIRTEEN (Continued)

- II. 3. The student shall be able to define the differences between the open range cattleman and the modern rancher.
4. The student shall be able to locate on a map the major cattle trails, railroad routes, railroad and cattle towns.
5. The student shall be able to evaluate the impact of the Homestead Act on the frontier and define the basics of that law.
6. The student shall be able to define the term "Great American Desert" and then analyze the problems faced by the farmer in that region.
7. The student shall be able to compare the patterns of Plains settlement, life style, and technology with the previous settlement of one other region.
8. The student shall be able to identify and explain the geographical patterns of settlement in farming, ranching, and mining.
9. The student shall be able to develop and explain the western patterns of land acquisition and law before territorial status such as the land club laws, mining claim laws, squatters rights' codes, and the vigilante episodes.
10. The student shall be able to trace the "evolution" of the factory system in the U.S. up to 1880.
11. The student shall be able to justify the use of immigrants, women, and children as factory workers from an industrialist's point of view.
12. The student shall be able to evaluate the role of the immigrant in the building of railroads and the opening of the West.
13. The student shall be able to define the role of the government in the development of industry to 1880.

III. Sample Strategies

1. The students could write a brief essay on the relationship between the cattleman, railroad, Spanish cattle technology, and Eastern demand. The essays could be read before the class and criticized by the teacher and the class.
2. The student could read a book relating to the time and then write a critical report of the book to hand in or give to the class.
3. The students could construct a map of the U.S. showing all states admitted by 1880, railroads built to that year, major cities, important products and their main areas of production, population growth, and any other features deemed important to show the overall growth of the nation by 1880.

UNIT THIRTEEN (Continued)

- III. 4. Have some students assume the roles of a miner, cattlemen, plains farmer, railroad worker (immigrant), factory worker, western lawman, and other persons of different occupations, and compare orally their life style, hardships, surroundings, social class, wealth, etc.

IV. Texts and Resource Materials

Texts. History of Our United States, Chapters 18, 19, 20, 22, and 23.

Audio-Visual Materials

Films: 1802 CB - America Becomes an Industrial Giant
1602 CB - Custer: The American Surge Westward
1884 CB - Rise of the Industrial Giants
2008 CB - Rise of Labor
1886 CB - Immigration

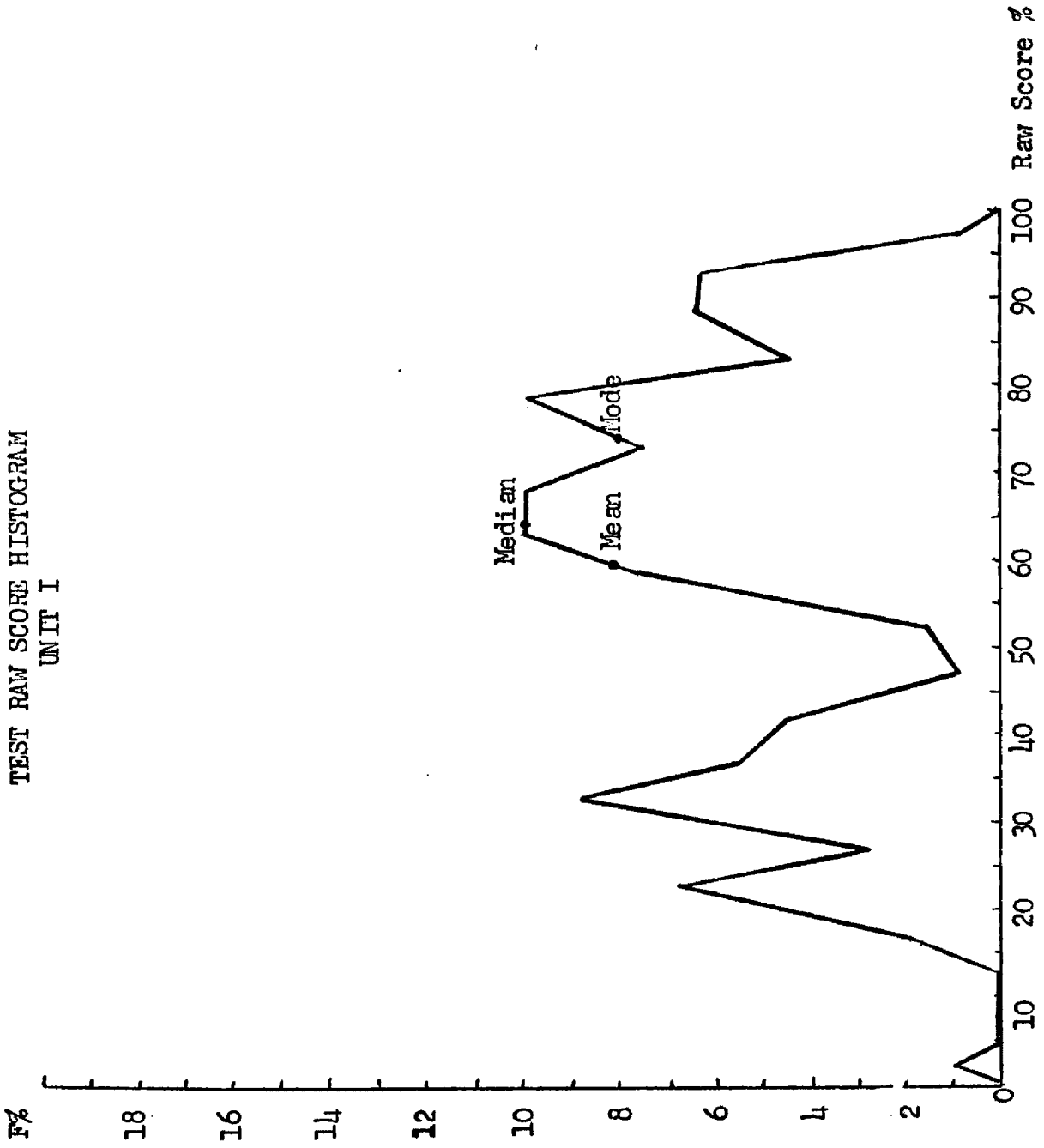
Filmstrips: FS 1283 - Thomas Edison
SFS 26 - Building the First Transcontinental Railroad

APPENDIX B

UNIT AND FINAL TEST STATISTICS

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT I

99	49		
98	48 - 1		
97	47		
96 - 1	46		
95 - 2	45	MEAN	59.18
94 - 1	44 - 1		
93	43 - 1	MEDIAN	64
93 - 2	42		
91 - 2	41 - 3	MODE	73
90 - 2	40		
89	39 - 1	TOTAL	6401
88 - 3	38 - 3		
87 - 2	37 - 1	POP.	108
86	36 - 1		
85	35 - 2	RANGE	96 - 2
84	34 - 1		
83 - 1	33		
82 - 3	32 - 4		
81 - 1	31 - 3		
80 - 2	30		
79 - 3	29		
78 - 4	28		
77 - 1	27		
76 - 1	26 - 3		
75 - 2	25 - 4		
74	24 - 2		
73 - 5	23 - 1		
72 - 1	22 - 1		
71	21		
70 - 1	20 - 1		
69 - 1	19		
68 - 3	18		
67 - 3	17 - 1		
66 - 3	16		
65 - 4	15		
64 - 1	14		
63 - 1	13		
62 - 4	12		
61 - 1	11		
60 - 2	10		
59 - 2	9		
58 - 1	8		
57 - 1	7		
56 - 2	6		
55	5		
54	4		
53 - 1	3		
52 - 1	2 - 1		
51 - 1	1		
50			



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT I

C.INT.	M.P.	F	%F
96-100	97.5	1	.9
91-95	92.5	7	6.5
86-90	87.5	7	6.5
81-85	82.5	5	4.6
76-80	77.5	11	10
71-75	72.5	8	7.4
66-70	67.5	11	10
61-65	62.5	11	10
56-60	57.5	8	7.4
51-55	52.5	3	2.8
46-50	47.5	1	.9
41-45	42.5	5	4.6
36-40	37.5	6	5.6
31-35	32.5	10	9.3
26-30	27.5	3	2.8
21-25	22.5	8	7.4
16-20	17.5	2	1.8
11-15	12.5		
6-10	7.5		
0- 5	2.5	1	.9

N = 108

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT I

OBJ #	TEST ITEMS														ACH. by %	
1	Q	M/C	F-I	Map										Bar-	F-I	
	%	1	6	1	2	3	4	5	6	7	8	9	10	rier	64	53
		55	24	88	55	33	57	49	53	58	46	63	31	62	64	
2	Q	F-I	Match													
	%	8	2	7												50
		60	40	51												
3	Q	M/C	F-I	Match												
	%	3	7	3	8	9										38
		44	38	42	27	37										
4	Q	M/C	F-I													
	%	2	11													70
		80	60													
5	Q	M/C	M/C	F-I	F-I	F-I	F-I									
	%	4	5	1	10	5	9									57
		82	52	64	45	60	37									
6	Q	M/C	F-I	F-I	Chief											
	%	6	4	12												48
		62	58	21	50											
7	Q	F-I	Match			Other	Plant									
	%	2	1	4	5	6	Tribes	Life	Water	Crops	Fish	Trans.				60
		84	52	69	60	34	58	58	54	60	66	67				
8	Q	M/C														
	%	7														78
		78														
9	Q	M/C	F-I													
	%	8	3													87
		78	96													
10	Q	M/C														
	%	9														83
		83														
11	Q	M/C														
	%	10	2													85
		90	80													
12	Q	Individual class work.														
	%	Couldn't construct an objective test question														
13	Q	M/C														
	%	11														42
		42														

TEST ITEM ANALYSIS
UNIT I

Q#	PERIOD I No. = 26		PERIOD II No. = 30		PERIOD III No. = 30		PERIOD IV No. = 23		% Overall Total	
	Total Missed	% Suc.	Total Missed	% Suc.	Total Missed	% Suc.	Total Missed	% Suc.		
<u>Multiple Choice</u>										
1.	15	43	14	53	14	53	7	70	55	
2.	5	81	7	77	5	83	5	78	80	
3.	16	39	14	53	19	37	12	48	44	
4.	2	92	7	77	6	80	5	78	82	
5.	12	54	12	60	16	47	12	48	52	
6.	10	77	15	50	8	73	12	48	62	
7.	7	72	12	60	11	63	5	78	68	
8.	4	85	7	77	10	67	2	91	78	
9.	2	92	4	87	7	77	6	74	83	
10.	3	89	7	77	1	97	1	96	90	
11.	15	43	19	37	15	50	14	39	42	
Essay	5	81	5	83	6	80	11	52	74	
<u>Fill In</u>										
1.	6	77	8	73	16	47	10	57	64	
2.	4	85	4	87	4	87	5	78	84	
3.	0	100	5	83	0	100	0	100	96	
4.	10	62	14	53	13	57	9	61	58	
5.	25	4	28	7	28	7	21	8	7	
6.	19	21	18	40	23	23	20	13	24	
7.	32	39	43	29	28	53	32	30	38	
8.	24	54	24	60	19	68	20	57	60	
9.	17	35	14	53	13	57	19	17	41	
10.	10	62	19	37	20	33	10	57	45	
11.	17	67	25	58	17	72	26	43	60	
12.	18	31	22	27	28	7	19	17	21	
<u>Map</u>										
1.	4	85	4	87	5	83	1	96	88	
2.	12	54	8	73	14	53	14	39	55	
3.	19	27	20	33	22	27	13	43	33	
4.	12	54	13	57	12	60	10	57	57	
5.	15	43	17	43	14	53	10	57	49	
6.	13	50	16	47	15	50	8	65	53	
7.	9	66	10	67	13	57	13	43	58	
8.	19	27	16	47	12	60	12	48	46	
9.	8	69	11	63	10	67	11	52	63	
10.	17	35	25	17	19	37	15	35	31	

(Continued)

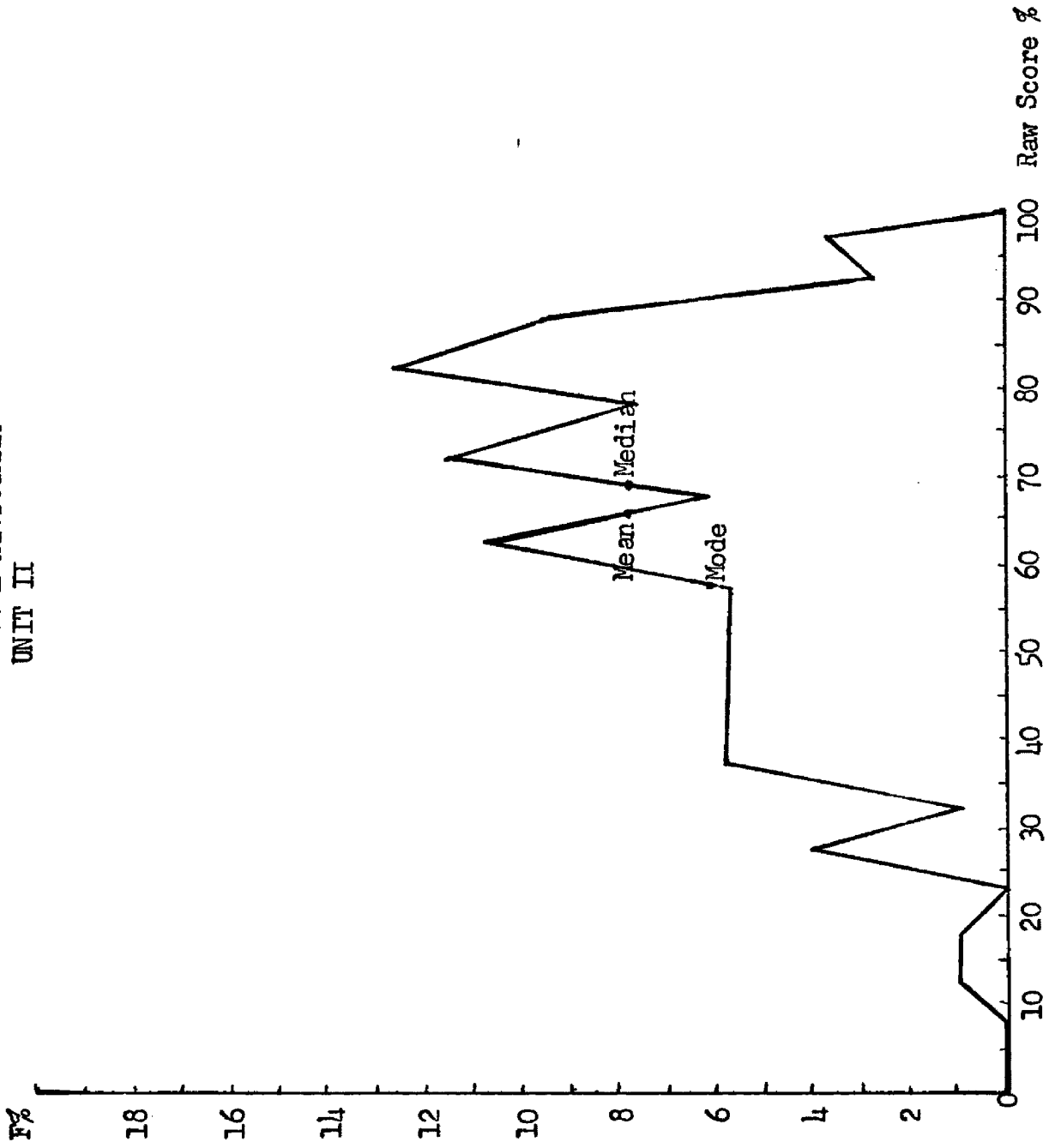
Test Item Analysis - Unit I (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
<u>Water Barrier</u>									
1.	53	66	66	64	72	60	58	58	62
2.	19	62	9	70	14	53	7	70	64
<u>Matching</u>									
1.	8	69	13	57	16	47	15	35	52
2.	18	31	17	43	15	50	15	35	40
3.	17	35	23	23	12	60	12	48	42
4.	6	77	9	70	6	80	12	48	69
5.	8	69	10	67	15	50	11	52	60
6.	16	39	17	43	21	30	18	22	34
7.	7	72	13	57	13	57	19	17	51
8.	21	19	20	33	21	30	17	26	27
9.	19	27	20	33	18	40	12	48	37
Tribes	76	63	88	63	107	55	90	51	58
Plant life	36	65	46	62	50	58	51	45	58
Water	46	56	51	57	56	53	46	50	54
Crop	30	71	45	62	55	54	45	51	60
Fish	27	74	30	75	42	65	46	50	66
Trans.	30	71	30	75	45	62	43	58	67
Chief	53	49	58	52	64	47	50	46	50

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT II

100 - 1	49 - 1		
99 - 1	48 - 1		
98	47 - 1		
97	46		
96 - 2	45 - 4		
95 - 1	44		
94 - 2	43 - 1		
93	42 - 1		
92	41	MEAN	65.81
91	40 - 1	MEDIAN	69
90	39	MODE	58
89 - 4	38 - 1	TOTAL	6844
88 - 2	37 - 3	POP	104
87 - 3	36 - 1	RANGE	15-100
86 - 1	35		
85 - 2	34		
84 - 4	33 - 1		
83 - 1	32		
82 - 2	31		
81 - 4	30 - 1		
80 - 2	29		
79 - 1	28 - 1		
78	27 - 1		
77 - 4	26 - 1		
76 - 1	25		
75 - 3	24		
74 - 1	23		
73 - 1	22		
72 - 3	21		
71 - 4	20		
70 - 1	19		
69 - 2	18		
68	17		
67 - 3	16 - 1		
66	15 - 1		
65	14		
64 - 3	13		
63 - 1	12		
62 - 4	11		
61 - 3	10		
60	9		
59 - 1	8		
58 - 5	7		
57	6		
56	5		
55 - 1	4		
54 - 1	3		
53	2		
52 - 3	1		
51 - 1			
50 - 3			

TEST RAW SCORE HISTOGRAM
UNIT II



TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT II

C.INT.	M.P.	F	%F
96-100	97.5	4	3.8
91-95	92.5	3	2.9
86-90	87.5	10	9.6
81-85	82.5	13	12.5
76-80	77.5	8	7.7
71-75	72.5	12	11.5
66-70	67.5	6	5.8
61-65	62.5	11	10.6
56-60	57.5	6	5.8
51-55	52.5	6	5.8
46-50	47.5	6	5.8
41-45	42.5	6	5.8
36-40	37.5	6	5.8
31-35	32.5	1	.01
26-30	27.5	4	3.8
21-25	22.5	-	-
16-20	17.5	1	.01
11-15	12.5	1	.01
6-10	7.5	-	-
0- 5	2.5	-	-

N = 104

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT II

OBJ.#	TEST ITEMS												ACH. by %		
1	Q	M/C						T-F					68		
	%	1	2	3	4	11	15	2	3	4	5				
		54	80	84	52	48	56	77	79	76	74				
2	Q	M/C					T-F		66						
	%	5	6	9	12	6	11								
		85	32	63	63	64	91								
3	Q	MAP							MAP						65
	%	A	B	C	D	E	F	G	1	2	3	4	5	6	
		46	45	56	66	44	56	11	76	77	87	75	79	85	
	Q	7	8	Place Exp.		65									
	%	82	76	73											
4	Q	M/C			T-F				Expl-		63				
	%	7	13	7	8	9	10	12	13	orer		Nation			
		46	51	60	54	69	61	71	61	84	73				
5	Q	M/C		T-F		59									
	%	8	14	15											
		51	63	63											
6	Q	M/C		T-F		59									
	%	10	14	1											
		45	58	75											

TEST ITEM ANALYSIS
UNIT II

Q#	PERIOD I No. = 30		PERIOD II No. = 20		PERIOD III No. = 28		PERIOD IV No. = 26		% Overall Total
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	
<u>Multiple Choice</u>									
1.	18	40	7	65	15	47	10	62	54
2.	8	73	5	75	3	88	4	85	80
3.	4	87	7	65	1	96	3	89	84
4.	11	63	9	55	12	56	17	35	52
5.	6	80	3	85	4	85	3	89	85
6.	21	30	14	30	19	32	17	35	32
7.	19	37	9	55	15	47	15	43	46
8.	11	63	8	60	14	50	18	31	51
9.	9	70	13	35	7	75	7	72	63
10.	18	40	11	45	13	52	15	43	45
11.	11	63	15	25	13	52	13	50	48
12.	11	63	6	70	9	68	13	50	63
13.	16	47	10	50	15	47	11	58	51
14.	11	63	11	45	14	50	7	72	58
15.	15	50	8	60	13	52	10	62	56
<u>Map A</u>									
A.	16	47	13	35	17	39	10	62	46
B.	20	33	10	50	16	43	12	54	45
C.	15	50	10	50	13	56	6	77	56
D.	16	47	7	65	7	75	6	77	66
E.	21	30	16	20	20	29	12	54	44
F.	16	47	9	55	9	68	12	54	56
G.	26	13	15	25	28	0	24	7	11
<u>Map B</u>									
1.	10	67	5	75	7	75	4	85	76
2.	11	63	3	85	5	82	6	77	77
3.	6	80	3	85	4	85	1	96	87
4.	10	67	5	75	7	75	5	81	75
5.	8	73	5	75	6	79	3	89	79
6.	9	70	3	85	3	88	1	96	85
7.	10	67	5	75	3	88	1	96	82
8.	12	60	4	80	4	85	6	77	76

(Continued)

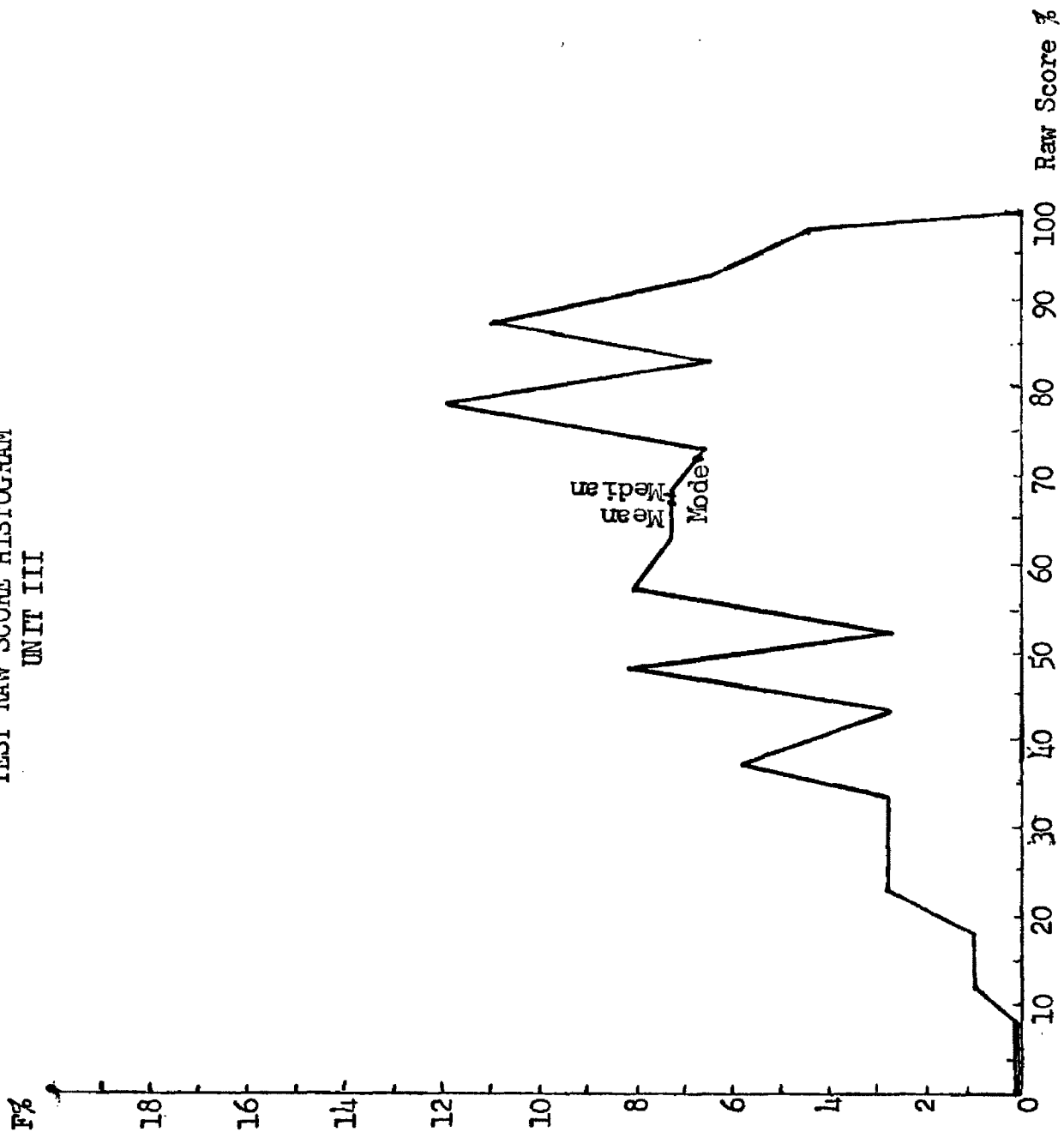
Test Item Analysis - Unit II (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	Overall %
<u>True-False</u>									
1.	9	70	7	65	4	85	5	81	75
2.	12	60	5	75	4	85	3	89	77
3.	2	93	6	70	3	88	9	66	79
4.	5	83	8	60	4	85	6	77	76
5.	7	77	10	50	3	88	4	85	74
6.	9	70	9	55	11	61	8	69	64
7.	8	73	11	45	12	56	9	66	60
8.	12	60	11	45	15	47	10	62	54
9.	7	77	5	75	7	75	13	50	69
10.	10	67	7	65	10	64	14	46	61
11.	3	90	4	80	1	96	1	96	91
12.	13	57	5	75	6	79	7	72	71
13.	13	57	10	50	6	79	11	58	61
14.	13	57	5	75	13	52	9	66	63
15.	15	50	6	70	10	64	9	66	63
<u>Chart Essay</u>									
Explorer	19	89	42	65	18	89	16	90	84
Nation	43	76	60	50	29	83	29	81	73
Place	32	82	49	59	50	70	30	81	73

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT III

100 - 3	50 - 2		
99	49		
98 - 1	48 - 3		
97	47		
96 - 1	46 - 4		
95	45		
94 - 5	44		
93 - 1	43 - 1	MEAN	65.70
92 - 1	42 - 2		
91	41	MEDIAN	66
90 - 3	50 - 2		
89	39	MODE	72
88 - 5	38 - 3		
87 - 1	37	TOTAL	7097
86 - 3	36 - 1		
85 - 1	35	POP.	108
84 - 4	34 - 2		
83	33	RANGE	100-14
82 - 2	32 - 1		
81	31		
80 - 5	30 - 1		
79	29		
78 - 3	28 - 1		
77	27		
76 - 5	26 - 1		
75	25		
74	24 - 1		
73 - 1	23		
72 - 6	22 - 1		
71	21 - 1		
70	20		
69	19		
68 - 3	18		
67	17		
66 - 5	16 - 1		
65	15		
64 - 5	14 - 1		
63	13		
62 - 2	12		
61 - 1	11		
60 - 2	10		
59	9		
58 - 4	8		
57 - 2	7		
56 - 1	6		
55	5		
54 - 3	4		
53	3		
52	2		
51	1		

TEST RAW SCORE HISTOGRAM
UNIT III



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT III

C.INT.	M.P.	F	%F
96-100	97.5	5	4.6
91-95	92.5	7	6.5
86-90	87.5	12	11.0
81-85	82.5	7	6.5
76-80	77.5	13	12.0
71-75	72.5	7	6.5
66-70	67.5	8	7.4
61-65	62.5	8	7.4
56-60	57.5	9	8.3
51-55	52.5	3	2.8
46-50	47.5	9	8.3
41-45	42.5	3	2.8
36-40	37.5	6	5.6
31-35	32.5	3	2.8
26-30	27.5	3	2.8
21-25	22.5	3	2.8
16-20	17.5	1	.9
11-15	12.5	1	.9
6-10	7.5	-	-
0- 5	2.5	-	-

N = 108

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT III

OBJ.#	TEST ITEMS										ACH. by %				
1		M/C			F-I			MAP			68				
	Q	1	9	17	1	2	3	5	6	1					
	%	81	41	62	76	58	69	53	87	86					
2		M/C			MAP										62
	Q	2	10	19	1	2	3	4	5	6	7	8	9	10	
	%	94	43	67	69	71	74	71	48	59	64	71	33	39	
3		M/C										60			
	Q	3	11	18											
	%	59	70	50											
4		M/C			MATCH							63			
	Q	4	16	20	8										
	%	66	66	55	74										
5		M/C			MAP							61			
	Q	5	12	21	4			5		7					
	%	79	78	38	61			47		61					
6		M/C			MATCH							47			
	Q	6	13	22	2		3								
	%	68	23	34	54		54								
7		M/C										65			
	Q	7	14	23											
	%	64	68	68											
8		M/C			F-I		MAP					59			
	Q	8	15	24	4		7		2		6				
	%	64	60	83	45		50		54		58				

TEST ITEM ANALYSIS
UNIT III

Q#	PERIOD I No. = 30		PERIOD II No. = 22		PERIOD III No. = 28		PERIOD IV No. = 27		% Overall Total	
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success		
Multiple Choice										
1.	7	77	2	91	3	88	6	78	81	
2.	2	93	2	91	1	96	1	96	94	
3.	7	77	12	45	13	52	10	63	59	
4.	9	70	13	41	6	79	7	74	66	
5.	4	87	8	64	2	93	9	67	79	
6.	10	67	12	45	2	93	9	67	68	
7.	12	60	10	55	6	79	10	63	64	
8.	12	60	11	50	9	68	6	78	64	
9.	21	30	16	27	14	50	12	56	41	
10.	22	27	17	23	11	61	11	59	43	
11.	5	83	8	64	13	52	5	82	70	
12.	3	90	2	91	9	68	10	63	78	
13.	22	27	22	0	24	14	13	52	23	
14.	7	77	9	59	6	79	12	56	68	
15.	8	73	10	55	12	56	12	56	60	
16.	9	70	10	55	10	64	7	74	66	
17.	9	70	15	32	10	64	5	82	62	
18.	12	60	16	27	13	52	11	59	50	
19.	13	57	12	45	6	79	4	85	67	
20.	16	47	15	32	8	72	9	67	55	
21.	19	37	15	32	16	43	16	41	38	
22.	20	33	16	27	19	32	15	45	34	
23.	12	60	8	64	6	79	9	67	68	
24.	4	87	2	91	7	75	6	78	83	
Map Fill In										
1.	13	57	11	50	4	85	5	82	69	
2.	9	70	11	50	5	82	5	82	71	
3.	7	77	6	73	9	68	6	78	74	
4.	10	67	12	45	3	88	4	85	71	
5.	14	53	17	23	12	56	11	59	48	
6.	13	57	12	45	7	75	11	59	59	
7.	11	63	9	59	8	72	10	63	64	
8.	7	77	8	64	9	68	7	74	71	
9.	22	27	19	14	16	43	14	48	33	
10.	19	37	17	23	17	39	12	56	39	

(Continued)

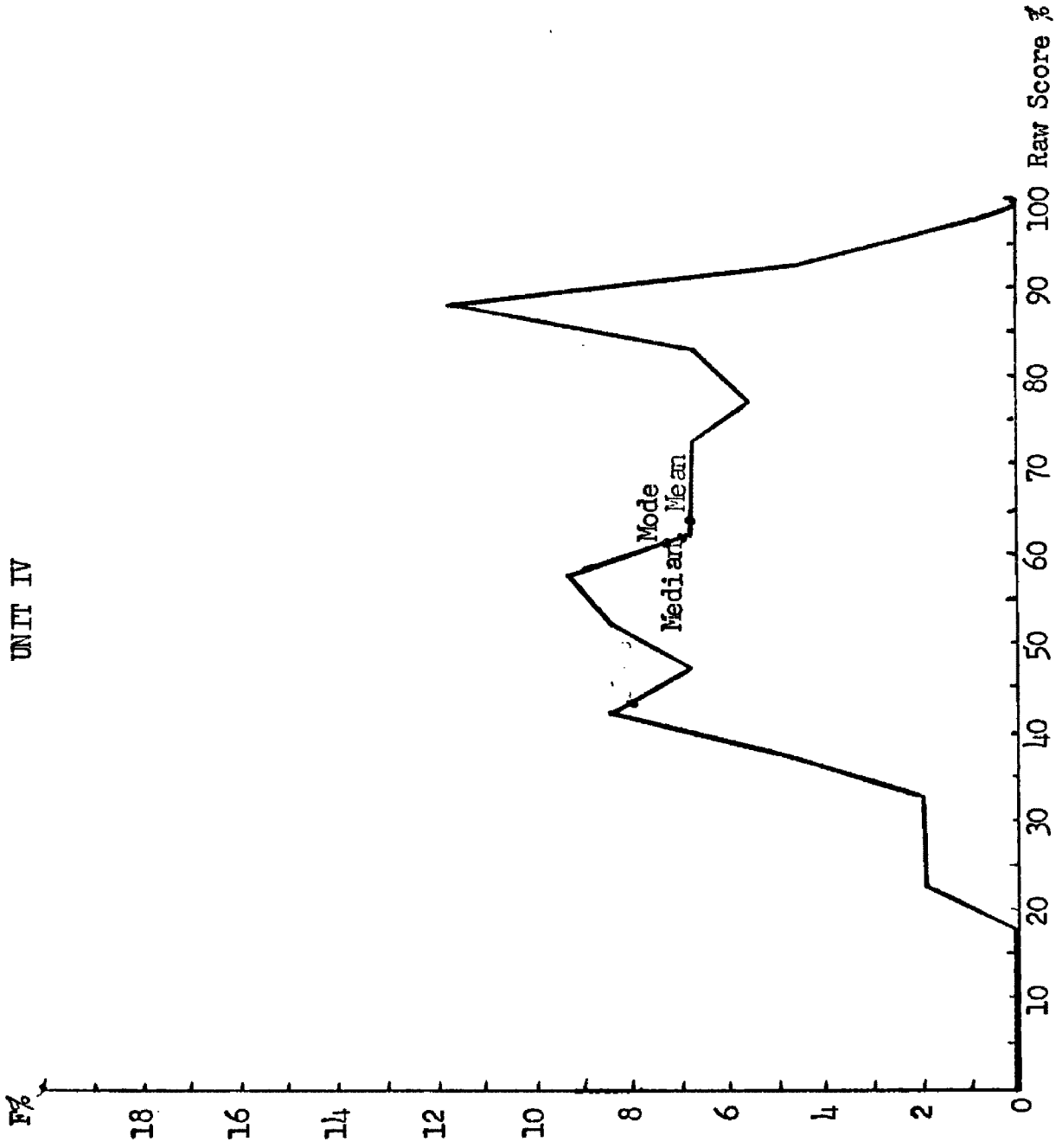
TEST ITEM ANALYSIS - UNIT III (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
<u>Fill In</u>									
1.	12	80	17	61	9	84	11	79	76
2.	10	67	16	27	9	68	8	70	58
3.	13	78	24	45	15	73	11	79	69
4.	17	43	16	27	14	50	11	59	45
5.	12	60	36	14	16	43	7	74	53
6.	1	98	12	73	4	93	4	93	87
7.	15	50	14	36	15	47	9	67	50
<u>Matching</u>									
1.	1	97	6	73	3	88	4	85	86
2.	10	67	17	23	9	68	11	59	54
3.	16	47	13	41	9	68	11	59	54
4.	13	57	8	64	14	50	7	74	61
5.	17	43	13	41	17	39	10	63	47
6.	15	50	9	59	10	64	11	59	58
7.	13	57	9	59	14	50	6	78	61
8.	6	80	7	68	7	75	7	74	74

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT IV

99	49 - 1	
98	48 - 2	
97 - 1	47	
96	46 - 3	
95	45 - 1	
94 - 1	44 - 2	
93 - 1	43 - 6	
92 - 2	42	
91	41	
90 - 1	40	MEAN 63.97
89 - 1	39 - 2	
88 - 4	38 - 2	MEDIAN 62
87 - 2	37 - 1	
86 - 5	36	MODE 61.43
85 - 2	35	
84 - 1	34	TOTAL 6909
83	33 - 1	
82 - 3	32 - 1	POP. 108
81 - 1	31	
80 - 1	30	RANGE 22-97
79 - 2	29 - 1	
78	28	
77 - 2	27	
76 - 1	26 - 1	
75 - 4	25	
74 - 1	24	
73	23 - 1	
72 - 1	22 - 1	
71 - 1	21	
70 - 1	20	
69 - 3	19	
68 - 1	18	
67 - 1	17	
66 - 1	16	
65 - 2	15	
64 - 2	14	
63 - 3	13	
62 - 5	12	
61 - 6	11	
60 - 2	10	
59 - 2	9	
58 - 2	8	
57 - 4	7	
56	6	
55 - 2	5	
54 - 1	4	
53 - 3	3	
52 - 1	2	
51 - 2	1	
50 - 1		

TEST RAW SCORE HISTOGRAM
UNIT IV



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT IV

C.INT.	M.P.	F	%F
96-100	97.5	1	.9
91-95	92.5	4	3.7
86-90	87.5	13	12.0
81-85	82.5	7	6.5
76-80	77.5	6	5.6
71-75	72.5	7	6.5
66-70	67.5	7	6.5
61-65	62.5	17	16.5
56-60	57.5	10	9.3
51-55	52.5	9	8.3
46-50	47.5	7	6.5
41-45	42.5	9	8.3
36-40	37.5	5	4.6
31-35	32.5	2	1.8
26-30	27.5	2	1.8
21-25	22.5	2	1.8
16-20	17.5	-	-
11-15	12.5	-	-
6-10	7.5	-	-
0- 5	2.5	-	-

N = 108

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT IV

OBJ.#	TEST ITEMS										ACH. by %		
1	Q %	M/C 1 30	14 86	T-F 1 64							60		
2	Q %	M/C 2 64	F-I 1 73	T-F 2 74							70		
3	Q %	M/C 3 71	F-I 2 58	T-F 3 94							72		
4	Q %	M/C 4 73	15 4	T-F 4 68							48		
5	Q %	M/C 5 65	16 77	T-F 5 86							76		
6	Q %	M/C 6 59	F-I 3 61	T-F 6 61							60		
7	Q %	M/C 7 74	17 81	F-I 4 61	9 55	T-F 7 58					66		
8	Q %	M/C 8 81	F-I 5 43	8 55	T-F 8 66						61		
9	Q %	M/C 9 60	F-I 6 63	T-F 9 94							72		
10	Q %	MAP											
		1 39	2 36	3 62	4 65	5 39	6 86	7 67	8 48	9 72	10 55	57	
11	Q %	M/C 10 70	T-F 10 79	M/C 18 81								77	
12	Q %	M/C											
		11 66	19 76										71

Objective Achievement as Measured by Test Items - Unit IV (Continued)

Obj.#		Test Items	Ach. by %
13	Q %	M/C F-I 12 7 62 52	57
14	Q %	M/C 13 20 49 45	47
15	Q %	Essay 43	43
		Overall Cumulative	62%

TEST ITEM ANALYSIS
UNIT IV

Q#	PERIOD I No. = 30		PERIOD II No. = 22		PERIOD III No. = 27		PERIOD IV No. = 28		% Overall Total
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	
<u>Multiple Choice</u>									
1.	22	27	15	32	19	30	20	29	30
2.	9	70	9	59	7	74	13	52	64
3.	8	73	7	68	7	74	9	68	71
4.	8	73	6	73	7	74	8	72	73
5.	10	67	10	55	6	78	11	61	65
6.	15	50	6	73	13	52	11	61	59
7.	10	67	3	86	7	74	9	68	74
8.	9	70	4	82	4	85	3	88	81
9.	13	57	8	64	12	56	10	64	60
10.	6	80	6	73	11	59	9	68	70
11.	8	73	9	59	8	70	11	61	66
12.	10	67	10	55	10	63	11	61	62
13.	17	43	12	45	11	59	14	50	49
14.	5	83	4	82	4	85	1	96	86
15.	29	3	21	5	26	4	27	4	4
16.	9	70	5	77	6	78	5	82	77
17.	7	77	2	91	3	89	9	68	81
18.	4	87	5	77	6	78	5	82	81
19.	8	73	7	68	4	85	6	79	76
20.	17	43	12	45	12	56	18	36	45
<u>Fill In</u>									
1.	10	83	16	64	13	76	16	70	73
2.	15	50	10	55	10	63	10	64	58
3.	30	50	9	80	21	61	27	52	61
4.	16	47	5	77	6	78	16	43	61
5.	21	30	9	59	12	56	21	25	43
6.	38	58	19	71	24	70	39	54	63
7.	16	47	8	64	11	59	17	37	52
8.	26	57	23	48	24	56	23	59	55
9.	15	50	8	64	13	52	13	52	55
<u>True-False</u>									
1.	11	63	6	73	12	56	10	64	64
2.	7	77	4	82	7	74	10	64	74
3.	2	93	2	91	0	100	2	93	94
4.	8	73	13	41	7	74	5	82	68
5.	3	90	1	95	4	85	8	72	86

(Continued)

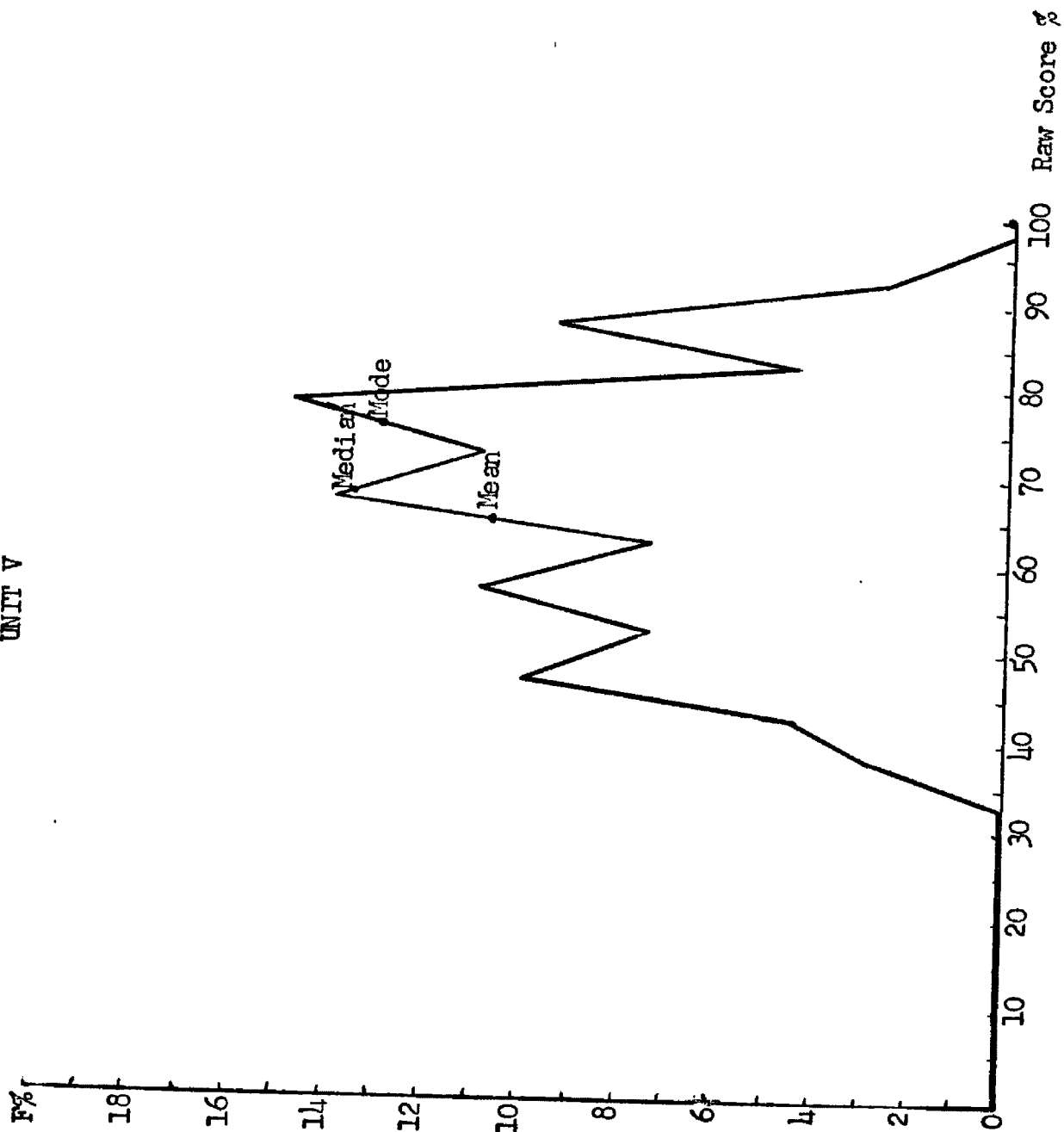
Test Item Analysis - Unit IV (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
True-False (Continued)									
6.	14	53	9	59	10	63	9	68	61
7.	16	47	4	82	6	78	21	25	58
8.	14	53	7	68	5	82	11	61	66
9.	0	100	2	91	1	96	3	88	94
10	4	87	1	91	7	74	10	64	79
Map									
1.	21	30	12	45	9	67	22	22	39
2.	23	23	12	45	14	48	20	29	36
3.	10	67	9	59	9	67	12	56	62
4.	8	73	9	59	10	63	10	64	65
5.	21	30	10	55	14	48	22	22	39
6.	5	83	2	91	4	85	4	85	86
7.	12	60	4	82	7	74	13	52	67
8.	19	37	8	64	15	45	15	47	48
9.	8	73	3	86	9	67	11	61	72
10.	16	47	7	68	10	63	16	43	55
Overall Average									60%

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT V

99	49	
98	48 - 4	
97	47	
96	46 - 5	
95	45	
94 - 2	44 - 4	
93	43	
92 - 1	42 - 1	
91	41	
90 - 2	40 - 3	MEAN 65.72
89	39	
88 - 4	38	MEDIAN 68
87	37	
86 - 4	36	MODE 74
85	35	
84 - 2	34	TOTAL 7199
83	33	
82 - 3	32	POP. 108
81	31	
80 - 6	30	RANGE 40-94
79	29	
78 - 5	28	
77 - 1	27	
76 - 4	26	
75	25	
74 - 7	24	
73	23	
72 - 5	22	
71	21	
70 - 6	20	
69	19	
68 - 4	18	
67	17	
66 - 5	16	
65	15	
64 - 3	14	
63	13	
62 - 5	12	
61	11	
60 - 3	10	
59	9	
58 - 4	8	
57	7	
56 - 5	6	
55	5	
54 - 4	4	
53	3	
52 - 4	2	
51	1	
50 - 2		

TEST RAW SCORE HISTOGRAM
UNIT V



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT V

C.INT	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	3	2.8
86-90	87.5	10	9.3
81-85	82.5	5	4.5
76-80	77.5	16	14.6
71-75	72.5	12	11.0
66-70	67.5	15	13.9
61-65	62.5	8	7.4
56-60	57.5	12	11.0
51-55	52.5	8	7.4
46-50	47.5	11	10.0
41-45	42.5	5	4.6
36-40	37.5	3	2.8
31-35	32.5	-	-
26-30	27.5	-	-
21-25	22.5	-	-
16-20	17.5	-	-
11-15	12.5	-	-
6-10	7.5	-	-
0- 5	2.5	-	-

N = 108

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT V

OBJ.#	TEST ITEMS					ACH. by %
1	Q	M/C		T-F		70
	%	1 88	16 46	11 76		
2	Q	M/C		T-F		58
	%	2 49	17 55	12 69		
3	Q	M/C	T-F			65
	%	3 72	1 69	6 63	13 57	
4	Q	M/C	T-F			74
	%	4 64	2 69	7 90	14 72	
5	Q	M/C	T-F			66
	%	5 37	3 70	8 72	15 85	
6	Q	M/C		T-F		65
	%	6 81	18 47	16 80		
7	Q	M/C		T-F		60
	%	7 59	19 70	17 52		
8	Q	M/C	T-F			72
	%	8 68	4 78	9 69	18 72	
9	Q	M/C	T-F			80
	%	9 58	5 92	10 89	19 79	
10	Q	M/C		T-F		47
	%	10 28	20 59	20 54		
11	Q	M/C		T-F		66
	%	11 81	21 74	21 45		

(Continued)

Objective Achievement as Measured by Test Items - Unit V (Continued)

Obj.#		Test Items			Ach. by %
12		M/C		T-F	72
	Q	12	22	22	
	%	68	72	75	
13		M/C		T-F	74
	Q	13	23	23	
	%	78	71	74	
14		M/C		T-F	68
	Q	14	24	24	
	%	66	68	70	
15		M/C		T-F	59
	Q	15	25	25	
	%	50	64	62	
				Cumulative Average	67%

TEST ITEM ANALYSIS
UNIT V

Q#	PERIOD I No. = 29		PERIOD II No. = 23		PERIOD III No. = 26		PERIOD IV No. = 30		% Overall Total	
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success		
<u>Multiple Choice</u>										
1.	2	93	2	91	6	77	3	90	88	
2.	17	41	12	48	6	77	18	40	49	
3.	4	86	8	65	8	69	10	67	72	
4.	8	72	7	70	6	77	17	43	64	
5.	16	45	10	57	8	69	19	37	37	
6.	7	76	4	83	4	85	6	80	81	
7.	14	52	14	39	6	77	10	67	59	
8.	9	69	7	70	7	72	12	60	68	
9.	5	83	11	52	9	66	18	40	58	
10.	21	28	16	31	19	27	22	27	28	
11.	3	90	6	74	4	85	8	73	81	
12.	2	93	9	61	14	46	9	70	68	
13.	9	69	2	93	7	72	7	77	78	
14.	10	66	10	57	10	62	7	77	66	
15.	15	48	9	61	14	46	17	43	50	
16.	14	52	12	48	13	50	20	33	46	
17.	15	48	11	52	10	62	13	57	55	
18.	17	41	11	52	13	50	17	43	47	
19.	9	69	9	61	8	69	6	80	70	
20.	14	52	6	74	13	50	12	60	59	
21.	7	76	2	91	6	77	11	63	74	
22.	5	83	6	74	10	62	7	77	72	
23.	12	59	6	74	7	72	6	80	71	
24.	9	69	1	96	14	46	12	60	68	
25.	16	62	7	70	10	62	11	63	64	
<u>True-False</u>										
1.	7	76	6	74	11	58	13	57	69	
2.	11	62	7	70	9	66	10	67	69	
3.	9	69	7	70	9	66	9	70	70	
4.	8	72	3	87	5	81	9	70	78	
5.	4	86	1	96	2	92	2	93	92	
6.	5	83	14	39	9	66	11	63	63	
7.	2	93	1	96	3	89	5	83	90	
8.	4	86	11	52	6	77	5	83	72	
9.	14	52	4	83	7	72	10	67	69	
10.	6	79	1	96	3	89	2	93	89	
11.	4	86	10	57	4	85	7	77	76	

(Continued)

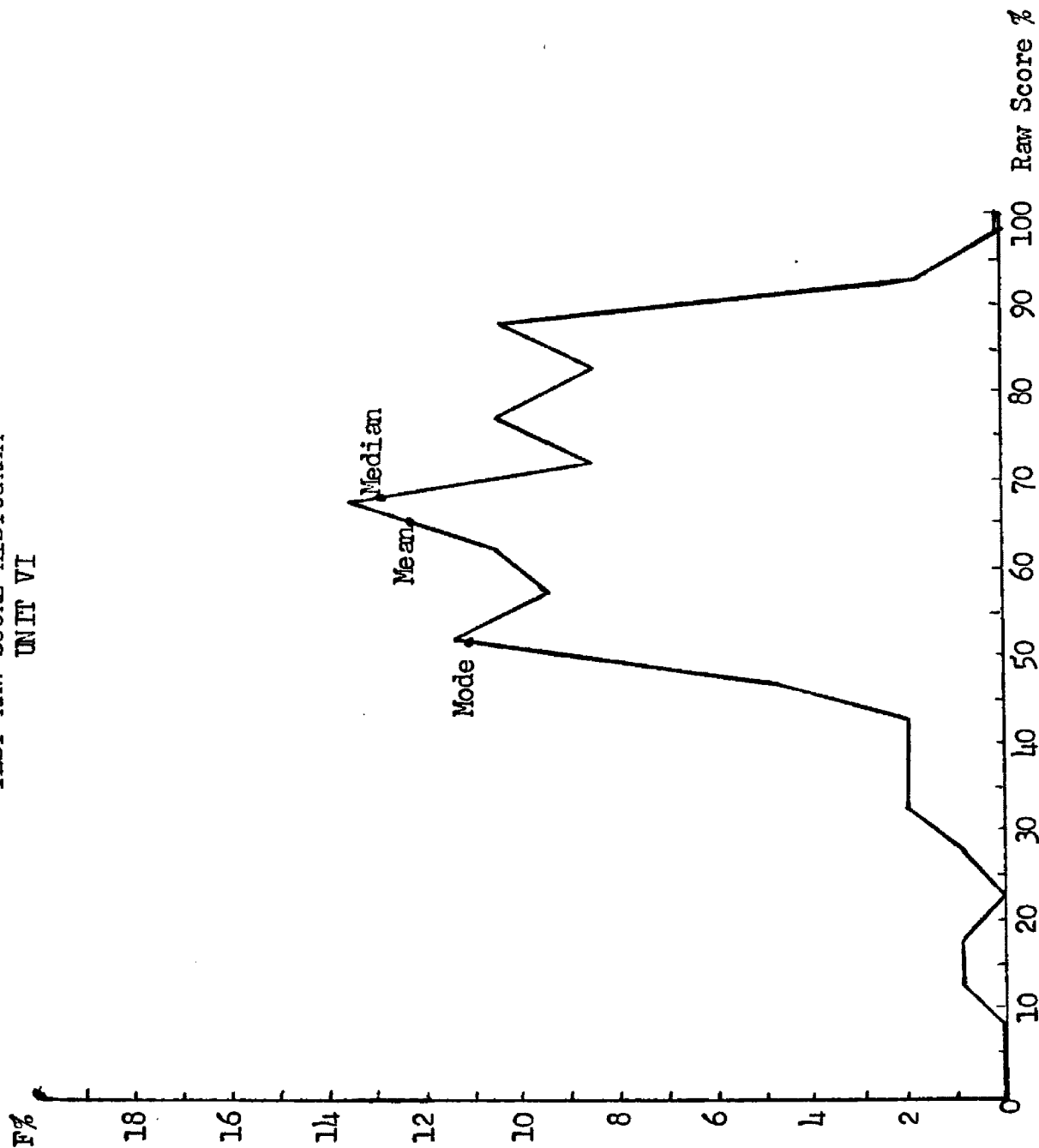
Test Item Analysis - Unit V (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
True-False (Continued)									
12.	8	72	8	65	13	50	3	90	69
13.	13	55	13	43	9	66	11	63	57
14.	14	52	5	78	4	85	8	73	72
15.	7	76	2	91	5	81	3	90	85
16.	5	83	4	83	7	72	5	83	80
17.	12	59	16	31	9	66	15	50	52
18.	8	72	7	70	5	81	11	63	72
19.	6	79	2	91	6	77	7	77	79
20.	15	48	7	70	12	54	17	43	54
21.	14	52	9	61	20	27	18	40	45
22.	9	69	6	74	4	85	10	67	75
23.	9	69	5	78	4	85	6	80	74
24.	10	66	9	61	3	89	11	63	70
25.	9	69	7	70	12	54	14	53	62
	Av.	66%	Av.	69%	Av.	68%	Av.	65%	

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT VI

99	49		
98	48 - 3		
97	47		
96	46		
95	45		
94 - 1	44 - 2		
93	43		
92 - 2	42	MEAN	66.43
91	41		
90 - 5	40 - 2	MEDIAN	68
89	39		
88 - 4	38	MODE	52
87	37		
86 - 2	36	TOTAL	7044
85	35		
84 - 5	34 - 2	POP.	106
83	33		
82 - 4	32	RANGE	14-94
81	31		
80 - 3	30 - 1		
79	29		
78 - 5	28		
77	27		
76 - 3	26		
75	25		
74 - 5	24		
73	23		
72 - 4	22		
71	21		
70 - 6	20 - 1		
69	19		
68 - 6	18		
67	17		
66 - 3	16		
65	15		
64 - 5	14 - 1		
63	13		
62 - 6	12		
61	11		
60 - 5	10		
59	9		
58 - 3	8		
57	7		
56 - 2	6		
55	5		
54 - 3	4		
53	3		
52 - 9	2		
51	1		
50 - 3			

TEST RAW SCORE HISTOGRAM
UNIT VI



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT VI

C.INT.	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	2	1.8
86-90	87.5	11	10.4
81-85	82.5	9	8.5
76-80	77.5	11	10.4
71-75	72.5	9	8.5
66-70	67.5	15	14.2
61-65	62.5	11	10.4
56-60	57.5	10	9.4
51-55	52.5	12	11.3
46-50	47.5	6	5.7
41-45	42.5	2	1.8
36-40	37.5	2	1.8
31-35	32.5	2	1.8
26-30	27.5	1	.9
21-25	22.5	-	-
16-20	17.5	1	.9
11-15	12.5	1	.9
6-10	7.5	-	-
0- 5	2.5	-	-

N = 106

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT VI

OBJ.#	TEST ITEMS										ACH. by %
1		M/C		F-I							48
	Q	1	11	1							
	%	65	41	39							
2		M/C		MATCH							56
	Q	2	12	2							
	%	81	16	70							
3		M/C		F-I		MATCH					74
	Q	3	13	4	6	3					
	%	83	33	87	83	82					
4		M/C		F-I							68
	Q	4	14	7							
	%	52	61	90							
5		M/C		MATCH							57
	Q	5	15	1	10						
	%	35	77	44	77						
6		M/C		F-I	MATCH						68
	Q	6	16	5	4	5	6	7	8	9	
	%	53	70	62	58	76	55	87	81	69	
7		M/C		F-I							52
	Q	7	17	8	9						
	%	42	82	39	44						
8		M/C		F-I							62
	Q	8	18	10							
	%	73	67	47							
9		M/C		F-I							62
	Q	9	19	2	3						
	%	59	58	66	63						
10		M/C									42
	Q	10	20								
	%	28	56								

TEST ITEM ANALYSIS
UNIT VI

Q#	PERIOD I No. = 28		PERIOD II No. = 23		PERIOD III No. = 27		PERIOD IV No. = 30		Overall Total	
	Total	%	Total	%	Total	%	Total	%		
	Missed	Success	Missed	Success	Missed	Success	Missed	Success		
<u>Multiple Choice</u>										
1.	9	68	14	39	2	93	12	60	65	
2.	4	85	5	78	7	74	4	87	81	
3.	3	88	5	78	5	82	5	83	83	
4.	16	43	3	87	20	26	14	53	52	
5.	18	36	16	31	17	37	18	40	35	
6.	19	32	4	83	18	33	11	63	53	
7.	23	18	9	61	13	52	19	37	42	
8.	11	61	9	61	5	82	4	87	73	
9.	8	72	10	57	14	48	13	57	59	
10.	23	18	17	26	16	41	22	27	28	
11.	20	29	12	48	12	56	21	30	41	
12.	26	7	18	22	24	11	23	23	16	
13.	16	43	16	31	20	26	21	30	33	
14.	9	68	11	52	13	52	8	73	61	
15.	6	79	4	83	7	74	8	73	77	
16.	8	72	12	48	4	85	8	73	70	
17.	5	82	3	87	7	74	5	83	82	
18.	5	82	11	52	5	82	14	53	67	
19.	11	61	10	57	10	63	15	50	58	
20.	8	72	12	48	13	52	15	50	56	
<u>Fill In</u>										
1.	19	32	16	31	17	37	14	53	39	
2.	23	59	18	61	15	72	16	73	66	
3.	12	56	6	74	12	56	10	67	63	
4.	21	91	37	80	35	83	19	92	87	
5.	8	72	9	61	10	63	15	50	62	
6.	14	83	14	80	10	88	10	89	83	
7.	2	93	3	87	3	89	3	90	90	
8.	18	36	12	48	16	41	21	30	39	
9.	17	39	12	48	15	45	17	43	44	
10.	10	64	21	8	10	63	14	53	47	
<u>Matching</u>										
1.	13	52	10	57	20	26	18	40	44	
2.	10	64	8	65	3	89	11	63	70	
3.	3	88	5	78	2	93	9	70	82	

(Continued)

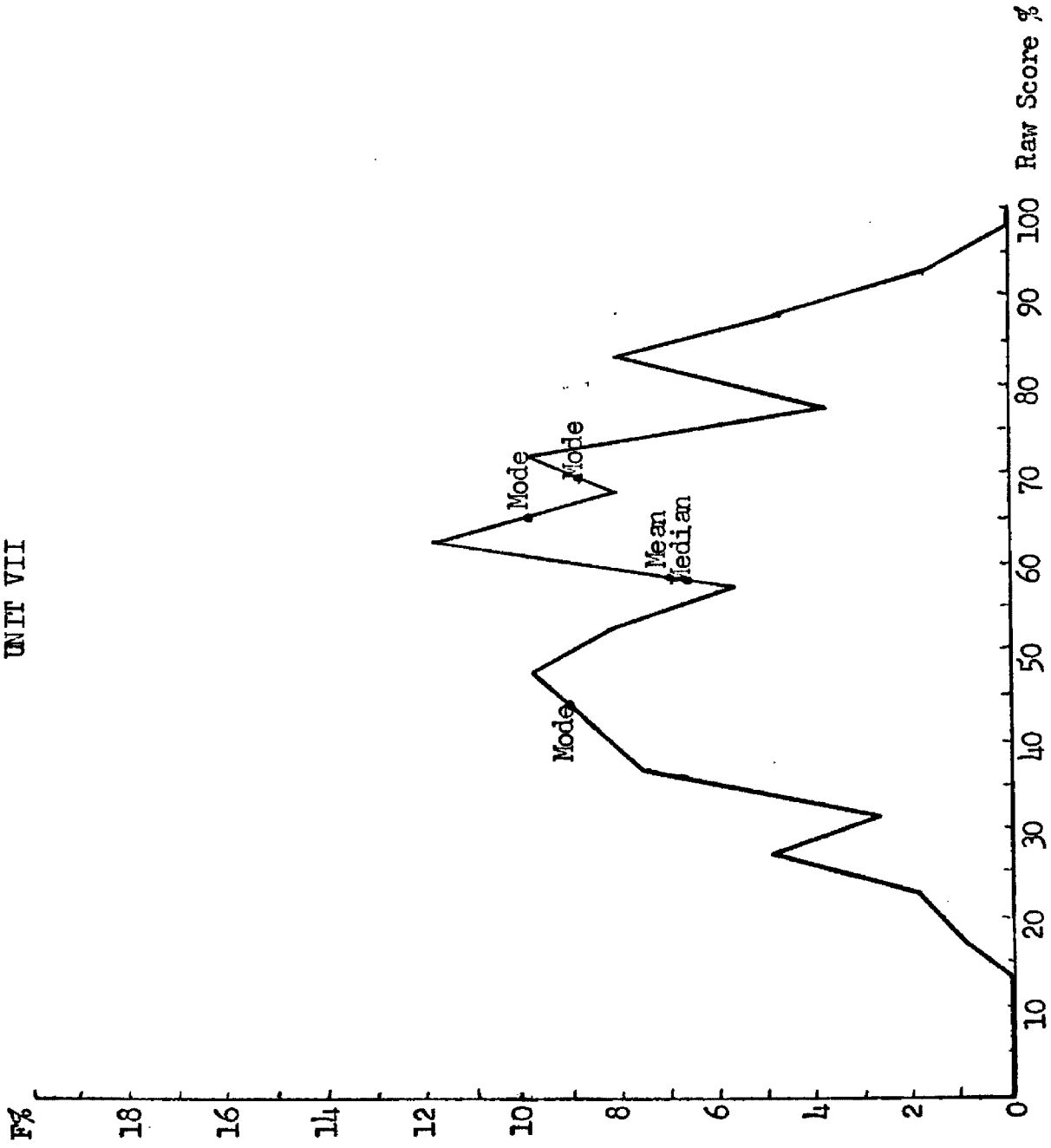
Test Item Analysis - Unit VI (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
Matching (Continued)									
4.	14	50	6	74	12	56	15	50	58
5.	6	79	6	74	5	82	7	77	76
6.	12	56	6	74	15	45	17	43	55
7.	3	88	5	78	1	96	4	87	87
8.	4	85	6	74	4	85	6	80	81
9.	9	68	7	70	9	67	9	70	69
10	4	85	6	74	4	85	11	63	77
	Av.	60%	Av.	62%	Av.	62%	Av.	60%	Av. 61%

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT VII

99		
98		
97		
96		
95	- 1	
94		
93		
92		
91	- 1	
90	- 2	
89		
88		
87	- 3	
86		
85	- 1	
84		
83	- 3	
82	- 1	
81	- 4	
80		
79		
78	- 2	
77	- 1	
76	- 1	
75	- 2	
74	- 1	
73	- 4	
72	- 3	
71	- 1	
70		
69		
68	- 5	
67	- 1	
66	- 3	
65	- 5	
64	- 1	
63	- 2	
62	- 2	
61	- 3	
60	- 2	
59		
58	- 2	
57		
56	- 2	
55	- 2	
54	- 2	
53	- 2	
52	- 1	
51	- 2	
50	- 2	
	49	- 3
	48	- 1
	47	
	46	- 4
	45	
	44	- 1
	43	- 1
	42	- 5
	41	- 3
	40	- 2
	39	- 1
	38	- 3
	37	
	36	- 2
	35	- 1
	34	- 1
	33	
	32	
	31	- 1
	30	- 1
	29	- 2
	28	- 1
	27	
	26	- 1
	25	- 1
	24	- 1
	23	
	22	
	21	
	20	
	19	
	18	
	17	
	16	- 1
	15	
	14	
	13	
	12	
	11	
	10	
	9	
	8	
	7	
	6	
	5	
	4	
	3	
	2	
	1	
		MEAN 58.22
		MEDIAN 58
		MODE 68,65,42
		TOTAL 6290
		POP. 108
		RANGE 16-95

TEST RAW SCORE HISTOGRAM
UNIT VII



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT. VII

C.INT.	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	2	1.8
86-90	87.5	5	4.6
81-85	82.5	9	8.3
76-80	77.5	4	3.7
71-75	72.5	11	10.0
66-70	67.5	9	8.3
61-65	62.5	13	12.0
56-60	57.5	6	5.6
51-55	52.5	9	8.3
46-50	47.5	11	10.0
41-45	42.5	10	9.3
36-40	37.5	8	7.4
31-35	32.5	3	2.8
26-30	27.5	5	4.6
21-25	22.5	2	1.8
16-20	17.5	1	.9
11-15	12.5	-	-
6-10	7.5	-	-
0-5	2.5	-	-

N = 108

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT VII

OBJ.#	TEST ITEMS										ACH. BY %
1	Q	M/C		F-I							66
	%	1 14	2								
2	Q	M/C		F-I	MATCH						51
	%	2 15	1 2 5	12 13 15 10	52 70 47 39 44 86 41						
3	Q	M/C		F-I							66
	%	3 16	3								
4	Q	M/C		F-I	MATCH						50
	%	4 17	4 3 11 14	43 46 53							
5	Q	M/C		F-I							56
	%	5 18	5								
6	Q	M/C		F-I	MATCH						65
	%	6 19	6 8 9 6	27 77 83 89							
7	Q	M/C		F-I	MATCH						56
	%	7 20	7 9	69 75							
8	Q	M/C		F-I							67
	%	8 21	10								
9	Q	M/C		F-I	MATCH						61
	%	9 22	11 4 7 8	43 66 80 73							
10	Q	M/C		F-I							45
	%	10 23	12 13	54 33							
11	Q	M/C		F-I							62
	%	11 24	14 15 16	50 65 59							
12	Q	M/C		F-I							59
	%	12 25	17								
13	Q	M/C		F-I							49
	%	13 26	18 19 20	61 28 18							

TEST ITEM ANALYSIS
UNIT VII

Q#	PERIOD I No. = 28		PERIOD II No. = 23		PERIOD III No. = 25		PERIOD IV No. = 30		% Overall Total
	Total	%	Total	%	Total	%	Total	%	
	Missed	Success	Missed	Success	Missed	Success	Missed	Success	

Multiple Choice

1.	18	36	2	91	13	48	20	33	52
2.	16	43	2	91	14	44	26	13	48
3.	9	68	1	96	5	80	7	77	80
4.	13	52	5	78	14	44	14	53	57
5.	6	79	5	78	14	44	4	87	64
6.	7	75	11	52	6	76	12	60	66
7.	22	22	19	17	10	60	11	63	41
8.	7	75	7	70	5	80	17	43	67
9.	4	85	8	65	7	72	4	87	77
10.	21	25	11	52	10	60	12	60	49
11.	5	82	11	52	8	68	9	70	68
12.	8	72	11	52	8	68	13	57	62
13.	14	50	11	52	4	84	10	67	64
14.	10	64	8	65	7	72	13	57	65
15.	11	61	22	4	16	36	21	30	33
16.	8	72	7	70	5	80	6	80	76
17.	9	68	7	70	9	64	17	43	61
18.	10	64	6	74	13	48	10	67	63
19.	19	32	10	57	11	56	18	40	46
20.	9	68	6	74	9	64	11	63	67
21.	5	82	13	43	10	60	8	78	65
22.	20	29	19	17	15	40	21	30	29
23.	18	36	14	39	15	40	12	60	44
24.	10	64	7	70	9	64	7	77	69
25.	10	64	6	74	12	52	13	57	62
26.	8	72	5	78	8	68	6	80	75

Fill In

1.	10	64	18	22	10	60	11	63	52
2.	8	72	2	91	8	68	3	90	80
3.	9	68	22	4	14	44	16	47	41
4.	18	36	19	17	12	52	13	57	41
5.	46	45	35	50	25	67	31	66	48
6.	22	22	14	39	20	20	22	27	27
7.	19	66	14	70	20	60	12	80	69
8.	14	75	9	80	13	74	12	80	77
9.	6	89	9	80	11	78	10	83	83
10.	13	79	14	70	23	54	17	72	69
11.	44	48	40	42	48	36	48	47	43

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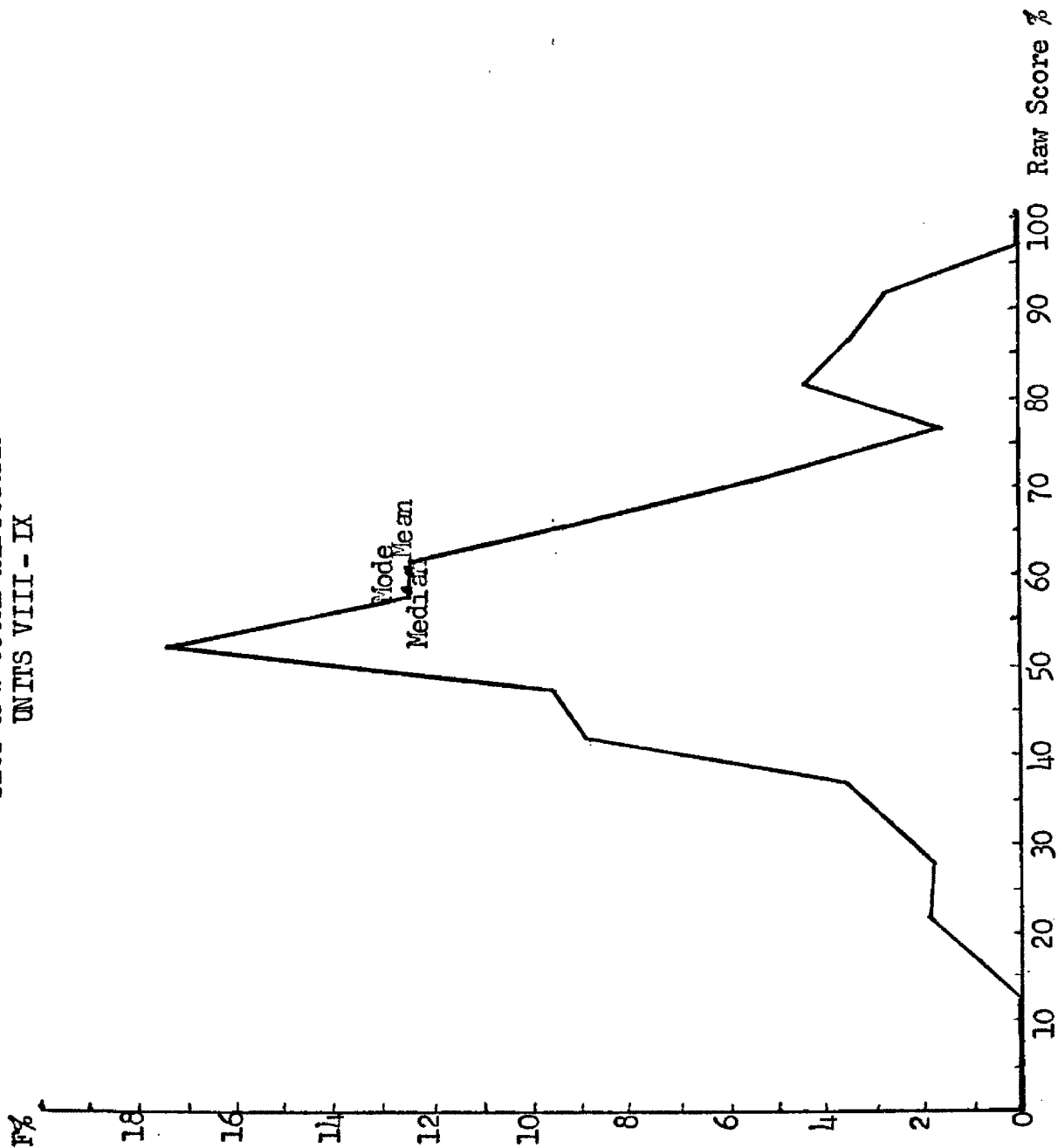
Test Item Analysis - Unit VII (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total	
Fill In (Continued)										
12.	14	50	11	52	11	56	13	57	54	
13.	25	11	14	39	16	36	16	47	33	
14.	25	55	31	33	31	38	17	72	50	
15.	15	73	24	48	17	66	16	73	65	
16.	27	52	27	41	16	68	15	75	59	
17.	41	51	46	33	34	55	30	67	52	
18.	13	52	14	39	5	80	8	73	61	
19.	23	18	15	35	16	36	23	23	28	
20.	22	22	20	13	20	20	28	7	18	
Matching										
1.	25	11	22	4	22	12	26	13	10	
2.	8	72	8	65	8	68	6	80	70	
3.	11	61	17	26	14	44	18	40	43	
4.	8	72	11	52	10	60	6	80	66	
5.	15	47	14	39	13	48	14	53	47	
6.	3	88	3	87	4	84	1	97	79	
7.	7	75	5	78	6	76	3	90	80	
8.	5	82	8	65	7	72	8	73	73	
9.	4	85	8	65	8	68	6	80	75	
10.	20	29	10	57	12	52	22	27	41	
11.	15	47	14	39	14	44	14	53	46	
12.	21	25	15	35	11	56	18	40	39	
13.	15	47	20	13	11	56	12	60	44	
14.	10	64	11	52	11	56	18	40	53	
15.	2	93	6	74	4	84	2	93	86	
	Av.	57	Av.	53	Av.	58	Av.	60	Av.	57

UNIT TEST RAW SCORE FREQUENCY CHART
UNITS VIII - IX

99			
98			
97			
96			
95			
94			
93			
92 - 1			
91 - 2			
90			
89			
88			
87 - 2			
86 - 2			
85			
84 - 1			
83 - 1			
82 - 1			
81 - 2			
80 - 1			
79			
78			
77 - 1			
76			
75 - 1			
74 - 1			
73 - 3			
72			
71 - 1			
70 - 3			
69 - 1			
68 - 2			
67 - 2			
66 - 1			
65 - 3			
64 - 5			
63 - 3			
62 - 2			
61 - 1			
60 - 3			
59 - 6			
58 - 2			
57 - 1			
56 - 2			
55 - 4			
54 - 6			
53 - 2			
52 - 2			
51 - 5			
50 - 1			
	49 - 3		
	48 - 1		
	47 - 4		
	46 - 1		
	45 - 4		
	44		
	43		
	42 - 2		
	41 - 3	MEAN	58.40
	40	MEDIAN	57.5
	39 - 1	MODE	59.54
	38 - 1	TOTAL	6199
	37 - 1	POP.	107
	36 - 1	RANGE	19-92
	35 - 1		
	34		
	33 - 1		
	32 - 1		
	31		
	30 - 1		
	29		
	28		
	27		
	26 - 1		
	25 - 1		
	24 - 1		
	23		
	22		
	21		
	20		
	19 - 1		
	18		
	17		
	16		
	15		
	14		
	13		
	12		
	11		
	10		
	9		
	8		
	7		
	6		
	5		
	4		
	3		
	2		
	1		

TEST RAW SCORE HISTOGRAM
UNITS VIII - IX



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNITS VIII - IX

C.INT.	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	3	2.8
86-90	87.5	4	3.7
81-85	82.5	5	4.7
76-80	77.5	2	1.9
71-75	72.5	6	5.6
66-70	67.5	9	8.4
61-65	62.5	14	13.1
56-60	57.5	14	13.1
51-55	52.5	19	17.8
46-50	47.5	10	9.3
41-45	42.5	9	8.4
36-40	37.5	4	3.7
31-35	32.5	3	2.8
26-30	27.5	2	1.9
21-25	22.5	2	1.9
16-20	17.5	1	.9
11-15	12.5	-	-
6-10	7.5	-	-
0- 5	2.5	-	-

N = 107

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT VIII

OBJ.#	TEST ITEMS				ACH. by %
1	Q %	M/C 1 68	F-I 1 45		57
2	Q %	M/C 2 69	T-F 1 64	3 81	71
3	Q %	M/C 3 55	F-I 2 58		57
4	Q %	M/C 4 72	F-I 3 31	T-F 2 76	60
5	Q %	M/C 5 45	F-I 4 66		56
6	Q %	M/C 6 77	F-I 5 53		65
7	Q %	M/C 7 67	T-F 4 64		66
8	Q %	M/C 8 42	T-F 5 54		48
9	Q %	M/C 9 30	F-I 6 33		32

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT IX

OBJ.#	TEST ITEMS					ACH. by %
1		M/C	T-F			76
	Q	10	6			
	%	62	90			
2		M/C	T-F			64
	Q	11	7			
	%	55	72			
3		M/C	F-I			44
	Q	12	7			
	%	45	42			
4		M/C	F-I	T-F		
	Q	13	8	20		
	%	56	55	81	64	
5		M/C	T-F			70
	Q	14	8			
	%	55	84			
6		M/C	F-I			55
	Q	15	9			
	%	35	74			
7		M/C	T-F			57
	Q	16	9			
	%	37	77			
8		M/C	F-I	11	12	42
	Q	17	10	34	36	
	%	27	71			
9		M/C	F-I	T-F		
	Q	18	13	10		
	%	63	58	75	65	
10		M/C				77
	Q	19				
	%	77				
11		M/C				50
	Q	20				
	%	50				

(Continued)

Objective Achievement as Measured by Test Items - Unit IX (Continued)

Obj.#	Test Items					Ach. by %
12	Q	M/C	T-F			
	%	21	11	12		
		64	54	93		70
13	Q	M/C				
	%	22				
		72				72
14	Q	M/C	T-F			
	%	23	13	14	19	
		80	63	57	70	68
15	Q	M/C	F-I			
	%	24	15			
		52	29			40
16	Q	M/C	F-I	T-F		
	%	25	14	18		
		68	19	59		47
17	Q	M/C	T-F			
	%	26	15	16	17	
		80	77	85	62	76
18	Q	M/C				
	%	27				
		43				43

TEST ITEM ANALYSIS
UNITS VIII - IX

Q#	PERIOD I No. = 32		PERIOD II No. = 20		PERIOD III No. = 24		PERIOD IV No. = 31		% Overall Total	
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success		
<u>Multiple Choice</u>										
1.	7	78	7	65	10	58	9	71	68	
2.	11	66	7	65	7	71	8	74	69	
3.	13	59	13	35	11	54	9	71	55	
4.	9	72	8	60	7	71	5	84	72	
5.	19	41	15	25	11	54	12	61	45	
6.	9	72	6	70	3	87	7	77	77	
7.	9	72	8	60	9	62	8	74	67	
8.	26	19	5	75	16	33	18	42	42	
9.	23	28	13	35	19	21	20	35	30	
10.	10	69	9	55	8	67	14	55	62	
11.	15	53	5	75	10	58	21	32	55	
12.	15	53	15	25	11	54	16	48	45	
13.	15	53	4	80	13	46	17	45	56	
14.	16	50	2	90	13	46	21	32	55	
15.	21	34	14	30	14	42	21	32	35	
16.	16	50	18	10	11	54	21	32	37	
17.	24	25	18	10	16	33	19	39	27	
18.	14	56	7	65	8	67	11	65	63	
19.	7	78	3	85	6	75	9	71	77	
20.	21	34	6	70	15	37	13	58	50	
21.	16	50	3	85	10	58	12	61	64	
22.	4	87	7	65	6	75	12	61	72	
23.	4	87	8	60	2	92	6	81	80	
24.	9	72	13	35	8	67	21	32	52	
25.	10	69	0	100	7	71	21	32	68	
26.	5	84	4	80	5	80	7	77	80	
27.	22	31	8	60	15	37	18	42	43	
<u>Fill-In</u>										
1.	35	45	29	27	15	69	37	40	45	
2.	11	66	14	30	8	67	10	68	58	
3.	20	37	19	5	17	29	15	52	31	
4.	11	66	4	80	10	58	13	58	66	
5.	10	69	13	35	9	62	16	48	53	
6.	63	34	41	32	45	36	54	42	33	
7.	19	41	12	40	13	46	10	39	42	
8.	11	66	15	25	9	62	11	65	55	
9.	45	72	27	73	34	71	32	79	74	

(Continued)

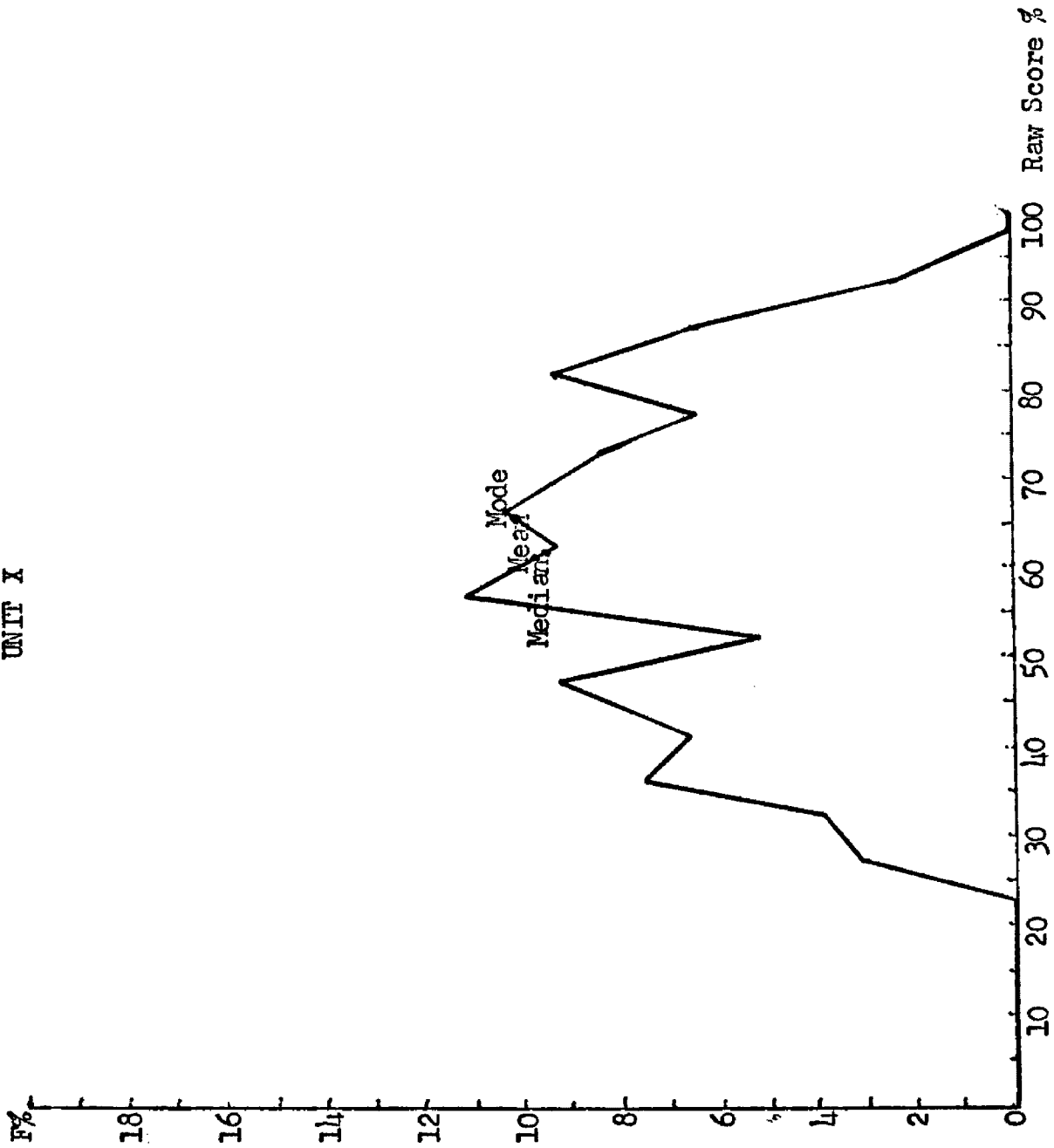
Test Item Analysis - Units VIII - IX (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
Fill-In (Continued)									
10.	9	72	8	60	5	80	9	71	71
11.	24	25	11	45	16	33	22	29	34
12.	19	41	19	5	15	37	12	61	36
13.	57	55	41	49	23	76	54	56	59
14.	29	9	17	15	16	33	25	19	19
15.	22	31	13	35	19	21	22	29	29
True-False									
1.	9	72	9	55	10	58	9	71	64
2.	10	69	4	80	5	80	8	74	76
3.	6	81	5	75	3	87	5	84	81
4.	8	75	7	65	7	71	8	74	61
5.	21	34	7	65	7	71	17	45	54
6.	3	91	5	75	2	92	0	100	90
7.	9	72	4	80	7	71	11	65	72
8.	3	91	5	75	2	92	7	77	84
9.	7	84	4	80	5	80	10	68	77
10.	5	84	5	75	5	80	12	61	75
11.	12	62	13	35	10	58	12	61	54
12.	3	91	1	95	2	92	2	94	93
13.	11	66	9	55	11	54	7	77	63
14.	11	66	15	25	4	83	14	55	57
15.	7	78	4	80	5	80	9	71	77
16.	4	87	5	75	2	92	5	84	85
17.	12	62	5	75	11	54	14	55	62
18.	10	69	7	65	14	42	12	61	59
19.	2	94	9	55	8	67	12	61	70
20.	5	84	3	85	5	80	8	74	81
	Av.	61	Av.	56	Av.	62	Av.	58	59

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT X

99	49 - 4		
98	48 - 2		
97	47 - 1		
96	46 - 2		
95 - 1	45 - 1		
94 - 1	44 - 2		
93	43		
92 - 1	42 - 3	MEAN	61.26
91	41 - 1		
90	40 - 1	MEDIAN	62
89 - 3	39 - 2		
88 - 1	38 - 3	MODE	66.60
87 - 1	37 - 1		
86 - 2	36 - 1	TOTAL	6555
85 - 1	35		
84 - 4	34 - 1	POP.	107
83 - 1	33 - 1		
82 - 3	32 - 1		
81 - 1	31 - 1	RANGE	27-95
80	30 - 1		
79	29		
78 - 3	28 - 1		
77 - 1	27 - 1		
76 - 3	26		
75	25		
74 - 1	24		
73 - 2	23		
72 - 3	22		
71 - 3	21		
70	20		
69 - 4	19		
68 - 1	18		
67 - 1	17		
66 - 5	16		
65 - 2	15		
64 - 2	14		
63 - 2	13		
62 - 2	12		
61 - 2	11		
60 - 5	10		
59 - 1	9		
58 - 2	8		
57 - 3	7		
56 - 1	6		
55 - 1	5		
54 - 2	4		
53 - 1	3		
52	2		
51 - 1	1		
50 - 1			

TEST RAW SCORE HISTOGRAM
UNIT I



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT X

C.INT.	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	3	2.8
86-90	87.5	7	6.4
81-85	82.5	10	9.3
76-80	77.5	7	6.4
71-75	72.5	9	8.4
66-70	67.5	11	10.3
61-65	62.5	10	9.3
56-60	57.5	12	11.2
51-55	52.5	5	4.7
46-50	47.5	10	9.3
41-45	42.5	7	6.4
36-40	37.5	8	7.5
31-35	32.5	4	3.7
26-30	27.5	3	2.8
21-25	22.5	-	-
16-20	17.5	-	-
11-15	12.5	-	-
6-10	7.5	-	-
0- 5	2.5	-	-

N = 107

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT X

OBJ.#		TEST ITEMS				ACH.by %
1	Q	M/C	MATCH	T-F	11	62
	%	1 67	8 49	1 74	57	
2	Q	M/C	T-F	F-I	10	76
	%	2 60	2 67	1 89	87	
3	Q	M/C	MATCH	T-F		51
	%	3 56	9 23	12 75		
4	Q	M/C	T-F	F-I		70
	%	4 78	3 49	2 82		
5	Q	M/C	T-F		13	56
	%	5 24	4 85		59	
6	Q	M/C	T-F	F-I		77
	%	6 70	5 88	3 75		
7	Q	M/C	MATCH	T-F		58
	%	7 61	1 23	14 89		
8	Q	M/C	T-F	F-I		51
	%	8 30	6 66	4 58		
9	Q	M/C	T-F		15	78
	%	9 83	7 58		92	
10	Q	M/C	T-F	F-I		78
	%	10 77	8 87	5 71		
11	Q	M/C	MATCH	F-I		64
	%	11 63	3 70	6 59		

(Continued)

Objective Achievement as Measured by Test Items - Unit X (Continued)

Obj.#	Test Item					Ach.by%
12	Q	M/C	T-F			52
	%	12	9	16		
13	Q	M/C	MATCH	F-I		45
	%	13	4	7		
14	Q	M/C	MATCH	F-I		61
	%	14	2	5	8	
15	Q	M/C	MATCH	F-I		47
	%	15	10	9		
16	Q	M/C	T-F			59
	%	16	10			
17	Q	M/C	MATCH			76
	%	17	6			
18	Q	M/C	MATCH			33
	%	18	7			

TEST ITEM ANALYSIS
UNIT X

Q#	PERIOD I No. = 31		PERIOD II No. = 19		PERIOD III No. = 24		PERIOD IV No. = 29		% Overall Total	
	Total	%	Total	%	Total	%	Total	%		
	Missed	Success	Missed	Success	Missed	Success	Missed	Success		
<u>Multiple Choice</u>										
1.	11	65	11	42	4	83	7	76	67	
2.	18	42	7	63	6	76	12	59	60	
3.	12	61	11	42	11	54	10	66	56	
4.	9	71	6	69	5	80	2	93	78	
5.	21	32	16	16	18	25	23	21	24	
6.	6	81	9	53	6	75	8	72	70	
7.	16	48	7	63	7	71	11	62	61	
8.	23	26	14	26	16	33	19	35	30	
9.	5	84	5	74	3	87	4	86	83	
10.	8	74	4	79	3	87	10	66	77	
11.	7	77	6	69	9	62	16	45	63	
12.	22	29	14	26	18	25	19	35	29	
13.	12	61	9	53	5	80	18	38	58	
14.	16	48	6	69	9	62	14	52	58	
15.	14	55	14	26	9	62	17	41	46	
16.	7	77	5	74	9	62	10	66	70	
17.	10	68	3	84	2	92	10	66	78	
18.	28	10	16	16	22	8	24	17	13	
<u>Matching</u>										
1.	24	23	16	16	18	25	21	28	23	
2.	19	39	9	53	8	67	12	59	55	
3.	11	65	4	79	11	54	17	41	70	
4.	18	42	14	26	15	37	21	28	33	
5.	12	61	4	79	6	75	15	48	66	
6.	11	65	5	74	6	75	6	79	73	
7.	14	55	9	53	12	50	15	48	52	
8.	12	61	9	53	12	50	20	31	49	
9.	21	32	12	37	4	23	24	17	23	
10.	26	16	16	16	16	33	21	28	23	
<u>True-False</u>										
1.	8	74	4	79	9	62	6	79	74	
2.	11	65	7	63	5	80	12	59	67	
3.	13	58	7	63	17	29	16	45	49	
4.	5	84	3	84	3	87	4	86	85	
5.	3	90	3	84	2	92	4	86	88	

(Continued)

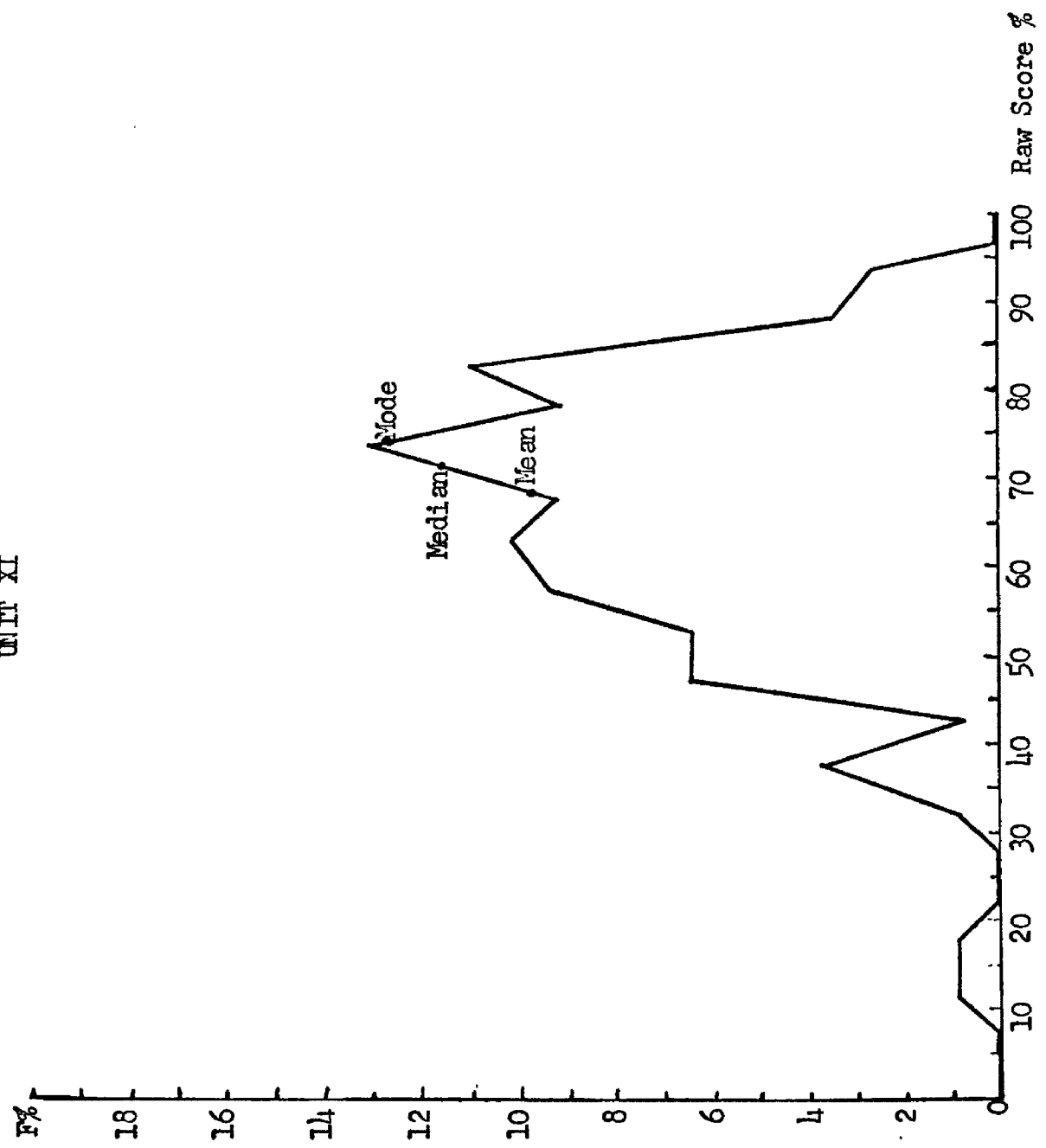
Test Item Analysis - Unit X (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
True-False (Continued)									
6.	7	77	8	58	9	62	10	66	66
7.	8	74	14	26	5	80	14	52	58
8.	3	90	4	79	3	87	3	90	87
9.	13	58	7	63	6	75	15	48	61
10.	21	32	4	74	18	25	11	62	48
11.	14	55	8	58	11	54	11	62	57
12.	10	68	4	74	4	83	7	76	75
13.	12	61	9	59	10	58	12	59	59
14.	3	90	4	79	1	96	3	90	89
15.	2	94	1	95	1	96	5	83	92
16.	7	77	8	58	8	67	10	66	67
Fill-In									
1.	20	81	6	92	10	90	8	93	89
2.	12	61	2	89	1	96	5	83	82
3.	33	65	6	89	21	70	23	74	75
4.	15	52	12	37	6	75	9	69	58
5.	71	62	28	75	31	79	60	66	71
6.	34	65	24	58	32	56	37	57	59
7.	18	42	9	53	15	37	18	38	43
8.	43	65	30	60	22	77	53	54	64
9.	4	87	4	79	4	83	8	72	80
10	16	87	15	80	6	95	17	85	87
	Av.	61	Av.	60	Av.	64	Av.	59	62

UNIT TEST RAW DATA FREQUENCY CHART
UNIT XI

99		49 - 1		
98 - 1		48 - 2		
97 - 1		47 - 2		
96 - 1		46 - 1		
95		45		
94 - 1		44		
93 - 1		43 - 1	MEAN	68.94
92 - 2		42		
91		41	MEDIAN	70.5
90 - 5		40 - 1		
89 - 1		39 - 1	MODE	90.84
88 - 2		38		
87 - 2		37 - 1	TOTAL	7377
86 - 2		36 - 1		
85 - 2		35	POP.	107
84 - 5		34		
83 - 2		33 - 1	RANGE	14-98
82		32		
81 - 2		31		
80 - 1		30		
79 - 4		29		
78 - 1		28		
77 - 1		27		
76 - 3		26		
75 - 3		25		
74 - 3		24		
73 - 3		23		
72 - 4		22		
71 - 1		21		
70 - 2		20		
69 - 2		19		
68 - 3		18		
67 - 1		17		
66 - 2		16 - 1		
65 - 2		15		
64 - 3		14 - 1		
63 - 4		13		
62 - 2		12		
61		11		
60 - 4		10		
59 - 3		9		
58 - 1		8		
57		7		
56 - 2		6		
55 - 2		5		
54 - 2		4		
53 - 1		3		
52		2		
51 - 2		1		
50 - 1				

TEST RAW SCORE HISTOGRAM
UNIT XI



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT. XI

C.INT.	M.P.	F	%F
96-100	97.5	3	2.8
91-95	92.5	4	3.7
86-90	87.5	12	11.2
81-85	82.5	11	10.3
76-80	77.5	10	9.3
71-75	72.5	14	13.1
66-70	67.5	10	9.3
61-65	62.5	11	10.3
56-60	57.5	10	9.3
51-55	52.5	7	6.4
46-50	47.5	7	6.4
41-45	42.5	1	.9
36-40	37.5	4	3.7
31-35	32.5	1	.9
26-30	27.5	-	-
21-25	22.5	-	-
16-20	17.5	1	.9
11-15	12.5	1	.9
6-10	7.5	-	-
0- 5	2.5	-	-

N = 107

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT XI

OBJ.#	TEST ITEMS													ACH by %		
1	Q	M/C MAP														
	%	1	1A	1B	1C											69
		69	72	67	69											
2	Q	M/C MATCH MAP														
	%	2	1	11	A	B	C	D	E	F	G	H	I	J		62
		71	91	87	61	78	56	42	63	50	44	56	58	46		
3	Q	M/C			MATCH			MAP			T-F					
	%	3	13	2	7	8	9	3	4	5	1					66
		89	61	69	73	70	80	33	46	71	70					
4	Q	M/C		MAT.T-F												
	%	4	14	3	2											79
		65	72	90	87											
5	Q	M/C		MATCH			T-F									
	%	5	15	4	12	13	3									81
		89	49	95	80	93	82									
6	Q	M/C		MATCH			T-F									
	%	6	16	5	6	10	4									73
		72	91	75	76	72	51									
7	Q	M/C		T-F												
	%	7	17	5												86
		90	80	88												
8	Q	M/C		CHR												
	%	8	1	2	3	4	5	6	7	8	9	10				58
		74	80	52	83	54	45	77	73	42	32	30				
9	Q	M/C		MATCH		T-F										
	%	9	18	14	15	6										77
		67	69	96	80	73										
10	Q	M/C		T-F												
	%	10	19	7												85
		86	78	90												
11	Q	M/C		T-F												
	%	11	8	10												67
		74	46	82												
12	Q	M/C		T-F		ESSAY										
	%	12	20	9												62
		80	24	69	75											

TEST ITEM ANALYSIS
UNIT XI

Q#	PERIOD I No. = 32		PERIOD II No. = 19		PERIOD III No. = 24		PERIOD IV No. = 32		% Overall Total
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	
<u>Multiple Choice</u>									
1.	13	59	11	42	2	92	5	84	69
2.	14	56	6	69	3	87	9	72	71
3.	3	91	2	89	1	96	7	78	89
4.	16	50	6	69	4	83	13	59	65
5.	2	94	7	63	0	100	0	100	89
6.	10	69	3	84	8	67	11	66	72
7.	2	94	2	89	3	87	3	91	90
8.	14	56	2	89	6	75	8	75	74
9.	13	59	5	74	6	75	13	59	67
10.	6	81	0	100	3	87	8	75	86
11.	7	78	5	74	5	80	12	62	74
12.	3	91	1	95	11	54	7	78	80
13.	12	62	9	53	9	62	11	66	61
14.	13	59	5	74	3	87	10	69	72
15.	10	69	13	32	9	62	22	31	49
16.	2	94	2	89	2	92	4	87	91
17.	3	91	9	53	1	96	7	78	80
18.	9	72	6	69	9	62	9	72	69
19.	10	69	2	89	6	75	7	78	78
20.	24	25	16	16	18	25	22	31	24
<u>Chronology</u>									
a.	5	84	2	89	5	80	11	66	80
b.	14	56	8	58	12	50	18	43	52
c.	5	84	2	89	3	87	9	72	83
d.	13	59	6	69	10	58	22	31	54
e.	19	41	11	42	11	54	18	43	45
a.	8	75	2	89	8	67	8	75	77
b.	9	72	4	79	6	75	11	66	73
c.	14	56	11	42	15	37	21	34	42
d.	22	31	12	37	15	37	25	22	32
e.	21	34	11	42	18	25	26	19	30
<u>Matching</u>									
1.	3	91	3	84	1	96	3	91	91
2.	8	75	6	69	7	71	12	62	69
3.	3	91	2	89	2	92	4	87	90
4.	2	94	2	89	0	100	1	97	95
5.	8	75	3	84	5	80	12	62	75

(Continued)

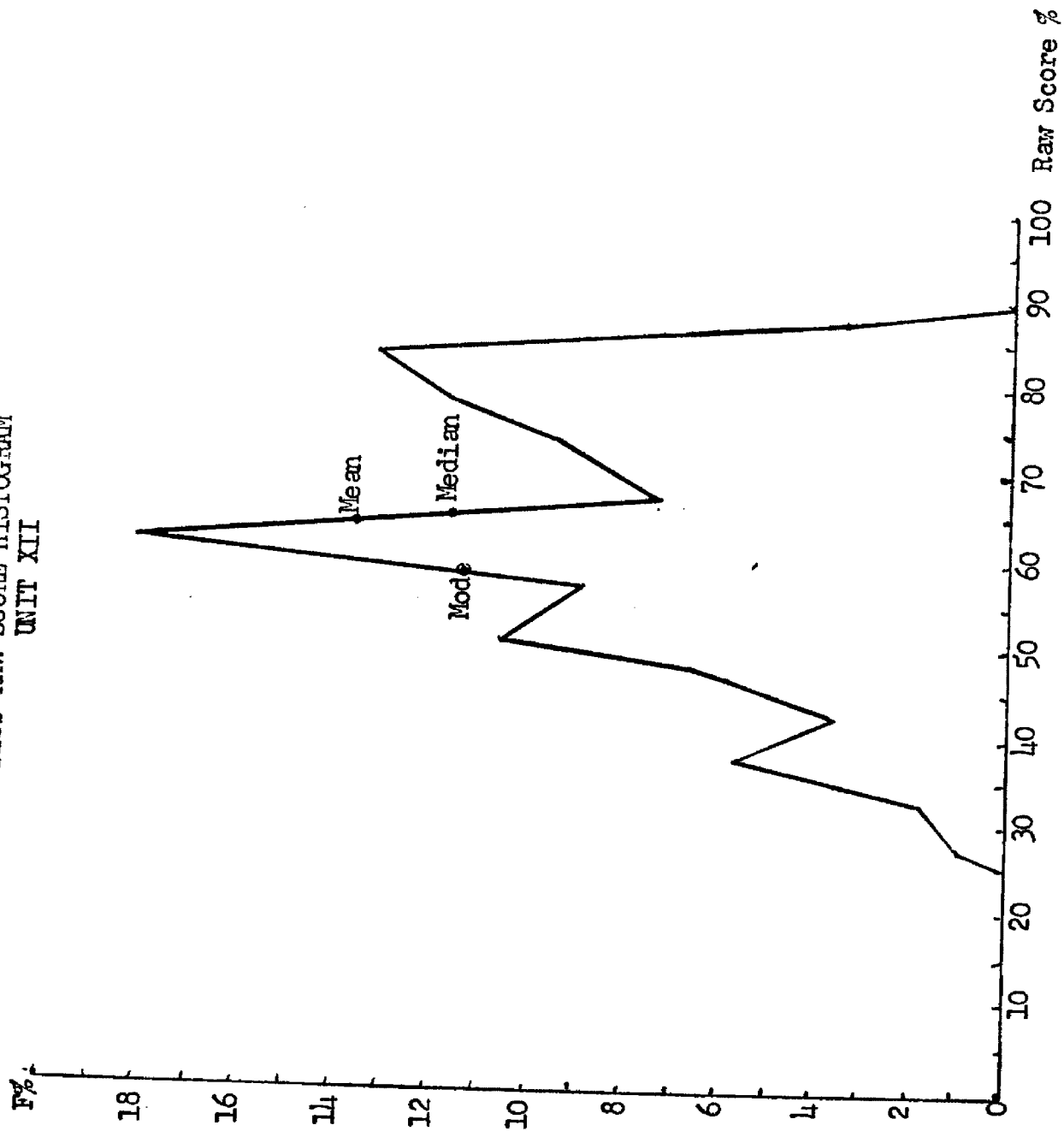
Test Item Analysis - Unit XI (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
Matching (Continued)									
6.	8	75	3	84	5	80	11	66	76
7.	8	75	2	89	9	62	11	66	73
8.	10	69	4	79	7	71	13	59	70
9.	5	84	4	79	3	87	10	69	80
10.	12	62	6	69	5	80	7	78	72
11.	3	91	2	89	4	83	5	84	87
12.	9	72	3	84	3	87	8	75	80
13.	1	97	1	95	1	96	5	84	93
14.	0	100	1	95	1	96	2	94	96
15.	8	53	2	89	0	100	4	87	80
Map Fill-in									
A.	26	59	9	77	14	71	11	82	72
B.	24	61	20	47	8	83	14	77	67
C.	26	59	14	63	11	77	14	77	69
A.	18	43	7	63	5	80	13	59	61
B.	11	66	3	84	5	80	6	81	78
C.	15	53	10	47	10	58	11	66	56
D.	17	47	11	42	14	42	20	37	42
E.	14	56	5	74	9	62	13	59	63
F.	18	42	7	63	13	46	16	50	50
G.	19	39	8	58	15	37	18	43	44
H.	18	42	10	47	6	75	13	59	56
I.	19	39	7	63	7	71	13	59	58
J.	26	16	9	53	10	58	15	53	46
3.	38	39	29	24	29	40	45	27	33
4.	15	52	9	53	13	46	21	34	46
5.	10	68	2	89	7	71	14	56	71
True-False									
1.	6	81	2	89	7	71	20	37	70
2.	6	81	3	84	1	96	4	87	87
3.	7	77	2	89	4	83	8	75	82
4.	9	71	18	5	4	83	18	43	51
5.	2	94	4	79	3	87	3	91	88
6.	9	71	4	79	6	75	11	66	73
7.	4	87	1	95	2	92	5	84	90
8.	20	35	12	37	13	46	11	66	46
9.	9	71	2	89	9	62	15	53	69
10.	8	74	3	84	1	96	9	72	82
Essay	40	75	39	59	16	87	32	80	75
	Av.	67	Av.	72	Av.	73	Av.	65	69

UNIT TEST RAW SCORE FREQUENCY CHART
UNIT XII

99	49 - 2		
98	48 - 1		
97	47 - 1		
96	46		
95	45 - 1		
94	44 - 2		
93	43 - 1		
92	42	MEAN	64.35
91	41		
90	40 - 1	MEDIAN	65
89 - 3	39 - 1		
88	38 - 2	MODE	58
87 - 1	37 - 1		
86	36	TOTAL	6757
85 - 3	35 - 1		
84 - 2	34 - 1	POP.	105
83 - 3	33		
82 - 1	32	RANGE	27-89
81 - 4	31		
80 - 3	30		
79 - 5	29		
78 - 1	28		
77 - 2	27 - 1		
76 - 1	26		
75 - 1	25		
74 - 1	24		
73	23		
72 - 3	22		
71 - 5	21		
70 - 1	20		
69	19		
68 - 2	18		
67 - 3	17		
66 - 2	16		
65 - 7	15		
64 - 2	14		
63 - 4	13		
62 - 3	12		
61 - 3	11		
60 - 1	10		
59 - 4	9		
58 - 3	8		
57 - 1	7		
56	6		
55 - 2	5		
54 - 3	4		
53 - 3	3		
52 - 1	2		
51 - 2	1		
50 - 3			

TEST RAW SCORE HISTOGRAM
UNIT XII



UNIT TEST RAW SCORE FREQUENCY DISTRIBUTION
UNIT XII

C.INT.	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	-	-
86-90	87.5	4	3.8
81-85	82.5	13	12.4
76-80	77.5	12	11.4
71-75	72.5	10	9.5
66-70	67.5	8	7.6
61-65	62.5	19	18.1
56-60	57.5	9	8.6
51-55	52.5	11	10.5
46-50	47.5	7	6.7
41-45	42.5	4	3.8
36-40	37.5	5	5.6
31-35	32.5	2	1.9
26-30	27.5	1	1.0
21-25	22.5	-	-
16-20	17.5	-	-
11-15	12.5	-	-
6-10	7.5	-	-
0- 5	2.5	-	-

N = 105

OBJECTIVE ACHIEVEMENT AS MEASURED BY TEST ITEMS
UNIT XII

OBJ.#	TEST ITEMS				ACH BY %
1	Q %	M/C 1 90	T-F 1 47	F-I 1 52	63
2	Q %	M/C 2 69	T-F 2 90	F-I 2 67	75
3	Q %	M/C 3 70	T-F 3 24	F-I 3 55	50
4	Q %	M/C 4 93	T-F 4 70	F-I 4 51	71
5	Q %	M/C 5 71	T-F 5 82	F-I 5 59	71
6	Q %	M/C 6 42	T-F 6 73	F-I 6 65	60
7	Q %	M/C 7 77	T-F 17 30	F-I 7 78	62
8	Q %	M/C 8 80	T-F 8 74	F-I 7 90	81
9	Q %	M/C 9 73	T-F 9 85	F-I 8 75	78
10	Q %	M/C 10 82	T-F 10 81	F-I 9 6	56
11	Q %	M/C 11 69	T-F 11 71	F-I 10 85	73

(Continued)

Objective Achievement as Measured by Test Items - Unit XII (Continued)

Obj.#		Test Items			Ach. by %
12	Q	M/C	T-F	F-I	69
	%	12	12	11	
13	Q	M/C	T-F	F-I	72
	%	13	13	12	
14	Q	M/C	T-F	F-I	52
	%	14	14	13	
15	Q	M/C	T-F	F-I	50
	%	15	15	14	
16	Q	M/C	T-F	F-I	57
	%	16	16	15	

TEST ITEM ANALYSIS
UNIT XII

Q#	PERIOD I No. = 32		PERIOD II No. = 20		PERIOD III No. = 22		PERIOD IV No. = 31		% Overall Total	
	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success	Total Missed	% Success		
<u>Multiple Choice</u>										
1.	5	84	0	100	1	95	6	81	90	
2.	17	47	3	85	4	82	12	61	69	
3.	18	43	3	85	4	82	9	71	70	
4.	3	91	0	100	1	95	4	87	93	
5.	7	78	3	85	6	73	16	48	71	
6.	18	43	10	50	15	32	18	42	42	
7.	6	81	2	90	3	86	14	52	77	
8.	7	78	2	90	6	73	7	77	80	
9.	9	72	1	95	6	73	15	52	73	
10.	3	91	3	85	6	73	7	77	82	
11.	7	78	10	50	6	73	8	74	69	
12.	4	87	5	95	4	82	3	90	89	
13.	12	62	11	45	5	77	14	55	60	
14.	11	66	4	80	10	55	13	58	55	
15.	12	62	8	60	14	36	19	39	49	
16.	10	69	11	45	11	50	16	48	53	
17.	20	37	13	35	16	27	25	19	30	
<u>True-False</u>										
1.	14	56	13	35	11	50	16	48	47	
2.	1	97	0	100	4	82	6	81	90	
3.	22	31	19	5	16	27	21	32	24	
4.	14	56	4	80	4	82	12	61	70	
5.	5	84	4	80	2	91	8	74	82	
6.	5	84	12	40	1	95	8	74	73	
7.	7	78	1	95	3	86	15	52	78	
8.	6	81	10	50	1	95	10	68	74	
9.	3	91	0	100	4	82	10	68	85	
10.	10	69	1	95	2	91	10	68	81	
11.	8	75	13	35	2	91	5	81	71	
12.	12	62	11	45	3	86	11	65	65	
13.	1	97	4	80	2	91	2	94	91	
14.	31	3	9	55	9	59	13	58	44	
15.	16	50	10	50	6	73	14	55	57	
16.	1	97	1	95	6	73	7	77	86	

(Continued)

Test Item Analysis - Unit XII (Continued)

Q#	Total	%	Total	%	Total	%	Total	%	% Total
<u>Fill-In</u>									
1.	30	53	26	35	12	73	34	48	52
2.	4	87	10	50	8	64	10	68	67
3.	31	52	29	27	9	80	25	60	55
4.	14	56	12	40	7	68	19	39	51
5.	13	59	11	45	5	75	14	55	59
6.	19	70	10	50	4	91	32	48	65
7.	3	91	3	85	1	95	4	87	90
8.	21	78	14	77	5	77	29	69	75
9.	31	3	18	10	21	5	29	7	6
10.	6	81	7	65	0	100	2	94	85
11.	17	47	9	55	9	59	14	55	54
12.	28	56	16	60	7	86	23	63	66
13.	18	43	15	25	6	73	4	87	57
14.	19	41	16	20	5	77	18	42	45
15.	26	19	20	0	10	55	16	48	31
	Av.	65	Av.	62	Av.	71	Av.	62	67

May 15, 1974

Dear Fellow Eighth Grade Social Studies Teacher:

I am about to finish my thesis dealing with the Eighth Grade Social Studies Curriculum. I need one last piece of information from you and your students to complete the structure of the effort. Will you please answer the following questions and give the final exam during this last week of school sometime.

- A. How many of the 12 units in the District curriculum have you completed this year? _____
Comment?
- B. Have you used the test provided for each unit? (circle one)
 always sometimes never
Comment?
- C. Have you performed an item analysis on any of the tests you've used? (circle one) always sometimes never
Comment?
- D. Have you found the Curriculum teachable and the booklet useable? (please comment)
- E. What changes do you see as being necessary for the betterment of the Curriculum? (please comment)

Will you please give the final test during the last week of the school year? This test was constructed by me using the most commonly known data relative to a number of objectives. My children selected the objectives to be tested by drawing numbers from a hat. Will you please score the tests as the guide on the side suggests? The test is going to be used as a sample indicator of the district-wide retention in relation to the curriculum. Please do not teach the test to the students before you give it. I wish to compare the results of this test with the I.T.B.S. scores.

Thank you so much for your help. I would like to be able to pick your test papers, and the answers to the questions above from Bill Moody on the last day of the school year.

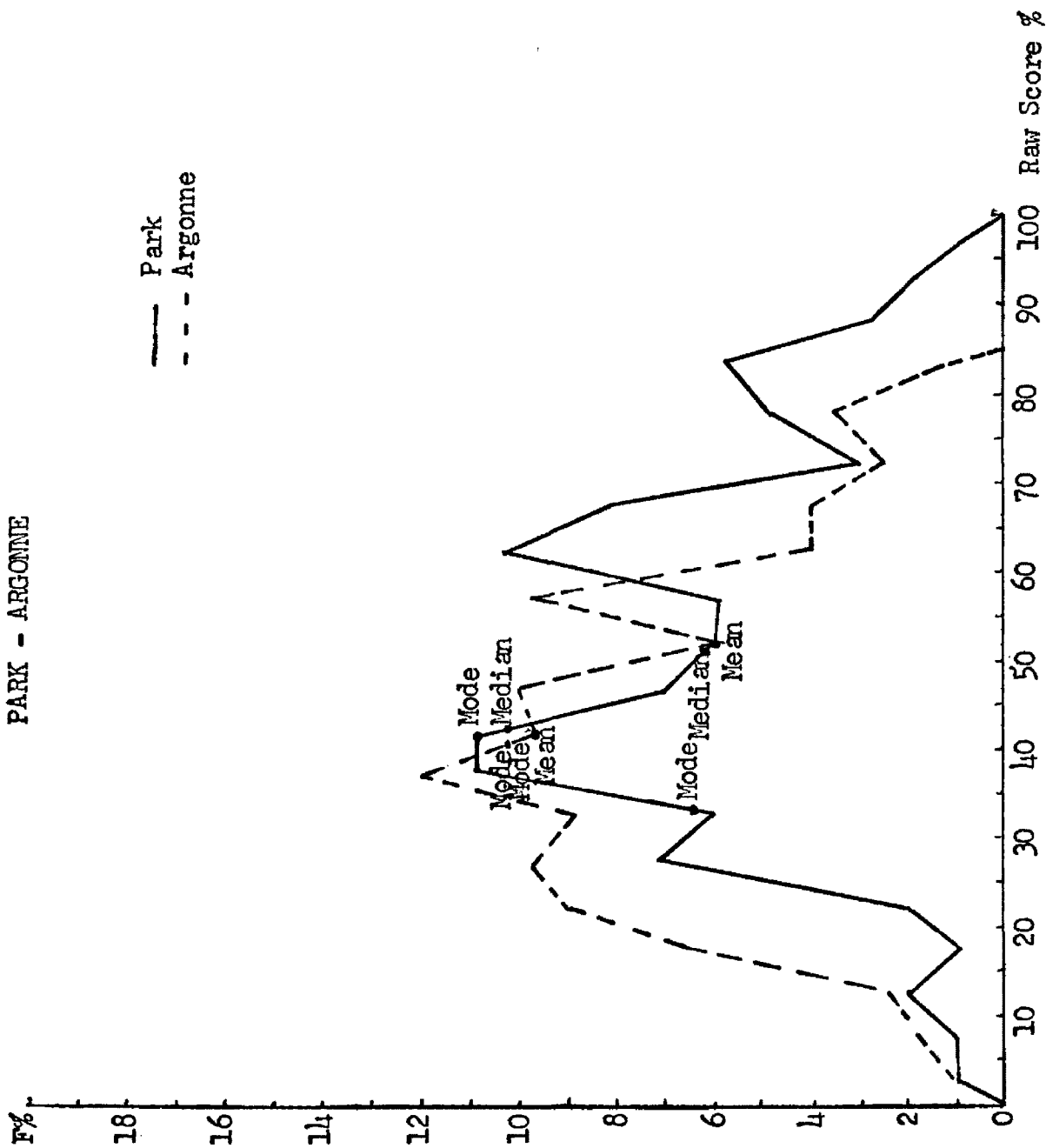
Sincerely,

Allen N. LaCombe

RAW SCORE DISTRIBUTION FOR THE FINAL
FREQUENCY CHART

<u>Park</u>	<u>Argonne</u>	<u>Park</u>	<u>Argonne</u>		<u>Park</u>	<u>Argonne</u>
100 - 1		50 - 1	- 4			
99		49	- 2			
98		48 - 3	- 4			
97		47 - 1	- 3			
96		46 - 2	- 4			
95		45	- 1			
94		44 - 1	- 2	MEAN	52.63	42.54
93 - 2		43 - 5	- 6	MEDIAN	51	40
92		42 - 4	- 4	MODE	43, 40	43, 33
91		41 - 1	- 3	TOTAL	5210	7132
90		40 - 1	- 6	POP.	99	170
89 - 1		39 - 2	- 2	RANGE	5-100	4-83
88		38 - 2	- 4			
87 - 1		37 - 2	- 5			
86 - 1		36 - 4	- 3			
85 - 1		35 - 1	- 5			
84		34	- 2			
83 - 3	- 1	33 - 5	- 3			
82 - 1	- 1	32	- 4			
81 - 1		31	- 1			
80 - 2	- 1	30 - 1	- 2			
79 - 1	- 1	29 - 2	- 3			
78	- 2	28 - 1	- 5			
77 - 1	- 1	27 - 2	- 4			
76 - 1	- 1	26 - 1	- 1			
75 - 2		25	- 3			
74	- 2	24 - 1	- 2			
73		23	- 2			
72 - 1	- 2	22 - 1	- 4			
71		21	- 4			
70 - 1	- 3	20 - 1	- 3			
69 - 1	- 1	19	- 4			
68 - 3		18	- 2			
67	- 1	17	- 1			
66 - 3	- 2	16	- 1			
65 - 3		15 - 1	- 1			
64 - 2	- 2	14				
63 - 1	- 2	13	- 1			
62 - 1	- 2	12 - 1	- 1			
61 - 3	- 1	11	- 1			
60	- 3	10				
59 - 1	- 4	9	- 1			
58 - 2	- 3	8	- 1			
57	- 2	7 - 1				
56 - 3	- 4	6	- 1			
55 - 2	- 1	5 - 1	- 1			
54 - 1	- 1	4	- 1			
53 - 2		3				
52 - 1	- 5	2				
51	- 3	1				

FINAL TEST RAW SCORE HISTOGRAM
 PARK - ARGONNE



RAW SCORE DISTRIBUTION FOR THE FINAL
FREQUENCY DISTRIBUTION

C.INT.	M.P.	Park		Argonne	
		F	%F	F	%F
96-100	97.5	1	1.1	-	-
91-95	92.5	2	2	-	-
86-90	87.5	3	3	-	-
81-85	82.5	6	6.1	2	1.2
76-80	77.5	5	5.1	6	3.5
71-75	72.5	3	3	4	2.4
66-70	67.5	8	8.1	7	4.1
61-65	62.5	10	10.1	7	4.1
56-60	57.5	6	6.1	16	9.4
51-55	52.5	6	6.1	10	5.9
46-50	47.5	7	7.1	17	10
41-45	42.5	11	11.1	16	9.4
36-40	37.5	11	11.1	20	11.8
31-35	32.5	6	6.1	15	8.8
26-30	27.5	7	7.1	16	9.4
21-25	22.5	2	2	15	8.8
16-20	17.5	1	1.1	11	6.5
11-15	12.5	2	2	4	2.4
6-10	7.5	1	1.1	3	1.8
0- 5	2.5	1	1.1	2	1.2

APPENDIX C

UNIT TESTS

SOCIAL STUDIES TEST
UNIT I

Multiple Choice: Place the best answer to each question on the answer sheet. Completely darken out the best response.

1. One of the facts you've learned to deal with is the idea that geography, that is the land-forms which exist in an area, can influence the development of that area. Which of the following statements reflect this idea and are true if we're talking about the United States? (a) The United States has two main mountain barriers running in a North-South direction on a map? (b) The United States has a generous number of easily navigable rivers. (c) Small numbers of mountain ranges plus many good rivers made it easier to develop the U.S. than it would have been if we would have had many mountain ranges and no rivers. (d) All of these are correct.
2. Which of these statements are true when you consider the American Indian? (a) The only good Indian is a dead one. (b) The strongest Indian tribes militarily probably had the best places to live, while the weaker ones probably had poorer places to live. (c) All Indian tribes used the horse as a means of transportation and a standard of wealth. (d) The Indians who lived along the Atlantic coast were not as militarily strong a people and as good a warrior as the Plains Indians.
3. Which of the tribes listed below would live in an area which had good soil which would produce good gardens, good forest cover which was made up primarily of hardwood, good transportation possibilities with lots of rivers, and a good meat supply, having such goodies as shrimp, fresh and saltwater fish and deer? (a) the Apache and Navaho, (b) the Creek and Seminole, (c) the Dakota and Mandan Sioux, (d) none of these had it that good.
4. When you consider the Indian way of life in regard to his religion, you can correctly say that (a) All Indians had only one god, who they believed could do all things for them. (b) Most of the Indian gods were looked upon as being kind all of the time toward their Indian brothers. (c) The Indians had many gods and spirit images which were usually represented in the things they could see and touch. (d) All Indians carves statues representing their gods and kept those statues in a special place in their homes.
5. If you wanted to compare a Plains Indian's way of life, social structure and government with that of an Indian living in Mississippi or Alabama, you could say that (a) The Plains tribes moved around more than the Southeastern Indians did. (b) The Southeastern Indians could have a god or a spirit represented in the form of an alligator, while a tribe in the Northwest probably wouldn't. (c)

The Plains tribes would probably be divided into smaller hunting families, while the Southeastern Indians would have larger clan villages and a more permanent home. (d) All of these are true.

6. Some outstanding chieftans whose name you might recognize are Tecumseh, Sitting Bull, or Blackhawk. If you were to comment on requirements of the Indian people for leadership positions in relation to one of the men named you could say that (a) The Indians generally recognized the quality of individuality and personal accomplishments in choosing their leaders. (b) The Indian leaders had to be great speakers and handsome men to be elected to office. (c) All Indian leaders had to be great warriors with many feathers in their bonnet before they could hope to be noticed. (d) Only selection a and selection b are true.
7. Among the reasons the Indian tribes didn't get together to oppose the whites would be (a) the rivalry and war traditions among the various tribal groups, (b) the problems created by the distance separating the tribes in their homelands, (c) the problems of communication related to different languages, customs and religions, (d) all of these.
8. Three of the Indians listed below had a hand in saving the white settlers from some discomfort or starvation in their new land, one didn't. Which of the people listed did not help the whites? (a) Squanto, (b) Sacajewea, (c) Black Hawk, (d) Pocohantas.
9. Among the reasons the whites and Indians couldn't exist side by side could have been (a) white settlers always wanted to marry into the Indian communities so that they could get the land, (b) that the Indians refused to help the whites in any way, (c) the differences which existed in both societies in terms of land ownership, religious beliefs and culture, (d) the Indians' determination to wipe out all white settlements from the very beginning.
10. There have never been any good Indians. Most Indians have been determined drunks and ne'er-do-wells since birth. Which of the statements below would be your answer to the first two sentences? (a) This person believes the Indians have some good traits, but most of them are drunks and poor citizens. (b) If the Indians are inclined to drink a lot, it's really all our fault, because we teach them to drink from birth. (c) Many Indians have become alcoholics because there is a basic weakness in their religious, moral, and governmental beliefs. (d) Neither statement is true because there have been many good Indian people who don't drink in excess.

EXPLAIN WHY YOU CHOSE THE ANSWER TO #10 WHICH YOU DID.

11. Which of the policies carried out by past generations led to a problem for the Indian people today? (a) Indian people were moved from the plains to Georgia, causing the extermination of some parts of the tribe and the poverty conditions of the remaining members.

(b) Movement of Indian tribes to reservations distant from their homelands has caused much resentment. (c) The decision to kill off the large herds of buffalo has caused many people to die from malnutrition in the 1960's and 70's. (d) Failure to pay the Indians fairly for their land has caused many of the riots which have happened in the last couple of years in our cities.

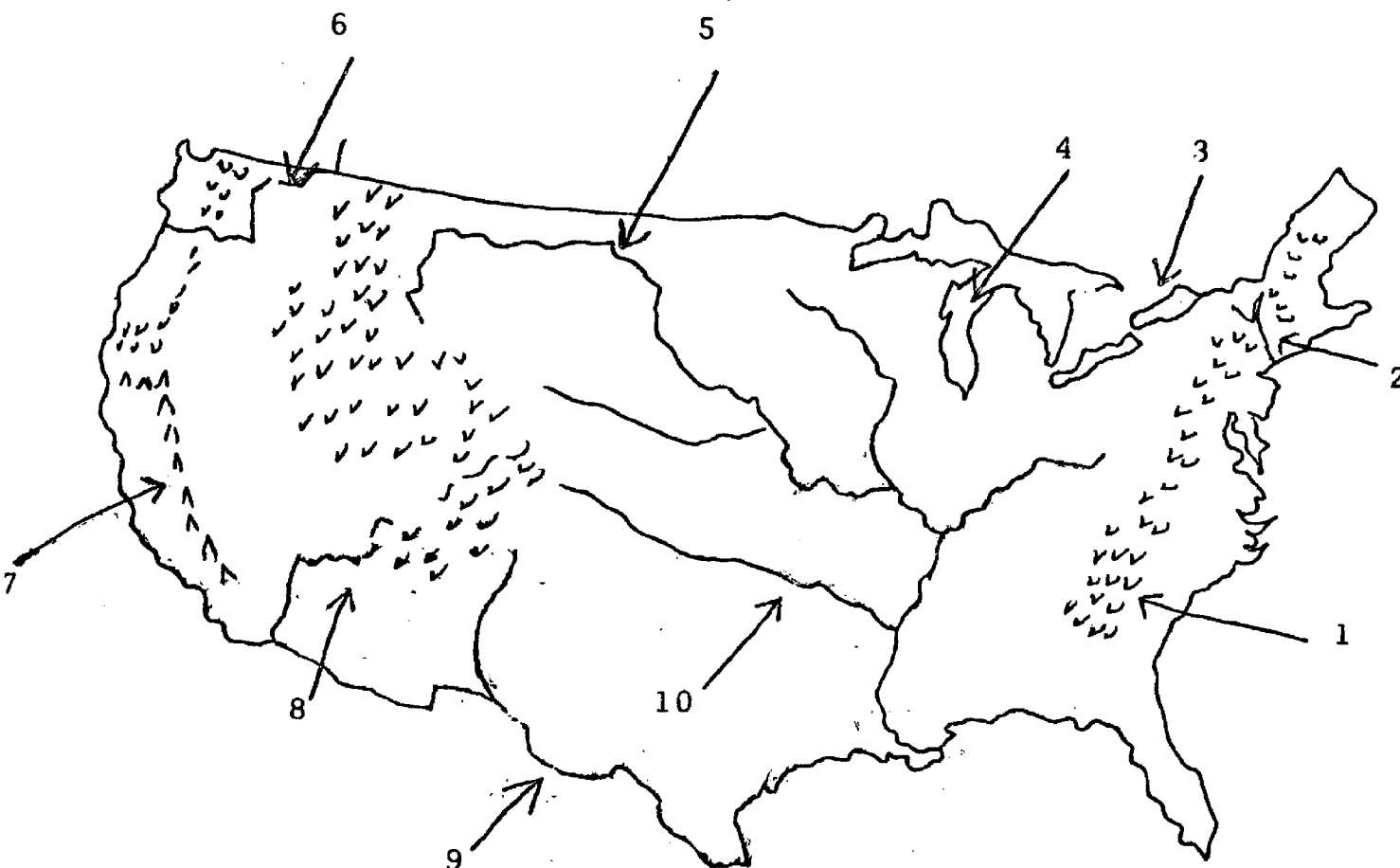
Fill in: Place the answer in the blank provided on the answer sheet which best fulfills the blank in the sentence.

1. The ceremony carried on by the Indians of the Pacific Northwest in which the Indian gave away all his wealth was called the (?).
2. Before the Indian had the horse to carry his goods, he relied on the (?) (animal) to carry his burdens.
3. Indian people helped the whites to survive in this land by teaching them to grow (?) (a crop).
4. One of the outstanding leaders of the Apache people was (?).
5. "Indian Country" was a term given to some land in the Great Plains. Most of the territory referred to by that term is found in the state of (?).
6. This river makes up a large part of the boundary of Indiana, Kentucky and Illinois.
7. Name two tribes in the Northeastern part of the U.S.
8. What are the names of two of the rivers which enter the mainstream of the Mississippi from either the east or the west?
9. Name one Indian tribe which would live in an area of heavy hardwood forests and would use a canoe made of bark for transportation.
10. The horse of the Plains Indians was brought to this country by soldiers from (?).
11. Can you name two Indian tribes who lived along the shores of the Great Lakes?
12. Name one Indian leader who was a member of the Ottawa tribe who tried to unite the tribes east of the Appalachian Mountains against the whites.

MAP #1

Place the names of the rivers and mountain ranges in the blanks provided for them on the answer sheet.

MAP #1



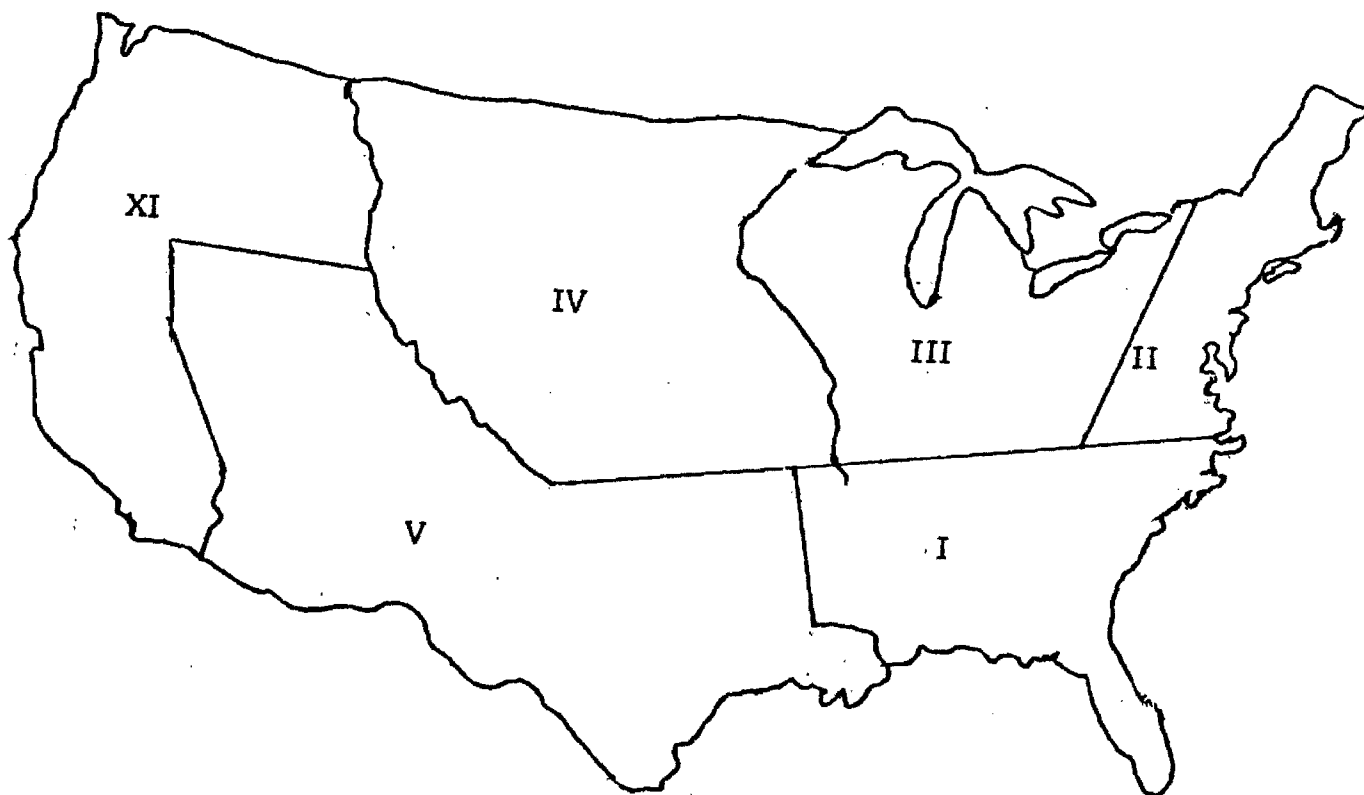
1. Name six (6) rivers, lakes or other water boundaries of the U.S.
2. What is the geographic name given to the land in the center of the U.S., located between the Mississippi River and the Rocky Mountains, which was covered by grass in the past?

MATCHING:

Below you will find a list of tribes on the right and a list of places, animals or things on the left. Match the items on the right with the animals, places and things on the left. Put the letter answer in the blank on the answer sheet. There may be more than one correct answer. You need put only one.

- | | |
|-----------------------|----------------|
| 1. Buffalo | A. Navaho |
| 2. Hudson River | B. Chinook |
| 3. Florida Everglades | C. Teton Sioux |
| 4. Saguaro Cactus | D. Mohawk |
| 5. Salmon | E. Seminole |
| 6. Mounds | F. Creek |
| 7. Montezuma | G. Apache |
| 8. Ohio River | H. Aztec |
| 9. Colorado River | I. Shawnee |

MAP #2



Explanation: There are six areas denoted on the map above. The general boundaries of each area are: (stated North, West, South, East)

- Area #1 36th Parallel, Arkansas-Louisiana, The Gulf, The Atlantic
- Area #2 Maine-St. Lawrence, Crest of the Appalachians, 36th Parallel, Atlantic
- Area #3 Great Lakes, Mississippi River, 36th Parallel, Crest of the Appalachians
- Area #4 49th Parallel, Crest of the Rockies, 36th Parallel, Mississippi River
- Area #5 42nd Parallel, Crest of the Sierra-Nevada's, International Boundary-Rio Grande, Crest of the Rockies-Oklahoma-Texas
- Area #6 49th Parallel, Pacific Ocean, Colorado River-Sierra Nevada Crest, 42nd Parallel, Crest of the Rockies

Exercise:

Select four (4) of the general areas detailed above and fill in the following items on the answer sheet.

- A. Name two Indian tribes who lived in the area originally.
- B. Name one kind of plant or grass common to the region as a whole. You may name a bush, grass, tree, food plant or weed.
- C. Name one of the major streams or lakes in your regions.
- D. Name one of the major crops grown or gathered by the Indians in each region.
- E. Name one kind of fish or meat used commonly by the people in each region.
- F. Name the major type of transportation, other than walking, used by the people in each region.
- G. One Chief who lived and was important historically for each area, please.

UNIT I TEST

Name _____

Multiple Choice: Fill in:

- 1. a b c d 1. _____
- 2. a b c d 2. _____
- 3. a b c d 3. _____
- 4. a b c d 4. _____
- 5. a b c d 5. _____
- 6. a b c d 6. _____
- 7. a b c d 7. _____
- 8. a b c d _____
- 9. a b c d 8. _____
- 10. a b c d _____
- 9. _____
- 10. _____
- 11. _____
- _____
- 12. _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Question 2

2. _____

Matching:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

Six Water Barriers:
#1

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Essay to Multiple Choice #10

2 tribes	plant life	water	crop	meat or fish	transportation	Chief	Section #

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT I

<u>Multiple Choice</u>		<u>Fill in</u>		<u>Map/Fill in I</u>		<u>Matching</u>		<u>Map Chart</u>	
<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>
1	1	1	5	Map 1-10	1	1	7	Tribe	7
2	4	2	7	1	1	2	2	Plant life	7
3	3	3	9	2	1	3	3	Water	7
4	5	4	6			4	7	Crop	7
5	5	5	5			5	7	Meat or fish	7
6	6	6	1			6	7	Transpor- tation	7
7	8	7	3			7	2	Chief	
8	9	8	2			8	3		
9	10	9				9	3		
10	11	10	5						
11	13	11	4						
		12	6						

SOCIAL STUDIES TEST
UNIT II

EXPLORATION AND COLONIZATION

Booklet Number _____

Multiple Choice: Choose the best answer to the question, and then darken in the proper letter on the answer sheet.

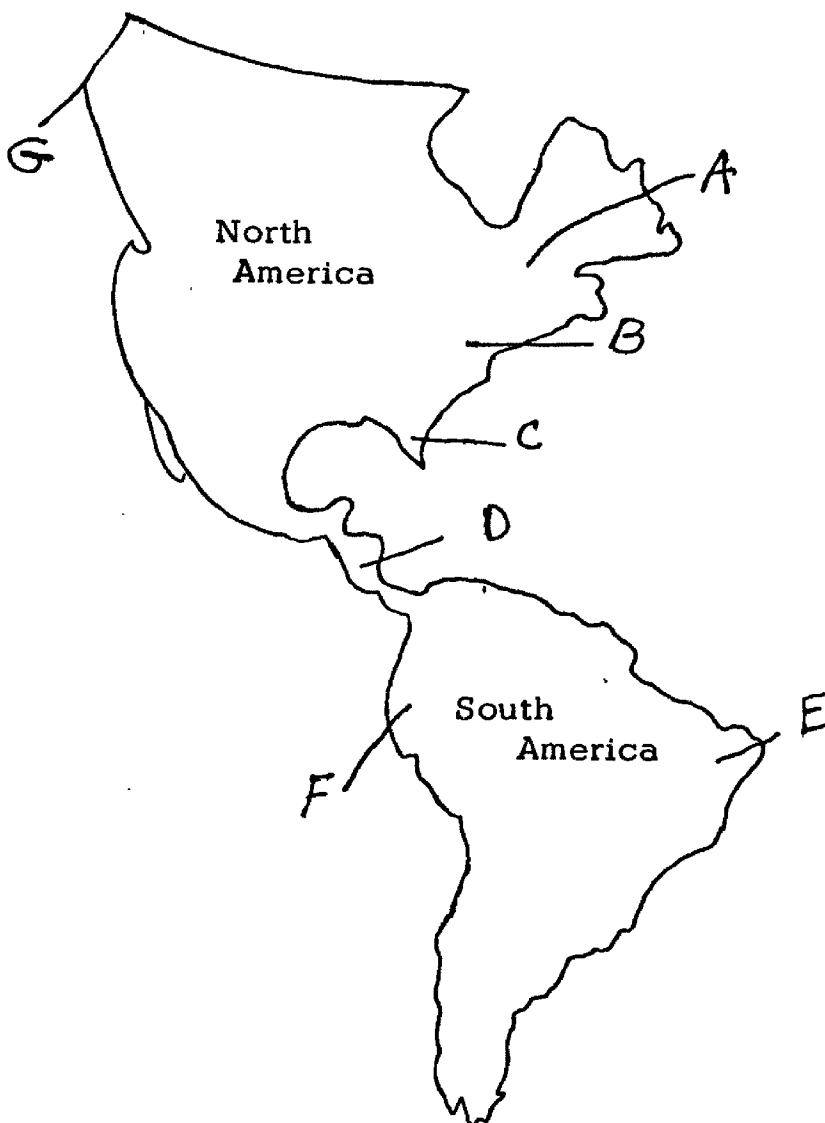
1. A desire for Oriental goods, such as spices, began when the Europeans (a) started travelling up and down their rivers in sail boats, (b) saw and used spices and silk during the Crusades, (c) Marco Polo brought back tons of spices from China, (d) Henry the Navigator succeeded in getting Spanish ships through the Mediterranean.
2. If you wanted to describe a serf, you would have to say that (a) a serf didn't own his own land, (b) a serf was quite poor in worldly goods, (c) a serf had lost his right to freedom by seeking the protection of a lord somewhere in the past, (d) all of these are true.
3. Three of the four words or terms in the answer section mean the same thing or apply to the same idea. Which term is not like the others? (a) Feudal Age, (b) Middle Ages, (c) Age of Democracy, (d) Dark Ages.
4. If you were to try to explain a part of the Feudal System, you could say that: (a) The lords controlled the land and the majority of the people, (b) the Catholic Church supported the system by promising equality in heaven to the serfs in return for being poor and miserable here on earth, (c) the lords had gained their land and power by being the strongest in their area, (d) all of the responses are true.
5. The two Italian cities which secured a monopoly on eastern trade goods going into Europe were (a) Venice and London, (b) Genoa and Berlin, (c) Rome and Paris, (d) Venice and Genoa.
6. Among the reasons Europeans began to explore the world would have been (a) that princes and business men wanted to "horn in" on the business opportunities of the city-states, (b) that man suddenly realized he had the capability to sail great distances so he did it, (c) that the sailors and their captains overcame their fears of the sea with the beginning of the Renaissance and Reformation, so they were more willing to go forth, (d) all of these responses are true.
7. If you were going to discuss the reasons for the various nations having colonial claims in America you would have to say that (a) oftentimes the location of a claim was simply determined by where the winds and current took the boat, (b) most captains claimed the land wherever they landed, without really worrying about who had

- been there before, (c) who got what lands in America would eventually be determined by war, (d) all of these responses are true.
8. Which of the experiences stated below would most closely show the colonial practices of Spain, France and Holland in the New World?
(a) Free men would be allowed to come over, buy the land, build their homes and set up their governmental institutions. (b) The Nobles could come over, buy small plots of land, build their homes and set up their governmental institutions. (c) The sons of noble families or soldiers who had been successful in war were given large blocks of land and were expected to establish new feudal estates in the New World for their Kings. (d) Serfs who complained about some injustice in Europe were shipped to America as prisoners to be slaves for the King.
 9. The Portuguese, led by Henry the Navigator, tried to break the monopoly of the Italian city-states by (a) sailing west across the Pacific Ocean to China, (b) sailing around Africa to get to the East, (c) hiring Christopher Columbus to sail to the "New World", (d) by paying the costs of Diaz to explore the southern shores of Africa and South America.
 10. Among the reasons for the failure of most European nations to hold on to their colonies in America would be (a) They expected to transfer the Feudal ideas of life and land-holding to a new place. (b) Serfs weren't willing to stay on the new estates with so much free land close by. (c) All men, especially those with the courage to go to America, were reacting to the ideas of the Reformation and Renaissance. (d) All of these are true.
 11. In this test, your teacher has often used the word REFORMATION. What does this term mean? (a) Reformation has something to do with the fall of Rome and the reforming of Europe under the various kings. (b) The Reformation had something to do with the religious teachings of Martin Luther and other Protestant leaders and their feelings about the Catholic Church. (c) The Reformation refers to that period of time when the middle class began to break away from the kings and new ideas of "Democracy" were beginning in Europe. (d) All of these are true.
 12. Among the reasons for Spain's support of Columbus and his plan was (a) They wanted to "cash in" on the rich eastern trade. (b) They hoped they could find a new route to the spice lands by following a new plan. (c) They wanted to expand the empire of their nation. (d) All of these are reasonably true.
 13. Most of the Spanish colonies were established in (a) Africa, (b) South America, (c) India, (d) North America.
 14. If you were going to evaluate the success of Columbus, you could say that (a) He was successful because he found India. (b) He was successful because he found the New World and China. (c) He was

a failure because he found neither the "Indies" nor did he realize he had found the New World until just before his death. (d) He was a failure because he never did make any money for Spain, nor were his discoveries important.

15. During the Renaissance the European world (a) experienced a re-discovery of some ideas relating to government, the worth of mankind and art, which had been brought out in Greek and Roman times, (b) experienced a growth in hatred and war which led to the term the "Dark Ages", (c) found that mankind couldn't be trusted so they tried to find places to send people, (d) all of these responses are true.

Chart-Essay: On the Answer Sheet you will find a chart. List the name of six explorers, tell what country each represented and name one of the areas each discovered.



MAP #1

Place on the answer sheet the name of the nation which settled in each of the lettered areas from A to G



Europe in 1659

MAP #2

Place the name of the nations on the answer sheet which existed in the areas from 1 through 8.

True-False: Darken either the letter T or the letter F in the place provided on the answer sheet.

- 1.. Spain lost her colonies in the New World before either Holland or France lost theirs.
2. One of the outcomes of the Crusades was the desire of Europeans to find a way to Asia.
3. The "Holy Land" referred to by Europeans during the Crusades is the land of Israel today.
4. One of the complaints many Protestant Churchmen had with the Catholic Church in the 1500's and 1600's was the control the Pope had over the people.

5. Martin Luther and John Calvin were early leaders in the Protestant Reformation.
6. Businessmen, who were part of a growing middle class in the 1600's generally favored the Protestant faiths over the Catholic religion, because the new faiths allowed a man to measure success by the profit he made.
7. A Dutch settlement in America was called a Patroon.
8. Most of the people who came to the land, which would become the U.S., were Protestants who left their homeland to avoid religious persecution.
9. Father Marguette did most of his exploration in the Mississippi Valley for France.
10. The Line of Demarcation divided the unexplored world between Portugal and England.
11. Among the products Europeans wanted to buy from the Orient during the Middle Ages were silk, spices and jewelry.
12. One of the Spanish explorers in the Mississippi Valley was Vasco de Balboa.
13. Spain and France brought the Catholic Religion to the New World, while Holland brought a Protestant faith here.
14. Spanish soldiers to the New World insisted on freedom for themselves and equality for the natives in the lands they settled.
15. Frenchmen coming to America were generally determined to settle here and make a permanent home.

Name _____

ANSWER SHEET

Multiple Choice:

	EXPLORER	PLACE EXPLORED	NATION
1. a b c d	_____	_____	_____
2. a b c d	_____	_____	_____
3. a b c d	_____	_____	_____
4. a b c d	_____	_____	_____
5. a b c d	_____	_____	_____
6. a b c d	_____	_____	_____
7. a b c d	_____	_____	_____

- 8. a b c d
- 9. a b c d
- 10. a b c d
- 11. a b c d
- 12. a b c d
- 13. a b c d
- 14. a b c d
- 15. a b c d

True-False

- 1. T F
- 2. T F
- 3. T F
- 4. T F
- 5. T F
- 6. T F
- 7. T F
- 8. T F
- 9. T F
- 10. T F
- 11. T F
- 12. T F
- 13. T F
- 14. T F
- 15. T F

Map #1

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

Map #2

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT II

<u>Multiple Choice</u>		<u>Map 1</u>		<u>Map 2</u>		<u>True/False</u>		<u>Chart</u>	
<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>	<u>Q#</u>	<u>Obj#</u>
1	1	A	3	1	8 & 3	1	6	Explorer	4
2	1	B	3			2	1	Place explored	3
3	1	C	3			3	1		
4	1	D	3			4	1		
5	2	E	3			5	1	Nation	4
6	2	F	3			6	2		
7	4	G	3			7	4		
8	5					8	4		
9	2					9	4		
10	6					10	4		
11	1					11	2		
12	2					12	4		
13	4					13	4		
14	6					14	5		
15	1					15	5		

SOCIAL STUDIES TEST
UNIT III

ENGLISH SUPREMACY DEVELOPS IN AMERICA

MULTIPLE CHOICE: Place the best answer on the answer sheet. Please darken out the response completely.

1. Which of the following statements are true when you compare English and French patterns? (a) The English tried to live off the land while the French tended to build solid settlements. (b) The English settlers were primarily Catholics while the French settlers were Protestant. (c) The English settlers came to make money and then to return to England, while the French settlers came to stay. (d) Most Englishmen came to stay and farm, while the French came to get rich and then return to France.
2. All but one of the following states were one of the original thirteen colonies. Which state was not one of the thirteen, but was a colony of another country? (a) Florida, (b) North Carolina, (c) Pennsylvania, (d) Massachusetts.
3. One of the statements below was a cause of the French and Indian War. Which statement is best? (a) The Indians wanted to wipe out the French. (b) The English settlers in America wanted to move into lands behind the Appalachians which were controlled by the French and the Indians. (c) The English and the French wanted to gang up on the Indians so they could have all the land to themselves. (d) None of these are really true.
4. If you had to pick the winner of the French and Indian War based on the powers of the two European nations involved, you could say that: (a) The English had the best navy, so they should have been able to control the sea. (b) The French had a better relationship with most of the Indians because they didn't destroy as much woodland in their settlement patterns. (c) The Iroquois Confederation decided to support the English because they disliked the French. (d) Each one of the statements which came before are true.
5. One of the main outcomes of the French and Indian War was: (a) France became the strongest power in the world because of its victory. (b) England became the largest colonial power in the world, developing the empire "on which the sun never set." (c) France and England had to go to war with Germany to keep them from taking over Canada. (d) England gave up all her colonies in America, bringing about the creation of the United States.
6. If you had been wanting to come to America in the 1750's, were a member of the Puritan Faith, and had learned the shipbuilding trade in England, you would have probably settled in which one of the

following colonies? (a) Georgia, (b) New York, (c) Virginia, (d) Massachusetts.

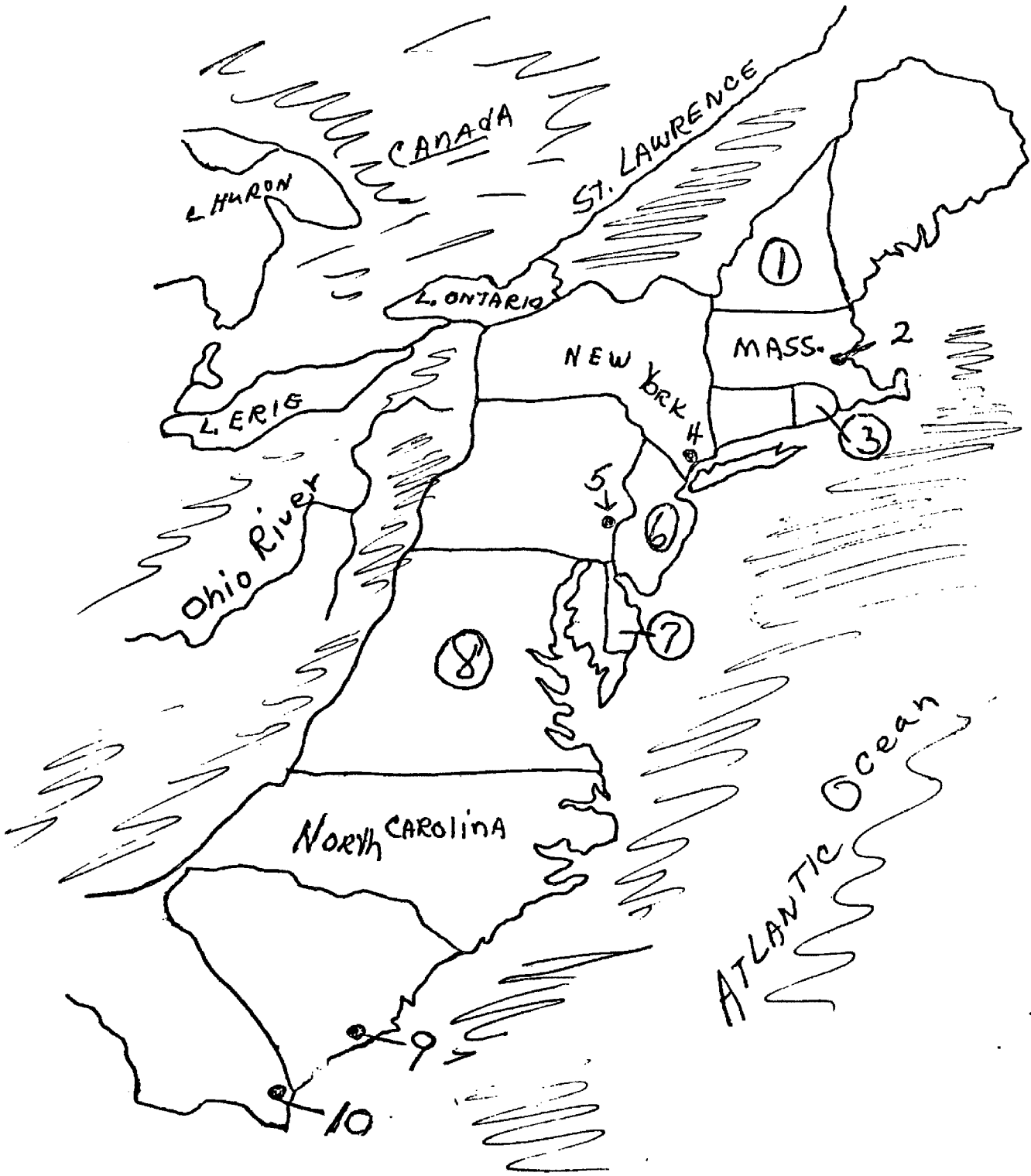
7. Which of the statements below would be an example of the idea that man tries to bring as many of the ideas and actions he is familiar with into a new place where he might choose to live or work? (a) It was very common to find the Virginia planter having a cup of tea during the afternoon. (b) The Virginia House of Burgesses had two parts, a House of Lords and a House of Commons. (c) Some of the common names found for cities during the Colonial Period were Portsmouth, New York, and Jamestown. (d) All of these indicate English background.
8. Which of the men listed below was responsible for the founding of Georgia? (a) William Bradford, (b) James Oglethorpe, (c) Miles Standish, (d) Cotton Mather.
9. Had you lived in New England during Colonial times you would probably have (a) owned a large plantation and had numerous slaves, (b) either been a wheat farmer or a small plantation owner, (c) had a small farm in rocky soil or possibly been a fisherman, (d) all of these would have been possible.
10. All but one of the towns listed below would have been an original colonial settlement made by English settlers. Which town wasn't? (a) New York, (b) Plymouth, (c) Jamestown, (d) Savannah.
11. If you were considering probable causes for the French and Indian War you could say that (a) It wouldn't have happened had the Indians stopped attacking English settlements. (b) Englishmen in Virginia and other colonies wanted to become involved in the sale of land behind the Appalachians, land claimed by the French. (c) France could have avoided the war if they hadn't invaded New York by way of the Hudson Valley. (d) This was just another war that had started in Europe and found its way to American soil.
12. One of the outcomes of the French and Indian War, as far as the American English Colonist was concerned, was (a) that the French got to keep most of their land in America and Asia, (b) that the English Colonial felt a great pride in his country and wanted to be tied closer to English rule, (c) that English settlers felt freer to go their own way once the danger of French invasion and Indian uprisings from the North was removed.
13. If you had been raised by a noble English family which had provided you with all kinds of money to go to the colonies to settle and buy a home, which of the colonial areas listed below would you have chosen had you wanted to have neighbors most similar to yours in England in terms of customs, religion and mode of living? (a) the New England region, (b) the Middle region, (c) the Southern region.

14. Most American Colonial communities resembled European communities because (a) men will never throw everything of their past away in a new environment. (b) Most of us will always try to bring as much of our community life and customs as possible into a new social setting. (c) Whenever anyone goes somewhere he will always search for work that he knows; therefore, an English shipbuilder who had come to America would build an English looking ship. (d) All of these are true.
15. One of the persons listed below was an outstanding religious and political leader in Rhode Island. Which one was? (a) James Wolfe, (b) Miles Standish, (c) Roger Williams, (d) William Penn.
16. Which of the strengths listed below would apply to the English when you consider the two opposing sides at the outbreak of the French and Indian War? (a) The French colonists outnumbered the English colonists in America. (b) The English colonies were all along the coast and relatively well tied together in terms of communication. (c) The French army could get to America easier because of the strength of the French navy. (d) The English King had more power over his subjects than the French king did.
17. If you had been a Catholic, which of the colonies listed below would you have been most likely to settle in? (a) Maryland, (b) Connecticut, (c) North Carolina, (d) New Jersey.
18. Who controlled the Ohio Valley before the French and Indian War? When answering this question you should consider who had explored most of the land and who had soldiers stationed in the region before the outbreak of the war. (a) England, (b) Spain, (c) France, (d) Russia.
19. If you had been a colonist in Virginia, what colonies would have touched your borders? (a) Georgia, Pennsylvania and Maryland, (b) Maryland and North Carolina, (c) New York, New Hampshire and Ohio, (d) Georgia, Florida and South Carolina.
20. Which of the statements below is true when you consider the historical facts of the French and Indian War? (a) General Montcalm was the best general on the field of battle at New York. (b) The English had one extremely good man in General Braddock. (c) The famous German General, General Roedl, saved the day for the French at Quebec. (d) General Wolfe was a very capable general for the English people.
21. Americans weren't willing to go along with the Proclamation of 1763 because (a) They felt they had participated in the French and Indian War to be able to settle in the Ohio Valley. (b) They didn't feel England had the right to stop them from settling behind the Appalachians. (c) Both a and b are true. (d) Neither a or b is true.

22. You are a businessman, you have a large shipping fleet, and you want to settle in some city in America to carry on your business. You would probably have considered settling in all but one of the places listed below. Which city wasn't a major sea port? (a) Philadelphia, (b) New York, (c) Richmond, (d) Boston.
23. When you went into a colonial store in the 1750's, most of the merchandise would have been made (a) in Europe if it were a manufactured item, (b) in America if it was a food related product such as wheat, (c) in the Orient and shipped through a European country if it was a silk or a spice product, (d) all of these are true.
24. Among the reasons Captain John Smith was selected as a leader at Jamestown was that (a) He was a strong personality and was a physically strong man. (b) He seemed to be the natural leader of that community. (c) He didn't have any respect for the King or religion, so the people really went for him. (d) Selection a and b are true, but selection c is wrong.

The following map shows the Thirteen Colonies and also some of the cities in each colony.

You are to identify the colonies which are shown with a circled number and the cities which are shown with a point and an uncircled number.



Fill in: Place the best response in the blank on the answer sheet.

1. Name two colonies of the original Thirteen Colonies which would have been classified as New England Colonies.
2. Name one religious group common to one of the New England Colonies.
3. Name two colonies of the original Thirteen Colonies which would have been classified as a Middle Colony.
4. Name one of the founding fathers of one of the Middle Colonies.
5. What religious group decided to make its home in Pennsylvania?
6. Name two colonies of the original Thirteen Colonies which would have been considered a Southern Colony.
7. Name one of the founding fathers of a Southern Colony. You may also name one of the companies which owned a colony.

Matching: Match the lettered responses on the right with the statements and names on the left. Place your responses in the blanks provided on the answer sheet.

- | | |
|-----------------------------|--|
| 1. Ohio Valley | A. Supported the English rather than the French in the French and Indian War. |
| 2. Massachusetts Bay Colony | B. Kept the American settlers out of the land behind the Appalachians by law, but not in fact. |
| 3. Thomas Hooker | C. Claimed by both England and France before the French and Indian War. |
| 4. Albany Plan of Union | D. A leader in the Pilgrim Colony. |
| 5. Proclamation of 1763 | E. A meeting and an agreement worked out by the English Colonials. |
| 6. Miles Standish | F. The Puritan stronghold in America. |
| 7. Battle of Quebec | G. One of the major leaders in Connecticut. |
| 8. Iroquois Indians | H. Ended the warfare in America. |
| | I. None of these apply. |

ANSWER SHEET FOR UNIT III

Name _____

Multiple Choice:

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d
19. a b c d
20. a b c d
21. a b c d
22. a b c d
23. a b c d
24. a b c d

Map Fill-in:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Matching:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Question Fill-in:

1. _____

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

TEST QUESTION/OBJECTIVES RELATIONSHIP CHART
UNIT III

<u>Multiple Choice</u>		<u>Map</u>		<u>Fill-in</u>		<u>Matching</u>	
<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>
1	1	1	2	1	1	1	1
2	2	2	2	2	1	2	6-8
3	3	3	2	3	1	3	6
4	4	4	2	4	8	4	5
5	5	5	2	5	1	5	5
6	6	6	2	6	1	6	8
7	7	7	2	7	8	7	5
8	8	8	2			8	4
9	1	9	2				
10	2	10	2				
11	3						
12	5						
13	6						
14	7						
15	8						
16	4						
17	1						
18	3						
19	2						
20	4						
21	5						
22	6						
23	7						
24	8						

SOCIAL STUDIES TEST
UNIT IV

THE AMERICAN REVOLUTION

Multiple Choice: Completely darken out the response which best answers the question.

1. Which of the responses below best explains the motives of the English Parliament for passing the various tax laws concerning the American colonies between 1763 and 1775? (a) Parliament felt the American colonials were not citizens of Great Britain so they wanted them to pay more taxes. (b) Parliament wanted the American colonials to bear their fair share of the burden of running an empire. (c) The English King and Parliament decided to put more taxes on the American colonies than on the British people because they could better afford to pay. (d) None of these are anywhere near true.
2. Why did the Americans oppose the Proclamation of 1763? (a) They didn't want to pay that high of a tax. (b) The colonists felt that it was unfair to tax their exports of tobacco and ship stores. (c) The Americans had participated in the French and Indian War to earn the right to colonize in the Ohio Valley. (d) The colonists felt that their country should extend up into Canada and that they should be independent from both France and England.
3. How did the French and Indian War lead to the American Revolution? (a) The American colonists hated the French colonists so they went to war. (b) When the British won the French and Indian war, they removed the threat of invasion from the north, causing the English colonists to feel more freedom. (c) The English were so badly defeated at Quebec that the American colonials felt they could beat them without any problem. (d) All of the above responses are true.
4. Which of the laws listed below would have been referred to by the following comment in the Declaration of Independence? "For quartering large bodies of armed troops among us." (a) The Stamp Act. (b) The Intolerable acts. (c) The Navigation Acts. (d) The Tea Act.
5. Which of the responses below explains why many Europeans became excited when they first heard about or read the Declaration of Independence? (a) Never before had a people stated that all men are created equal and then went to war with a king to make it stick. (b) The Declaration summarized the problems which many people in western Europe felt were theirs. (c) People in Europe were ready for a change, the Declaration gave them the courage and the philosophy to work with. (d) All of these are workable.

6. Which of the comments below explains why the Marquis de Lafayette is an American hero. (a) He gave his life in defense of New York and George Washington's life. (b) He succeeded in defending Jamestown when no other General had been able to hold off General Clinton. (c) He fought during the war for the "American Ideals" even though he was a foreigner and a nobleman from France. (d) He refused to give up when he was cornered in Boston. He said, "I've just begun to fight" and then won.
7. One of the items listed below was not accomplished by George Washington during the American Revolution. Which one doesn't belong to the achievements of that man? (a) His army won the battle for Boston in 1775. (b) He was chosen by the Second Continental Congress to command the colonial Armies. (c) He led the American forces against General Cornwallis at Yorktown. (d) He helped design the Declaration of Independence.
8. The American colonial army successfully surprised the English forces at Trenton. This battle was important in its time because (a) the Americans finally won a victory after losing several battles. Troop morale went up. (b) The English soldiers had to give up and the battle ended the Revolution. (c) Benedict Arnold showed in this battle that he had real ability as a general. (d) The Americans found a way to beat the English in every battle. All they had to do was to cross a river when there was ice on it and they would win every time.
9. Which one of the following proved to be a weakness for the English during the American Revolution? (a) The English Navy was the best in the world. (b) The English Army was well trained in techniques to fight a European type war. (c) The English nation was the most well developed industrially in the world. (d) England was the most wealthy nation in the world.
10. Today you can go visit a national park called Valley Forge. This park probably exists because (a) the people have to have somewhere to go to picnic. (b) The Congress of the U.S. wanted to make it possible for the people of the U.S. to always remember the suffering and heroism that took place there. (c) George Washington said there had to be a park there. (d) The English were defeated there in a famous battle.
11. The Second Continental Congress is important because (a) that body was responsible for making the laws during the Revolution. (b) That body was in session when the Declaration of Independence was written. (c) That body appointed George Washington as head of the American colonial army. (d) All of these responses contributed to the importance of the Second Continental Congress.
12. The American Revolution is important when we study the world history of the time because (a) many Europeans watched to see what would happen when a free people opposed a king. (b) Victory in America caused many European people to try to get rid of their kings. (c)

The American Revolution provided the ideas and the strategies which would be used in many other revolutions. (d) All of the answers are true and reasonable.

13. If you were to explain the provisions of the Treaty of Paris in 1783, you would have to say that (a) The English gave the Americans everything they wanted, including all of North America and Canada. (b) The Americans probably got the favorable provisions in the treaty because they had fought well at a time when England was forced to fight elsewhere in the world or had problems at home. (c) Only France and Spain lost land to the Americans. (d) England, France, Spain and Russia all gave up lands to America.
14. Which of the statements below explains the English motives for passing the Stamp Act, and the Navigation Act? (a) England needed money to help pay for wars which had been fought and troops it was maintaining in America. (b) England hoped to milk the Americans dry of money, take away their basic liberties, and return them to a feudal state. (c) The Parliament felt that the American colonists were too rich and wanted to take all their money away. (d) The English King wanted to punish the American colonies for starting the French and Indian War.
15. "He has erected a multitude of new offices and sent hither swarms of officers to harass our people and eat out their substance," is a quotation from the Declaration of Independence. Which of the laws listed below was referred to in this quotation? (a) The Tea Act. (b) The Quartering Act. (c) The Stamp Act. (d) All of these.
16. The Declaration of Independence says, "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." What did these words mean to the colonists in America and the common people in Europe? (a) There shouldn't be much difference between a nobleman and a common man as God makes us all. (b) The right of life is one thing that all men are entitled to in spite of their birthright or intelligence. (c) Every man should be able to be happy, if it takes money to be happy, the child or person should be allowed to improve their way of life. (d) All of these statements could be reasonably derived from the Declaration.
17. Which of the things listed below were true if you consider the role of Thomas Jefferson during the Revolution? (a) He was a very good general. (b) He went to France to get money for the American cause. (c) He didn't do anything during this time but was important later. (d) He was a real thinker during the Revolution and was responsible for writing some of the important documents.
18. Why do we celebrate the Fourth of July? (a) Because we needed to have a holiday sometime during the summer. (b) The Revolution ended on that day. (c) It is George Washington's birthday. (d) The Declaration of Independence was signed on that day.

19. The First Continental Congress was important because (a) Thomas Payne got to write Common Sense. (b) It provided the background for the system of government which would work throughout the Revolution. (c) It gave Paul Revere the order to ride around the country. (d) Benjamin Franklin got to talk to George Washington and decide to declare war on England.
20. Which of the statements listed below would not be found in the Treaty of Paris, 1783? (a) The United States get all the land East of the Mississippi river. (b) Spain got Florida, part of Alabama and Mississippi, and the land East of the Mississippi to the Rockies. (c) England got control of the Great Lakes and the Ohio Valley. (d) The Americans agreed to pay money to Tories who had lost their land.

Fill In: Place the response in the correct blank on the answer sheet which best answers the statement.

1. List two laws which were padded by the British Parliament before the Revolution started, that included an order to station British troops in American colonial homes.
2. Name one colony which would not have to fear invasion by Indians aroused by the French after the end of the French and Indian War.
3. Name two French Military officers who served on the side of the American colonial army.
4. What American military leader made a name for himself by turning over West Point to the British. His plan failed.
5. What battle ended in defeat of the British in New York? The victory for the Americans encouraged France to enter the war on the side of the United Colonies.
6. What were three advantages the Americans had as they started their fight against Britain in the Revolution?
7. Can you name the European nation which would have been the most likely to have a revolution following the American Revolution?
8. Name two battles which were won by the British, but really represent a failure because they didn't follow up their advantage by crushing the American armies, instead they chose to rest and let the Americans escape.
9. Name the outstanding British commander at Yorktown.

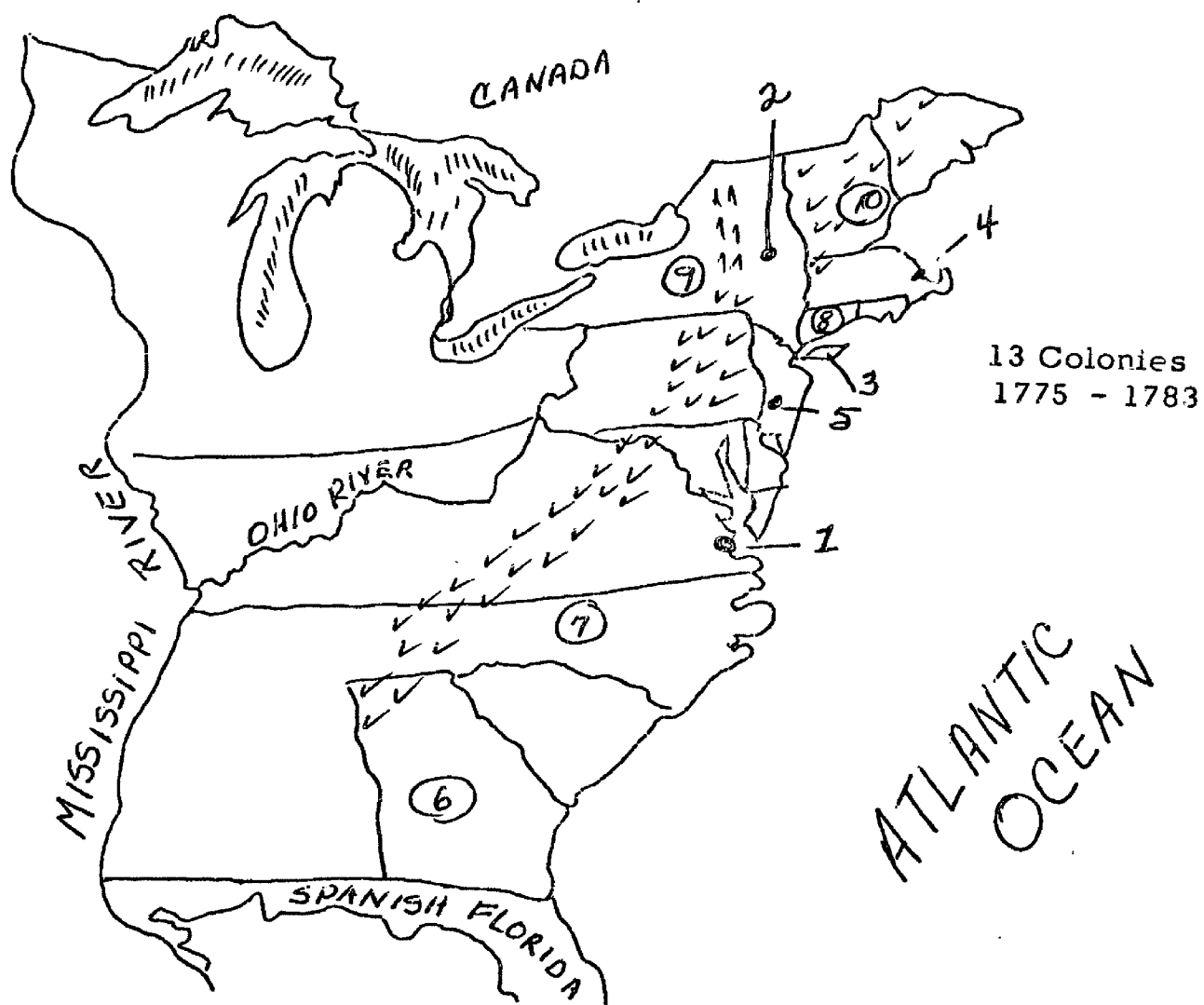
True-False: Darken out the best response on the answer sheet.

1. The English enforced all the Navigation Acts with all the determination and force at their command.
2. One of the reasons the Americans fought against the English laws before the Revolution was that they felt they should be able to send a Representative to Parliament.
3. If the English had lost the French and Indian War, the history of the United States could have been quite different.
4. After the Boston Tea Party the British passed the "Intolerable Acts." The Americans included these acts in their protest called the Declaration of Independence.
5. Some of the ideas of John Locke and Jean Jacques Rousseau are found in the Declaration of Independence.
6. Admiral DeGrasse and his fleet of French Ships helped the Americans win at Yorktown.
7. George Rodgers Clark is remembered in history for his efforts during the American Revolution in the Ohio Valley.
8. Among the reasons the Americans won at Saratoga was the fact that British commanders in America failed to execute their orders.
9. One of the reasons the Americans won the Revolution was that they felt they were fighting for their homeland and freedom.
10. One of the earliest capitols of the American nation could be listed as Philadelphia because the Second Continental Congress met there.

Brief essay:

Explain what lands were added to the 13 Colonies by the Treaty of Paris of 1783. Describe what the outside boundaries of the United States were after the signing of this treaty.

MAP #1



There are 5 battles on this map. Each battle is shown by a plain number and a point (1-5).

You are also to identify 5 of the 13 colonies. There numbers are circled (6-10).

ANSWER SHEET - UNIT IV
THE AMERICAN REVOLUTION

Name _____

Multiple Choice

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d
19. a b c d
20. a b c d

Fill In:

1. _____
- _____
2. _____
3. _____
- _____
4. _____
5. _____
6. _____
- _____
7. _____
8. _____
- _____
9. _____

True-False

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F
10. T F

Map:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Brief Essay:

SOCIAL STUDIES TEST
UNIT V

THE FORMATION OF GOVERNMENT

- I. Multiple Choice: Darken out the response on the answer sheet which best answers the question.
1. Following the American Revolution the American colonies were faced with a number of problems. Which of the statements listed below describes one of the problems? (a) The colonies had so much trade with foreign nations that they couldn't produce enough to meet all the orders. (b) The American industry grew so rapidly that we began to run out of resources. (c) Tariffs between the colonies made it almost impossible to get goods from one place to another. (d) There was constant drought for twenty years following the Revolution, causing a shortage of food.
 2. All but one of the statements below contain a reason for the failure of the Articles of Confederation Government. Which one doesn't explain a weakness? (a) There wasn't a single form of money throughout the U. S. (b) There were no courts within the central government. (c) There wasn't an executive branch. (d) the legislative branch of the government was the strongest branch.
 3. Which of the statements below expresses a feeling regarding government which many Americans could have held at the end of the American Revolution? (a) The legislature should have more power than any other branch. (b) Make the executive weak because we don't want to have another king. (c) The state's government should be more powerful than the Central government because they are closer to the people. (d) All of the answers would have been commonly felt and stated after the American Revolution.
 4. One of the statements below explains why the Constitutional Convention took so long and had so much trouble formulating the Constitution. Which reason is best? (a) Most of the people in the U.S. wanted to continue under the King. (b) Each section had some things going for them that they didn't want to give up for the good of the Nation as a whole. (c) New York, Pennsylvania, and Delaware refused to send delegates to any meeting which would revise the Articles of Confederation. (d) The Southern States were about ready to declare war on the Northern States and England.
 5. Only one of the men listed below was a leader in the Second Continental Congress and was later a leader in the Constitutional Convention. Who was he? (a) Benjamin Franklin, (b) Thomas Jefferson, (c) William Clark, (d) Samuel Adams.

6. One of the Compromises in the Constitution is referred to as the 3/5ths Compromise. In general terms it stated that (a) 3/5th of the States had to ratify the Constitution before it could become law, (b) 3/5ths of the businessmen were exempt from taxes on the odd years and the other 2/5ths on the even years, (c) 3/5ths of the blacks in the south could be counted for representation in Congress, (d) 3/5ths of the land held by the colonies because of old land grants had to be turned over to Congress.
7. Which of the branches of government listed below is responsible for the running of the government, but has the power to stop a bill from being passed into law, and has the power to appoint ambassadors to foreign nations? (a) Executive, (b) Legislative, (c) Judicial, (d) Civil Service.
8. The idea behind the Federal system of government is (a) that the states get to keep most of the government's power. (b) That there is a sharing of power between the state, local, and central government with the local government being the stronger. (c) That there is a use of power only by the central government with no other part of government having any power. (d) That all areas of government have enough power to make their laws effective, but the central government is the most powerful.
9. The Bill of Rights (a) was not contained in the original Constitutional proposal. (b) Was added to the Constitution. Some states refused to go along with the Constitution unless these laws were added. (c) Are found in the first ten amendments to the Constitution. (d) All of the statements are true.
10. New York and Virginia were two of the last states to ratify the new Constitution. Among the reasons the people in those states could have opposed the new Constitution could have been: (a) There was no bill of rights attached to the document. (b) A small state didn't have enough power to compete with a large state in the legislative branch. (c) That they felt the executive branch of the government was too weak. (d) All of these reasons were involved in New York's and Virginia's hesitancy to sign.
11. Below you will find a list of things which could have happened. The person in all but one of the cases would be allowed to do what he has done and would be protected from prosecution by the Bill of Rights. In which case would he not be protected? (a) John bought a gun, carried it out to his car, and then took it home and stored it in his gun cabinet. (b) Harry thought it would be fun to see how people reacted to an alarm, so when the movie was at its most frightening spot he jumped up and yelled "FIRE" in a crowded movie hall. (c) Sam woke up on Sunday morning and went to church, Jerry living across the street didn't go with him. (d) Mary got up this morning, came to school, and returned home at 4:00 p.m.

12. Article II of the Constitution deals with the executive branch. Which of the powers listed below are given to the executive branch of the government? (a) The President can raise the tax bill in this country. (b) The President can appoint judges to the courts without an OK from anyone. (c) The President can increase the power and size of the Army and Navy. (d) The President can refuse to sign a bill sent by Congress.
13. Alexander Hamilton established a banking and treasury system for the United States. What did he hope to accomplish with the system he established? (a) He hoped to improve the credit of the new nation in Europe. (b) He hoped to make commerce among the states easier. (c) He hoped to build confidence in the money of the United States. (d) He hoped to accomplish all of these.
14. Which of the statements below were offered by opponents to Alexander Hamilton's plan for the treasury system? (a) Mr. Hamilton's plan will destroy the currency and credit of the United States by giving too much power to the individual states. (b) Mr. Hamilton's treasury plan gives the tax money of the people to the rich, and they in turn make a profit with it. (c) Mr. Hamilton has sold his soul to England by tying the American dollar to the British pound. (d) Mr. Hamilton's give away programs will soon bankrupt the United States and every state in the union.
15. If you had been an Anti-Federalist in 1792 you would have campaigned for (a) a strong central government with declining power for the states, (b) strict interpretation of the Constitution, making the government officers go along exactly with what was written in the document, (c) Alexander Hamilton's treasury plan, (d) John Adams for President.
16. One of the reasons the American people insisted on a weaker executive branch in the Articles of Confederation was (a) they didn't want Congress to have so much power. (b) The Judges in England had been able to give the people long prison terms. (c) The people didn't want to have another king. (d) None of these are possibly true.
17. Under the Articles of Confederation the individual states had the power to tax while the central government didn't have that power. This caused problems because (a) the state governments didn't have to pay any money to the central government unless they wanted to. (b) The state governments always gave too much money to the central government. (c) Large states had to pay more money than did the small states and then got less services. (d) All of these are true.
18. The sentences below all describe compromises which were reached as the delegates tried to structure the Constitution. Which statement describes the major compromise in the establishment of the structure of the Congress of the United States? (a) There shall be no slave

trade after 1808. (b) The Southern states may count $3/5$ ths of their black population for representation. (c) The powers of our government shall be divided between three branches, each having a check and a balance on the other. (d) There shall be two houses in the Congress, one of which will have its seats divided up on the basis of statehood and the other by population as the representatives are selected.

19. Mr. Montesquieu, a famous French political philosopher, thought it would be a good idea if a government had a system of checks and balances in it. The men who wrote our Constitution went along with this idea. Which of the statements below is an example of how that system works? (a) Any bill passed by Congress must be signed by the President before it can become law. (b) All federal judges appointed by the President must be OK'd by the Senate. (c) The Supreme Court can declare any law unconstitutional. (d) All of these are examples of the system of checks and balances.
20. The original provisions were that the Constitution would become the law of the land after a certain proportion of the states ratified it. However, when it came down to the line, the colonists found that one state hadn't ratified the document which people felt was a necessary state to be included. Which of the states listed below would have been the one? (a) Maine, (b) New York, (c) South Carolina, (d) Georgia.
21. "The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures shall not be violated." This statement is a direct quote from the Bill of Rights. It means that (a) only an official of the state or local government has a right to search your house. (b) No one can ever search your house. (c) An officer must get a search warrant based on reasonable facts before he can search your house. (d) Only members of the armed services can get a search warrant to search your house.
22. Among the reasons the Constitution has been able to exist for almost 200 years is the fact that (a) the writers provided for a means of change or modification in the basic document. (b) Article I of the Constitution gives Congress the power to enact any kind of legislation necessary and proper for the good of the people. (c) It provides strong government while also giving basic rights. (d) All of these.
23. The first Bank of the United States (a) was established by Thomas Jefferson during the Articles of Confederation period. (b) Was a kind of a stock bank, where people could buy shares of the bank stock to get the bank going. (c) Was opposed by the Anti-Federalists because they felt the bank allowed the rich to get richer from the common man's tax money. (d) Selections b and c are true, selection a is false.

24. Thomas Jefferson opposed Alexander Hamilton's bank proposals for the Treasury because (a) He didn't understand them. (b) He didn't want to see the central government become more powerful than the state government. (c) He felt the interests of the rich were more important than the interests of the poor. (d) He hated Alexander Hamilton, and personally opposed anything he thought up.
25. Among the leaders of the Federalist party in the early days was John Adams. He believed in all but one of the ideas listed below. Which would not have been an idea held by John Adams? (a) The central government must be stronger than the state government. (b) The Federal government must have the power to tax, and collect the taxes if the country is to exist. (c) The power of the President must be limited by the powers of the other branches of government but must be more than they were during the Articles of Confederation period. (d) Each male and female in the country should have the right to vote because all men are created equal, no matter what their race, color, or creed happens to be.

II. True-False: Place the best answer on the answer sheet by blotting out either the letter T or the letter F.

1. Under the Articles of Confederation the powers of the executive branch were less than the powers given either to the legislative or judicial branches.
2. A representative to the Constitutional Convention would generally have to learn to put the good of the nation, as a whole, above the good of his own state.
3. Most of the radical leaders who had helped shape the Revolution, men like Patrick Henry, Sam Adams, and Thomas Jefferson, were not in attendance at the Constitutional Convention.
4. The term "Federalism" refers to a governmental system in which the States are generally able to get their way over the central government's wishes.
5. A Bill of Rights was left off the Constitution because the people in Virginia felt the idea was unnecessary.
6. Under the Articles of Confederation, each state could have its own money printed.
7. One of the major questions to be solved by the Constitutional Convention dealt with the question of slavery. They agreed to import no more slaves after 1808.
8. Generally business men and lawyers controlled the Constitutional Convention because they were the ones which had been hurt most by the weaknesses of the Articles of Confederation.

9. One of the reasons the concept of Federalism appealed to the leaders in the United States was the idea that it would provide the cement to unify the nation, but at the same time provide for some individuality among the people and states.
10. Any government must have the ability to tax if it is to survive and to give services to the people.
11. The colonies accepted the Articles of Confederation in 1789 because they thought as a group that it would be a good idea to run a country without a strong king.
12. One of the problems which came out of the Articles of Confederation period of history was that the American nation began to have too much trade with other countries.
13. Among the states which had to give up land prior to the ratification of the Articles of Confederation government were Pennsylvania and Virginia.
14. After the representatives to the Constitutional Convention had decided to have a Legislature they had to decide how to divide up the seats in the body. The big states, which had a large population, wanted representation to be based on statehood, two for each state.
15. Benjamin Franklin was one of the few men who served in both the Continental Congresses and the Constitutional Convention.
16. One of the compromises in the Constitution dealt with how many houses the new Congress should have. It was decided that there should be two houses.
17. The legislative branch of government is dependent on the other two branches because a bill cannot become a law without the signature of the President and the Chief Justice of the Supreme Court.
18. In a Confederation, such as the Articles of Confederation, each state or partner in the association can decide whether it will go along with the group or not.
19. The "Anti-Federalists", led by men like Patrick Henry, Samuel Adams, and Thomas Jefferson, opposed the ratification of the Constitution.
20. There were nine states that accepted the Constitution fairly quickly, while four others hesitated. One of the hesitant states was New Hampshire.
21. One of the rights given to you in the Bill of Rights is the right to say anything you want to, at any time, no matter who is around.

22. One of the reasons our constitution has lasted for almost 200 years is that the original writers fixed it up so that each generation could change the laws to fit their society.
23. Stock for the First Bank of the United States was sold to anyone, but in reality only the richest could afford to take part in the new bank's profit.
24. After Alexander Hamilton secured his treasury reforms, the farmers in Pennsylvania revolted because Congress put a tax on their cattle.
25. One of the early leaders of the Federalist party could have been John Adams. He would have wanted to return to a system in which the individual colonies had more power than the central government.

ANSWER SHEET - UNIT V
FORMATION OF GOVERNMENT

Name _____

I. Multiple Choice

- | | |
|-------------|-------------|
| 1. a b c d | 23. a b c d |
| 2. a b c d | 24. a b c d |
| 3. a b c d | 25. a b c d |
| 4. a b c d | |
| 5. a b c d | |
| 6. a b c d | |
| 7. a b c d | |
| 8. a b c d | |
| 9. a b c d | |
| 10. a b c d | |
| 11. a b c d | |
| 12. a b c d | |
| 13. a b c d | |
| 14. a b c d | |
| 15. a b c d | |
| 16. a b c d | |
| 17. a b c d | |
| 18. a b c d | |
| 19. a b c d | |
| 20. a b c d | |
| 21. a b c d | |
| 22. a b c d | |

II. True-False

- | | |
|---------|---------|
| 1. T F | 23. T F |
| 2. T F | 24. T F |
| 3. T F | 25. T F |
| 4. T F | |
| 5. T F | |
| 6. T F | |
| 7. T F | |
| 8. T F | |
| 9. T F | |
| 10. T F | |
| 11. T F | |
| 12. T F | |
| 13. T F | |
| 14. T F | |
| 15. T F | |
| 16. T F | |
| 17. T F | |
| 18. T F | |
| 19. T F | |
| 20. T F | |
| 21. T F | |
| 22. T F | |

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT V

Multiple Choice

Q	Obj
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	1
17	2
18	6
19	7
20	10
21	11
22	12
23	13
24	14
25	15

True-False

Q	Obj
1	3
2	4
3	5
4	8
5	9
6	3
7	4
8	5
9	8
10	9
11	1
12	2
13	3
14	4
15	5
16	6
17	7
18	8
19	9
20	10
21	11
22	12
23	13
24	14
25	15

SOCIAL STUDIES TEST
UNIT VI

THE NEW NATION IN INTERNATIONAL AFFAIRS

Multiple Choice: Choose the best answer to the question, and then darken in the proper letter on the answer sheet.

1. One of the reasons Napoleon could have wanted to sell the Louisiana Purchase to the United States may have been (a) he knew the Spanish were stronger than the French, so he would lose it to them. (b) He didn't want to risk losing the land to England, who had a stronger fleet than the French. (c) He wasn't interested in building an empire. (d) He felt the Americans were stronger militarily than any European nation, so he sold to get their friendship.
2. The American frontiersman of the Ohio felt that he needed a right of deposit at New Orleans because (a) he wanted to have a more direct line to the Nation's capital. (b) He wanted to capitalize on the easy water transportation network to get his goods to market. (c) He hated the French who controlled New Orleans, so he wanted to get the port in English hands. (d) All of these are true.
3. Which of the states listed below would not have been in the Louisiana Purchase? (a) Louisiana, (b) Kentucky, (c) South Dakota, (d) Oklahoma.
4. John C. Fremont is one of the better known explorers of the mid-1800's. Which of the statements below are true when you consider his accomplishments? (a) He was responsible for starting a war with Mexico. (b) He explored after Lewis and Clark but before Pike and Long. (c) He found an overland route into California from the U. S. (d) All of these are true.
5. Three of the four statements below are true. One is not. Which statement is incorrect? (a) Lewis and Clark explored and mapped almost all the land within the Louisiana Purchase. (b) Lewis and Clark didn't find a major trail for immigration to the West. (c) Lewis and Clark were successful in bringing back to the U. S. many samples of wild and plant life from the Louisiana Purchase. (d) Lewis and Clark expanded the American claim to the Oregon Country.
6. One of the major reasons we (the United States) went to war in the War of 1812 was (a) because the English were invading our lands in the Louisiana Purchase. (b) Because the English had not moved their troops out of the Ohio River Valley after the Revolution as they said they would. (c) Because Andrew Jackson wanted to get rid of the Sioux Indians who were protected by the British. (d) Because American Navy ships had sunk two British merchantmen.

7. One of the great battles of the War of 1812 was the Battle of New Orleans. Which of the statements below are correct when you consider this battle? (a) It was one of the first battles of the war. (b) The British were soundly beaten by the Americans under Andrew Jackson. (c) After the Battle of New Orleans the British burned the White House in Washington, D. C. (d) All of these are true.
8. In 1818, the British and the Americans settled the boundary between the United States and Canada at the 49th Parallel. Which of these statements are true when you consider that settlement? (a) Both sides had to compromise their claims to make the settlement possible. (b) The settlement represented a complete failure on the part of the British. They lost everything they had wanted. (c) One of the reasons the boundary didn't go all the way to the Pacific was that no one in the United States wanted to have the Oregon Country. (d) All of these are true.
9. Among the reasons the Monroe Doctrine was passed was that (a) the British were concerned about American interference in Europe. (b) The Americans wanted to get Cuban sugar and all the Mexican gold for themselves following the war. (c) President Monroe felt that it was important for the South American countries to remain free. (d) Spain wanted to give her colonies in America to the Americans without European interference.
10. Among the reasons George Washington cautioned the people in the U.S. to avoid foreign relationships leading to foreign commitments could have been (a) He felt the nation would perish if it became involved with a loser. (b) He felt the U.S. was so strong that the European nations would try to take advantage of its power. (c) He knew that the American people lacked the education and courage to be a world leader. (d) All of these could be true.
11. France came to hold the Louisiana Territory because the Spanish had been beaten in a series of battles. She sold the land to the U.S. because (a) Napoleon was making plans to take over Europe. (b) The French navy had been defeated at Trafalgar. (c) The French would rather see the Americans get the land than the English. (d) All of these are true.
12. The settlers in the Ohio developed a unique system of transportation for their corn crop. They distilled it into whiskey because (a) the Americans didn't need any more corn for their hogs. (b) The settlers couldn't be sure of getting their crops to market by using the Mississippi River. (c) A liquid product is easier to pack and carry down roads than bulk grain. (d) None of these are true.
13. One of the states listed below was entirely included in the boundaries of the Louisiana Purchase, while the other three were only partially included. Which of the states is completely included in the lands we bought in the Louisiana Purchase? (a) Oklahoma, (b) Colorado, (c) Mississippi, (d) Montana.

14. Lewis and Clark explored the Northern reaches of the Louisiana Purchase. Which of the men below left at about the same time to explore the southern part of the new land and eventually found himself captured by the Spanish Army? (a) Major Long, (b) James Bridger, (c) Zebulon Pike, (d) James Fremont.
15. The Lewis and Clark expedition had an important impact on the minds of the citizens of the U.S. Which of the statements below best explains the impact it had? (a) The two explorers were gone three years, indicating that there was a great amount of land between the Mississippi and the Atlantic Ocean. (b) The reports showed there was a rich land to the west with many animals and excellent forests ready for settlement by industrious people. (c) The journals showed the British were already in real control of Canada and the Oregon Country. (d) The journals showed the Indians were small in number, were pretty well civilized, and would make good neighbors and excellent farmers.
16. Among the reasons we became involved in the War of the Barbary Pirates was (a) that as a nation we opposed piracy anywhere in the world. (b) That the President of the United States refused to pay the amount of money they were requesting for payment. (c) That the Frontiersmen in New England resented the Barbaries interference with their fishing trade. (d) All of these are true.
17. Which of the events listed below happened during the War of 1812? (a) Americans sank the British cutter the "Gaspee". (b) Admiral Perry defeated the British fleet on the Great Lakes. (c) Americans invaded the southern tip of Wales, causing quite a stir in the British Isles. (d) The British invaded Canada, taking over Montreal and Quebec.
18. The Adams Onis treaty between the U.S. and Spain finally settled a problem these two nations had been fighting for a number of years. Among the provisions of this treaty was an agreement that (a) Texas could become part of Mexico. (b) California would eventually become part of the U.S. (c) Florida could be part of the U.S. if the U.S. would pay \$5 million dollars in debts to its citizens. (d) Spain would get a second claim to the lands in the Louisiana Purchase above the 49th parallel.
19. The Monroe Doctrine said that (a) American forces would not interfere with European problems. (b) European forces were not to interfere with American problems. (c) If European nations invaded or entered into the internal problems of any American country the U.S. would go to war to stop them. (d) All of these are true.
20. The United States established a policy of neutrality in their world relationship during the early 1800's because (a) they were really quite weak as the world powers go so they would have lost everything if they had gone to war. (b) The American people failed to develop an industry during the colonial period so they really had nothing to

fight with. (c) The nation really wasn't developed as yet, people were spread out, and the natural resource base hadn't been found. (d) All of these were good reasons for following a policy of neutrality.

Fill in: Place the correct answer on the answer sheet.

1. What political upheaval in France led to the rise of Napoleon, and then to the Louisiana Purchase?
2. Name two of the European countries the Monroe Doctrine was designed to stop from getting involved in South America.
3. What European country backed up the Monroe Doctrine with its military force?
4. Name eight of the states or parts of states in the United States whose land area is either totally or partially contained in the land bought by the American government and called the Louisiana Purchase.
5. What term applied to the action taken by British ships before the War of 1812 where the British stopped American ships and forced the seamen on those American ships to serve in the British Navy.
6. Name three major rivers traveled on by the Lewis and Clark expedition.
7. Who was the Indian woman who joined the Lewis and Clark expedition?
8. Name the man who paved a pathway to the Presidency of the United States with his actions in the War of 1812.
9. What treaty ended the War of 1812?
10. What compromise was made by the British and Americans concerning the Great Lakes?

Matching: Place the letter of the best answer in the blank on the answer sheet.

- | | |
|--------------------|---|
| 1. Major Long | A. This man sank the "Philadelphia" in Tripoli's harbor. |
| 2. James Monroe | B. Lewis and Clark stayed here for the first winter of their expedition. |
| 3. Fort Mandan | C. The victor of a battle on the Great Lakes during the War of 1812. |
| 4. Seminole | D. To stop shipping goods out of your country to another country. |
| 5. Tripoli | E. This man helped arrange the purchase of the Louisiana territories. |
| 6. Stephen Decatur | F. Lewis and Clark stayed here the second winter of their journey. |
| 7. Embargo | G. A place in northern Africa. |
| 8. War Hawk | H. This man explored the southern parts of the Great Plains. He helped create the name "Great American Desert". |
| 9. Oliver Perry | I. Lived in Florida. |
| 10. Fort Clatsop | J. John Calhoun, Daniel Webster, and Henry Clay were sometimes called this in 1811-1812. |
| | K. None of these apply to this name, event, or title. |

ANSWER SHEET - UNIT VI
THE NEW NATION IN INTERNATIONAL AFFAIRS

Name _____

Multiple Choice	Fill-in	Matching
1. a b c d	1. _____	1. _____
2. a b c d	2. _____	2. _____
3. a b c d	_____	3. _____
4. a b c d	3. _____	4. _____
5. a b c d	4. _____	5. _____
6. a b c d	_____	6. _____
7. a b c d	_____	7. _____
8. a b c d	_____	8. _____
9. a b c d	_____	9. _____
10. a b c d	_____	10. _____
11. a b c d	_____	
12. a b c d	_____	
13. a b c d	5. _____	
14. a b c d	6. _____	
15. a b c d	_____	
16. a b c d	_____	
17. a b c d	7. _____	
18. a b c d	8. _____	
19. a b c d	9. _____	
20. a b c d	10. _____	

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT VI

Multiple Choice

<u>Q</u>	<u>Obj</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	1
12	2
13	3
14	4
15	5
16	6
17	7
18	8
19	9
20	10

Fill-in

<u>Q.</u>	<u>Obj</u>
1	1
2	9
3	9
4	3
5	6
6	3
7	4
8	7
9	7
10	8

Matching

<u>Q</u>	<u>Obj</u>
1	5
2	2
3	3
4	6
5	6
6	6
7	6
8	6
9	6
10	5

SOCIAL STUDIES TEST
UNIT VII
THE NEW NATION INTERNALLY

- I. **MULTIPLE CHOICE:** Place the best answer on the answer sheet.
Darken out the letter on the answer sheet.
1. As an Anti-Federalist Thomas Jefferson believed that the power of government to interfere with a person's or state's life should be limited. Which of the following statements reflect this belief.
(a) If the country is to grow and become strong, it is necessary that we buy the territories in Louisiana. (b) The Federal government doesn't have the right to make laws in any area which isn't clearly stated in the Constitution. (c) When we're at war with a foreign nation, it is acceptable for the government to draft someone regardless of his beliefs. (d) None of these statements speak to Jefferson's ideas.
 2. John C. Calhoun is known for (a) his distinguished career as a general in the War of 1812, (b) his stands in support of slavery and other Southern institutions, (c) his efforts to strengthen the Federal government at the expense of the State's powers, (d) his total disregard for the rights of the people in implementing his plan for another national bank.
 3. Which of these statements reflects a financial problem faced sometime between the years 1791 to 1815? (a) Do the rich really profit from the operation of the First Bank of the U.S. or do all the people benefit? (b) How much of a tax burden will the Western Farmers be willing to go along with to fight the war? (c) Should we sell the western lands cheaply, or charge a goodly price for them? (d) All of these were economic questions of the day.
 4. One of the more important court decisions of the Marshall court was the decision which said that (a) the Supreme Court could declare a law unconstitutional and strike it from the books. (b) The Supreme Court could stop the country from declaring war on any state. (c) The Supreme Court could order the government to change the values on its money. (d) The Supreme Court could order any President impeached if it found cause.
 5. The European societies of the 1800's were largely based on a recognition of the ability of the Nobles to control the common people. This system didn't develop in the United States because (a) the granting of titles of nobility was prohibited by the Constitution. (b) George Washington had refused to become either a king or a noble when it was offered. (c) The American people had opposed the system of noble privilege in their revolution because many of them had come to the U.S. to avoid its persecutions. (d) Answer a and answer c are both correct.

6. A Southern Planter would look upon the slave as (a) an equal, guaranteed rights under the Constitution. (b) A farmer would look upon a piece of farm machinery today. (c) An industrialist in the North would look upon an indentured servant. (d) All of these are true.
7. Which of the statements below illustrates one reason industry developed in the North? (a) There weren't any good farmlands in the North or West, so the people had to turn to industry to make a living. (b) The South was made up of a lot of rich farmers who didn't know how to build anything so they made a big market for Northern industrial goods. (c) The Northern section of the U.S. happened to be blessed with large quantities of natural resources and a good supply of water power. (d) Answer a and answer c are both true.
8. In the early 1800's the developing Western section of the United States was important to the Northeast and Southern sections of the country because (a) it provided a marketplace for surpluses in Northern manufactured goods. (b) It provided additional farmland for the Southern farm economy. (c) It could produce a food surplus for the growing cities and towns of the North. (d) All of these are true.
9. If you had lived in Boston, New York, or Philadelphia in the early 1800's, that is between 1800 and 1825, and someone would have talked to you about the American frontier, you probably would have thought about (a) the lands behind the Appalachian mountains, (b) Canada, (c) the Pacific Coast, (d) someplace on the Great Plains.
10. One of the interesting things about the Hartford Convention is (a) that the Americans decided to go to war against England after they had met there. (b) That it was at the Hartford Convention that the North decided to free the slaves above the Mason-Dixon Line. (c) That it was at this meeting that some Northern States threatened to leave the Union because they didn't agree with national policies. (d) All of these are true.
11. One of the real leaders of the American Utopian movement was (a) August Bacon, (b) Alexander Hamilton, (c) George Washington, (d) Ralph Waldo Emerson.
12. Immigrants have always come to the United States from various nations. Sometimes greater numbers have come than at other times. If you wanted to talk about the subject of immigration between 1800 and 1840, it would be safe to say that (a) this was a period of limited immigration because we were constantly at war. (b) Large numbers of immigrants from China and other Asian nations poured into the towns along the Atlantic sea coast. (c) Immigrants from western Europe came to our shores, some became factory workers, others to farms. (d) Most of the immigrants coming from Europe settled down in the South.

13. The Land Ordinance said that (a) the 16th section of every township had to be saved for purposes related to schooling. (b) The Indians had to move out of the Northwest into Indian Territory. (c) Naturalized Americans could have 160 acres of land free, but natural born citizens could have 360 acres of land free. (d) The Northwest is closed to settlement because of the Indian menace.
14. Among the things Thomas Jefferson accomplished during his presidency were (a) He successfully led the U.S. through the war of 1812. (b) He bought the Louisiana purchase, thereby expanding the power of the Presidency, the Federal government, and the size of the nation. (c) He humbled the pirates in Tripoli by defeating them in a war. (d) Answers b and c are correct.
15. The national leader of the early Nineteenth Century who so ably represented the needs of the Northern section of the nation was (a) Henry Clay, (b) Daniel Webster, (c) John C. Calhoun, (d) Aaron Burr.
16. Had the U.S. not had the First Bank of the U.S., we could speculate about what could have happened. Which of the statements below could have happened had we not had the bank? (a) Our trade with European nations could have been less because the Europeans would have doubted our credit. (b) Our money supply would have been less stable and less predictable without the Bank. (c) The industries in the nation could have developed at a slower rate because the national economy could have been considerably less stable. (d) All of these are reasonable answers to the question.
17. One of the major legal battles of the early Nineteenth Century dealt with the question of who should vote. During this period the courts and Congress extended the vote to (a) all males of a given age, (b) all males of a given age who owned so much property, (c) everyone, males and females, of a given age, (d) cut the numbers of voters down so that it would be easier to count the votes.
18. The frontier has often been called the mixing bowl of the United States and the United States the "melting pot" of the world. These terms could mean (a) that there is a lot of cooking and baking going on. (b) That there has been a lot of industry developed in the United States which relies on heat to melt the ores down. (c) That people from everywhere in the world have come to the U.S. and have been changed by this nation, and have at times changed the culture of our nation. (d) Answer a and answer c are true.
19. Which of the following statements is true when you consider the relationship between the North and the South at the beginning of the Nineteenth Century? (1800-1825). (a) The South was developing many new industries around the crop of cotton and was beginning to challenge the North in the production of cloth. (b) The South was becoming more of an agricultural region which bought finished products, while the North was becoming more of an industrial region

which bought raw materials. (c) The South was becoming the transportation hub of the U.S. because of the Mississippi, while the North failed to develop a transportation system. (d) All of these are true.

20. If the North was to develop into an industrial region (a) an adequate labor supply would have to be developed. (b) There would have to be an agricultural revolution which would allow the farmers to produce enough food for the city workers. (c) Supplies of money would have to be borrowed from somewhere to provide the capital to build factories. (d) All of these are true.
21. Frontiersmen moving to the West caused the Northern businessmen a little problem because (a) they took all their money with them when they moved out west depleting the supplies in the banks. (b) Whenever a person moved to the frontier the northern businessman lost one more potential laborer for his factory. (c) The frontiersman moving out west would never need any manufactured goods again because he would live off the land. (d) 70% of the frontiersmen would be killed by the Indians and a dead man never buys anything.
22. If you were like Daniel Boone and were willing to move anytime you could see the smoke of your neighbor's chimney, by the year 1830 you probably would have been forced to move (a) near the base of the Rocky Mountains in the present state of Colorado, (b) somewhere in California, probably in the Sacramento Valley, (c) somewhere along either the Mississippi or Ohio Rivers, (d) somewhere on the Eastern slopes of the Appalachian mountains in the present states of Florida, Georgia, and North Carolina.
23. The Virginia and Kentucky Resolves and the Hartford Convention all speak to the same problem. The problem which they talk about deals with (a) when a state can leave the Union, (b) when the nation can take another state into the Union, (c) when the President can declare war without waiting for Congress, (d) when the states will have to develop a compulsory educational system.
24. Among the reasons Utopian movements have been popular from time to time in American history would be (a) that there's always some people who believe there must be a better way of living together and doing things, (b) that men are by nature creatures who are difficult to satisfy, so they try out their ideas in search of something better, (c) some people find that they must drop out of their society because they can't agree in their hearts with what the majority is doing, (d) all of these are possible reasons for Utopian movements.
25. Northern Industrialists welcomed the immigrants who came to this country because (a) they represented a cheap labor force for their factories, (b) they were too dumb to figure out they could strike to better themselves, (c) most of them had a lot of money to buy newly manufactured American goods, (d) none of these are true.

26. The Land Ordinance of 1785 said that (a) all the land in what was then the U.S. would be divided equally among all the citizens of the U.S. (b) All the unclaimed land in the U.S. would be surveyed into Townships with 36 sections. (c) A frontiersman had a total of ten (10) years to clear all his land and plant it. (d) Each immigrant would automatically get 160 acres of land as soon as he received his passport.

II. FILL IN: Place the best answer in the blank on the answer sheet.

1. Which American leader of the early Nineteenth Century would win the "hate Indian" award if you studied the impact of his Indian policies on those people?
2. Who was the third president of the United States?
3. What was one reason the Anti-Federalists opposed the First Bank of the United States?
4. Name the Chief Justice of the U.S. Supreme Court who made the many decisions in the 1800's which established the right of the Court to rule on the constitutionality of a law.
5. Name three countries which contributed large numbers of immigrants to the U.S. in the early 1800's.
6. Which past President of the United States wrote that the institution of slavery was bad? He later provided that all his slaves would be released from his Virginia plantation when he died.
7. Name two states which became industrial centers in the U.S.
8. Name two states which came to rely primarily on agriculture and slavery for their basic industry.
9. Name two basic crops of the Southern part of the U.S. which were prominent in the early 1800's.
10. Name two crops, or natural resources, or other products which the settlers west of the Appalachians could readily export for a profit.
11. Name three of the states which we have in the Union today which were on the frontier in the early Nineteenth Century.
12. Name a single Northern State which would have suggested that any state that didn't agree with the policy of the national government had the right to secede from the Union.
13. What policy of President Jefferson's irritated the Northern states mentioned above so much to cause them to take this kind of a drastic action?

14. Who were two of the leaders of early Utopian movements?
15. Name two of the Nation's early authors. These people could have lived from 1750 to 1850.
16. Name two things, books, stories, or poems, which were published in this period.
17. Name three parts in the U.S. which would have been logical points of debarkation for immigrants coming from Europe between 1800 to 1840.
18. What unit of land do you have if you own 36 sections?
19. How many square miles do you have in the unit you named above?
20. What law, passed in the Confederation period, made it possible for new states to come into the Union on an equal basis with the old?

III. MATCHING: Place the best letter response in the blank provided on the answer sheet.

- | | |
|------------------------|---|
| 1. Daniel Shay | A. Fought at the battle of Fallen Timbers. He was a leader for one of the sides. |
| 2. Henry Knox | B. Went from Maryland to the Ohio Valley. |
| 3. The Sedition Act | C. Was an author of the period who wrote <u>Moby Dick</u> . |
| 4. Tecumseh | D. Was the inventor of the cotton gin. |
| 5. Stephan Decatur | E. Was the son of a President who became President. |
| 6. Eli Whitney | F. Was a leading military figure who served as Secretary of War. |
| 7. Samuel Colt | G. Was a well known Utopian writer who tried to practice what he preached. |
| 8. Cumberland Road | H. Had something to do with talking out against the United States or the President. |
| 9. Erie Canal | I. Had something to do with everyone voting. |
| 10. Gilbert Stuart | J. Went from Albany to the Great Lakes. |
| 11. David Thoreau | K. Led a rebellion related to the excise tax on whiskey. |
| 12. Herman Melville | L. Was a type of lecture oriented schooling experience. |
| 13. Lyceum | M. Invented a repeating pistol. |
| 14. Universal suffrage | N. Painted George Washington's picture. |
| 15. John Q. Adams | O. Fought at Tripoli. |
| | P. None of these. |

ANSWER SHEET - UNIT VII
THE NEW NATION INTERNALLY

Name _____

I. Multiple Choice

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d
19. a b c d
20. a b c d
21. a b c d
22. a b c d
23. a b c d

24. a b c d
25. a b c d
26. a b c d

II. Fill-In

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

III. Matching

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT VII
A NEW NATION INTERNALLY

Multiple Choice

<u>Q</u>	<u>Obj</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	1
15	2
16	3
17	4
18	5
19	6
20	7
21	8
22	9
23	10
24	11
25	12
26	13

Fill-In

<u>Q</u>	<u>Obj</u>
1	2
2	1
3	3
4	4
5	5
6	6
7	7
8	6
9	6
10	8
11	9
12	10
13	10
14	11
15	11
16	11
17	12
18	13
19	13
20	13

Matching

<u>Q</u>	<u>Obj</u>
1	N/A
2	2
3	4
4	9
5	2
6	6
7	9
8	9
9	7
10	2
11	11
12	2
13	2
14	4
15	2

SOCIAL STUDIES TEST
UNIT 8 and 9

- I. Multiple Choice: Darken out the response on the answer sheet which best answers the question.
1. The election of 1824 is one of the truly odd national elections because (a) Andrew Jackson won the Presidency. (b) No one won the election so the Vice President got the job. (c) The President was selected by the House of Representatives. (d) Only the Republicans could find a candidate who was willing to run.
 2. If you were to comment on Andrew Jackson's feeling toward the Indian you could say that (a) He hated all Indians because he felt they shouldn't be allowed to terrorize the frontiersman. (b) He wanted all the Indians to have comfortable reservations close to their original homelands. (c) He wanted to move the Indians residing in the Plains across the Rockies to the West. (d) All of these are true.
 3. One thing you can safely say about the spoils system is that (a) This unwarranted use of power is always bad for the nation. (b) More people could possibly get a chance to work within the government under it than before. (c) If the people would have had a greater refrigeration system things never would have spoiled. (d) Andrew Jackson never would have used it if the Congress would have been fair with him.
 4. When you talk about the relationship between Andrew Jackson and John Calhoun it is safe to say that (a) They always worked well together and were the closest of friends. (b) They didn't have any use for each other because Jackson never did own a slave. (c) They were neither friends nor enemies, but they disagreed on the spoils system. (d) Their main point of disagreement dealt with the topics of nullification and secession.
 5. If you were going to point to a reason why you would rate Andrew Jackson as a good or bad President you could say that (a) He was a strong President because he made up his mind on an issue like the Second Bank of the U.S. and then followed through with his plan. (b) He was a weak President because his land policy stripped the Northern factory workers of their ability to move west. (c) He was an average President because he didn't accomplish anything while he was in office. (d) None of these are true.
 6. Andrew Jackson and Thomas Jefferson were alike because (a) They both lived in Virginia and had lots of slaves. (b) They both had a great amount of confidence in the abilities of the average man. (c) They both grew quite rich by writing books and traveling around. (d) They were both great Generals who relied on the shooting ability of their frontiersmen.

7. When you talk about the problems facing the nation during the Panic of 1837, it is safe to say that (a) President Van Buren was basically responsible for the trouble because he had closed down the bank. (b) The responsibility for the Panic was mainly President Jefferson's because he started the War with the Barbary Pirates. (c) President Jackson set the Nation up for the fall because of his policies toward the Second Bank of the U.S. (d) President Van Buren was responsible for the depression because he continued to use the spoils system.
8. Had you lived in the U.S. during the "Age of Jackson" you could have said (a) that we had grown in population since the Revolutionary period. (b) That we had begun to develop a greater industrial concentration in the West than we had had during the Mexican War. (c) That the South was certainly becoming more and more of a manufacturing center since the Revolution. (d) That all of the answers are true.
9. During the 1820's most of the people moving west settled (a) west of the Mississippi River. (b) Somewhere in western New York east of the Appalachian Mountains. (c) Somewhere along the Ohio River or in that valley. (d) Down in Texas along the Gulf to grow cotton and soy beans.
10. Most of the Americans who chose to immigrate into Texas during the 1820's moved there (a) So that they could get some of the cheap land. (b) So that they could better their lives and hopefully develop a large successful plantation. (c) So that they could some day add that land on to the land of the United States. (d) All of these are true.
11. To get land to sell to the American settlers, Stephen Austin had to (a) Tell the Spaniards that the Americans would be loyal citizens. (b) Tell the Mexicans that the American would obey their laws in return for cheap land. (c) Go to live in Mexico City to guarantee with his life that the Americans would be good citizens. (d) Put up a large bond of money in return for the land.
12. Which of the following statements is true as you look at the war between Texas and Mexico? (a) The war started because the Mexicans failed to live up to their original agreements. (b) The Mexicans were at fault in the war for Texan independence because they killed a lot of innocent people at the Alamo. (c) The Texans felt that their going to war with Mexico was justified because the Mexicans had stopped American immigration into Mexico. (d) None of these are true.
13. The battle of Goliad is important in American history because (a) The Texan forces won a clear cut victory there. (b) The Mexicans executed parts of an American army there. (c) It was the last major battle in the Mexican War. (d) It came just before the Alamo, so the Texans knew what was going to happen there.

14. When Texas became the "Lone Star State" it occupied a political position in the world (a) Like any other nation. It would be equal to both the U.S. and Mexico. (b) Like any other state in the United States. (c) Like any other state in Mexico. (d) Like any other part of the Spanish nation.
15. President Polk showed he was a supporter of the ideas of manifest destiny by (a) Forcing the Indians out of the lands beyond the Mississippi. (b) Causing the French and Spanish to give up their claims against Texas and Mexico. (c) Fighting the Mexican War and securing the Oregon Country for the U.S. (d) By doing all of the above.
16. You could support the contention that the U.S. wanted to go to war with Mexico in the 1840's by pointing out that (a) The American Army was stationed on land claimed by both Mexico and the U.S. (b) The American Army led by General Scott invaded Mexico before war was declared. (c) The Forty-niners pushed into California before the treaty was signed. (d) None of these are true.
17. One of the more outspoken supporters for the idea of manifest destiny was a Senator from Missouri. He was (a) Thomas Hart Benton, (b) William Lloyd Garrison, (c) James K. Polk, (d) Winfield Scott.
18. One of the states listed below was not part of the land acquired from Mexico as a result of the Mexican War. Which one is the odd one? (a) New Mexico, (c) Colorado, (c) Nebraska, (d) Arizona.
19. Among the things accomplished by John C. Fremont could be listed his (a) Efforts to map and find trails to Oregon and California. (b) Generalship in the army which invaded Mexico City. (c) Efforts to defend the Alamo. (d) Efforts to secure Oregon from Britain by invading that land.
20. When you look at the amount of land acquired by the United States after the Revolutionary War you can say that (a) Most of the land was secured as the result of the treaties brought about by our conquering someone else. (b) Most of the land was either purchased or secured by a treaty. The Southwest is the only part we got as the spoils of war. (c) Mexico would have eventually sold us all that land so there was no need to go to war. (d) None of these are even vaguely true.
21. When gold was discovered in California (a) A lot of people left their homes in the East to seek gold. (b) The gold camps which sprung up usually were pretty rowdy places. (c) The U.S. government eventually acquired most of the gold. (d) All of these are true.
22. Among the ways the national government encouraged the people of the U.S. to fill up the newly acquired land was to (a) Send all the immigrants out to the west. (b) Build roads and help build railroads

to encourage people to go. (c) Cause the Indians enough trouble so that they left the U.S. (d) Order the killing off of the large buffalo herds by the army.

23. One of the first immigrant groups to develop a system of irrigation agriculture in the desert-like regions as a means of survival was (a) The Catholic priests in Oregon. (b) The Methodist missionaries in Oregon. (c) The Presbyterian ministers in Washington. (d) The Mormon people in Utah.
24. When you look at the history of the Mormon Church, you can say that (a) The founder of the church, Joseph Smith, was killed by a mob. (b) Most of the Mormons sought Zion as a means of getting away from the religious persecution which had been going on. (c) Many of the Mormon people made some money by dealing with the easterners going west along the California trail. (d) All of these are true.
25. Which of these fur companies operated out of a yearly rendezvous, where the mountain men would meet to trade their furs for what they needed and to have a little fun? (a) The Hudson Bay Company. (b) The Rocky Mountain Fur Company. (c) The Northwest Fur Company. (d) The Pacific Fur Company.
26. The Mountain men are important in the history of the U.S. because (a) They found many of the paths which later led to Oregon and other places in the west. (b) They did their violent things out west, keeping their kind out of the cities. (c) Many of them became famous outlaws after the fur ran out. (d) All of these are true.
27. If you had wanted to identify the claims of the U.S. and Britain to the Oregon Country before 1846, you could say that (a) Britain could use the exploits of the Mountain men to justify their claims. (b) The U.S. could use the work of the Hudson Bay Company as part of its claim. (c) The U.S. could use the work of the Protestant missionaries to strengthen its claim. (d) All of these are true.

II. FILL IN: Place the best answer in the blank provided on answer sheet.

1. Name two of the men who were opposing Andrew Jackson in the election of 1824.
2. The group of Andrew Jackson's friends who acted as his informal group of advisors is called his (?).
3. Who developed a reputation in Congress during the 1820's to 50's as the "Great Compromiser"?
4. If you evaluated what happened to the Indian as the result of Jackson's policy and what happened to the nation as a result of his bank policy, would you say he made (good or bad) decisions?

5. What former President did Andrew Jackson respect the most if you exclude George Washington as a candidate.
 6. Name three states whose land area could have been looked upon as a desirable place to settle by many people between 1820 and 1830.
 7. Name one of the men who would have been held responsible for starting the war between Texas and Mexico had Mexico won.
 8. Give one reason that the above man would have given for going to war against Mexico.
 9. Name five states whose land was added to the U.S. during the 1840's as the result of the feelings and national actions reflecting the idea of manifest destiny.
 10. The leader of the Mexican forces during the wars with Mexico was (?)
 11. The leader of the Americans at the Alamo was (?)
 12. The man who is considered to be the father of Texas because of his efforts in the war for Texan Independence is (?)
 13. Name four of the major landmarks, forts, or geographical features along the Oregon trail. You may not mention the Rocky Mountains.
 14. The main leader for the Hudson Bay Company in the Oregon Country was (?)
 15. Name the leader of the Mormon Church who led his people to "Zion."
- III. TRUE-FALSE: Place the best answer on the answer sheet by blotting out either the letter T or the letter F.
1. Andrew Jackson was one of the early supporters of the business community.
 2. President Jackson helped the growth of the idea of nullification by his support of South Carolina in 1835.
 3. President Jackson was a real supporter of the common man, believing he should take an active part in his government.
 4. The Panic of 1837 probably would have been avoided if the currency of the nation would have been left with the Second Bank of the U.S.
 5. During the Presidency of Andrew Jackson the Canal building era reached its peak.
 6. Among the reasons the American frontiersman wanted to get into Texas was his desire for the placer gold found there.

7. Moses Austin received his original patent for Texan land from Spain.
8. For awhile, Texas existed as a separate nation following its war with Mexico.
9. It was foolish for the Mexican's to expect the Americans to give up their religion and way of life for cheap land in Mexican Territory.
10. The Bear Flag revolt took place in Southern Oregon.
11. Gold was found on the Sutter ranch by a Mormon immigrant by the name of James Marshall.
12. The gold rushers eventually helped build the population of several states throughout the West.
13. The national government's cheap land policy of the 1830's-40's was successful in getting people to claim the good land available in the Northwest Territory, but not successful in getting people to occupy the plains.
14. Much of the settlement in and advertisement of the far west during the 1830's and 40's was carried on by religious groups.
15. The mountain men often became guides for the people trying to get to Oregon and California.
16. The mountain men contributed to the feeling of manifest destiny with the stories they brought back.
17. Jeddiah Smith is one of the more famous missionaries of the Oregon country.
18. Before the boundary was settled in the Oregon country, the Hudson Bay Company claimed most of the land in Washington.
19. Marcus and Narcissa Whitman made their mark in our history book by being the first white missionaries to work among the Oregon Indians.
20. Davy Crockett died a natural death on his ranch in Texas.

SOCIAL STUDIES ANSWER SHEET
UNIT VIII and IX

Name _____

I. MULTIPLE CHOICE

- | | |
|-------------|-------------|
| 1. a b c d | 24. a b c d |
| 2. a b c d | 25. a b c d |
| 3. a b c d | 26. a b c d |
| 4. a b c d | 27. a b c d |
| 5. a b c d | |
| 6. a b c d | |
| 7. a b c d | |
| 8. a b c d | |
| 9. a b c d | |
| 10. a b c d | |
| 11. a b c d | |
| 12. a b c d | |
| 13. a b c d | |
| 14. a b c d | |
| 15. a b c d | |
| 16. a b c d | |
| 17. a b c d | |
| 18. a b c d | |
| 19. a b c d | |
| 20. a b c d | |
| 21. a b c d | |
| 22. a b c d | |
| 23. a b c d | |

II. FILL IN

1. _____
- _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
- _____
- _____
- _____
- _____
10. _____
11. _____
12. _____
13. _____
- _____
- _____
- _____
14. _____
15. _____

III. TRUE-FALSE

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F
10. T F
11. T F
12. T F
13. T F
14. T F
15. T F
16. T F
17. T F
18. T F
19. T F
20. T F

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT VIII and IX

<u>Multiple Choice</u>			<u>Fill In</u>			<u>True-False</u>		
<u>Q</u>	<u>Obj</u>		<u>Q</u>	<u>Obj</u>		<u>Q</u>	<u>Obj</u>	
1	1	Unit VIII	1	1 (2)	Unit VIII	1	2	Unit VIII
2	2		2	3		2	4	
3	3		3	4		3	2	
4	4		4	5		4	7	
5	5		5	6		5	8	
6	6		6	9 (3)		6	1	Unit IX
7	7		7	3	Unit IX	7	2	
8	8		8	4		8	5	
9	9		9	6 (5)		9	7	
10	1	Unit IX	10	8		10	9	
11	2		11	8		11	12	
12	3		12	8		12	12	
13	4		13	9 (4)		13	14	
14	5		14	16		14	14	
15	6		15	15		15	17	
16	7					16	17	
17	8					17	17	
18	9					18	16	
19	10					19	14	
20	11					20	4	
21	12							
22	13							
23	14							
24	15							
25	16							
26	17							
27	18							

SOCIAL STUDIES TEXT
UNIT X
BACKGROUND OF SECESSION 1800-1860

- I. MULTIPLE CHOICE: Place the best answer on the answer sheet.
Darken out the letter on the answer sheet.
1. A planter in South Carolina might have supported the idea that there should be no Federal law involving slaves by saying (a) The institution is not specifically banned in the Constitution, so therefore any new law made concerning slavery is unconstitutional. (b) The "elastic clause" of the Constitution clearly gave the Federal government the power to control the states, so therefore the new law is Constitutional. (c) The Federal government has the power to nullify any law passed by the State governments. (d) The Slave trade was ended in 1808, and so the institution of slavery went out the window at the same time, or at least should have.
 2. One of the reasons slavery did not become as popular an institution in the North as it was in the South was that (a) The soil was much better in the South and there was a longer growing season than the Northern states had. (b) The people were smarter in the North, so they didn't have slaves. (c) The North had no need for a cheap labor force, so they didn't turn to slavery. (d) All of these are true.
 3. A man living in Ohio often times supported the political goals of a Northern Senator because (a) His area of the Nation didn't have any farms larger than a quarter of a section either. (b) Both the North and the West wanted to have better roads to ship their products around to the other sections. (c) Most Westerners hated the thought of having a slave as much as the Northern people did. (d) The South always put the North down, so the people in the West thought it would be a good idea to have a railroad to ship the slaves on.
 4. The Tariff of 1828 (a) had caused good feelings between the North and the South because the South could import Northern goods without paying the tariff. (b) Was supported by the South because it lowered tariffs all over the world. (c) Was opposed by the South, because the South felt that tariffs hurt them while they benefited Northern industries. (d) Was a "good" tariff because it didn't cost anyone much money and added to the treasury of each state.
 5. The statement that "The North opposed all forms of slavery in 1840" is (a) true because everyone in the North did oppose slavery of any form. (b) False because many people in the North also owned slaves. (c) True because all Northern States had passed laws abolishing slavery by that date. (d) False because Northern slaves always worked on the ships, not on the farms.

6. Which of the statements below is true when you consider the institution of slavery between the years 1600 and 1860? (a) The first slaves introduced into the U.S. area came to Jamestown around 1619. (b) Some of the early slaves who came to the U.S. were really indentured servants. Slavery developed with the development and expansion of the plantation system. (c) When you put the invention of the cotton gin and the Constitutional provision prohibiting the importation of slaves after 1808 together, you have the background for the beginning of the slave ranch where blacks were produced for resale like cattle. (d) All of these are true.
7. A man wrote, "We mention only in passing the idleness and wickedness which the freed slave would most certainly enter into. What is far more dangerous is the way in which the freed slave would rise up against their former masters." Which of the statements would most closely identify the man who wrote those words? (a) He was a slave owner who would release his slaves when he could get cheaper help. (b) He was a Northern merchant who would advocate the release of the slaves in the South. (c) He was a Southern slave holder who feared the slaves he was surrounded by. (d) He was a Westerner who supported the institution of slavery and respected the worth of the slaves as human beings.
8. Which of the statements below is true when you consider the needs of all the sections of the U.S. between 1840 and 1960? (a) All sections needed growing numbers of people who would have to work for little or nothing. (b) A declining ability of the South to produce a good grade of cotton caused widespread depressions in the factories of the North and West. (c) Without the surplus of food produced in the West the people of the North and South would have starved to death. (d) Both selection a and selection c are true.
9. Southern politicians often compared the living conditions of the Northern worker and the Southern slave. They could do this because (a) The Northern worker oftentimes was not particularly well paid for the long hours he worked. (b) Not all masters were cruel to their slaves; in fact, many took very good care of their loyal slaves until they died. (c) The Southern slave had a healthier working atmosphere in the field than did the Northern worker in his dark, crowded factory. (d) All of these are true.
10. One of the very real problems faced by Southern legislators as the United States expanded its boundaries from coast to coast was (a) How to tame the Apache Indian tribes so that they could plant cotton and tobacco on the Gobi Desert. (b) How to keep a favorable balance of Northern and Southern votes in the Senate. (c) How to keep the prospectors from selling all their gold to the Northern industrialists. (d) How to encourage more cotton mills to come into the South so that they could better use their working force.

11. John Calhoun, Daniel Webster, and Henry Clay are all alike in that they (a) All came to the Congress at the same time. (b) All became sectional spokesmen and outstanding national leaders in their day. (c) Learned to work together to compromise the positions of the people they represented to hold the nation together. (d) All of these are equally true.
12. Many people have said that the Missouri Compromise was a fairly workable agreement. If you wanted to show that this statement is basically true, you could say that (a) This compromise established the idea of popular sovereignty, satisfying the needs of the planters in Florida. (b) This compromise satisfied the needs of all the sections by limiting the growth of slavery to the lands above $36^{\circ}30'$. (c) Kansas and Nebraska were both let into the Union as slave states. (d) Both the North and the South had supporting states added to their rolls in Congress.
13. Stephen A. Douglas supported the idea of popular sovereignty. If you wanted to agree with him you would want to argue that (a) Basically Dred Scott was wrong in asking to be a free man when he was born a slave. (b) The boundaries established in the Missouri Compromise were reasonable limits to the expansion of both slave and free states. (c) The people of each state really should be able to choose what institutions they will live under by a voting process. (d) None of the above are anywhere near the issue of popular sovereignty. It deals with the acceptance of treaties by Congress.
14. John Brown should be remembered in the history of our nation leading up to the Civil War because (a) He stood behind the rights of the people to have or not have slaves. (b) He tried to change the course of history and governments by attempting to violently impose his will on others. (c) His eloquent discussions of the issue in halls of Congress impressed many of his countrymen. (d) He was the "Daniel Webster and the Henry Kissinger" of his time.
15. The Republican party came into existence shortly before the election of 1856. Among the popular frustrations which led to the formation of this new party could be listed (a) The unwillingness of the established parties to take a stand on the issue of slavery. (b) The gradual realization on the part of Northerners and Westerners that their economic and transportation needs were similar. (c) The gradual extension of the factory system coupled with climatic conditions which hindered the development of slavery in the North and West. (d) All of these are reasonable reasons for the formation of the Republican Party.
16. One of the most important Supreme Court decisions was the Dred Scott decision. In this case the Supreme Court decided that (a) All the States had to stay in the Union. (b) Laborers in the North did have the right to strike to secure better wages. (c) All

slaves are property and therefore don't have the rights of citizens.
(d) There could be only two political parties represented in each election.

17. Many reform movements were in action besides the one to abolish slavery in the years before the Civil War. One of the reformers was Dorthea Dix. One of this lady's ideas was (a) that there should be better nursing care throughout the U.S. (b) That there should be more hospitals for the mentally disturbed and their care should be more humane. (c) That women should be given the right to vote for their political leaders. (d) That there should be free public education through the eighth year of school.
18. President Lincoln was elected to office in 1860. The three men who had held the office before him were Presidents Fillmore, Pierce, and Buchanan. These Presidents had (a) stated they would not stand for the abolition of slaves at any time. (b) Stated they would favor the maintenance of the Union and work on compromises dealing with the issue of slavery. (c) Refused to have slavery anywhere north of the Mason-Dixon line. (d) Had failed to offer any leadership on the issues involved in the slavery and tariff controversies.

II. **MATCHING:** Place the letter which best matches the actions of the person on the left in the blank provided on the answer sheet.

- | | |
|-----------------------|---|
| 1. Frederick Douglas | A. This person lived in Massachusetts and spent a lifetime asking for improvements in education. |
| 2. Nat Turner | B. This person was a Southern Democrat who was supported by that section in the Election of 1860. |
| 3. Jefferson Davis | C. This person was a Northern congressional leader who worked to get a better transportation system for the North and West. |
| 4. Abraham Lincoln | D. This person led a revolt of the slaves in the South before the Civil War. |
| 5. John Brown | E. This person made a name for himself by arguing that slavery should be kept out of all newly created territories after 1850. |
| 6. Horace Mann | F. This person was a runaway slave who had once beaten one of his overseers in a fight. |
| 7. James Buchanan | G. This person was a political leader from South Carolina who argued that states had a right to secede from the Union if they disagreed with the law of the land. |
| 8. John Calhoun | H. This person was President in 1860 when the states started to leave the Union. He took no concrete action to either stop them or to try to get them back. |
| 9. Daniel Webster | I. This person eventually became President of the Confederate States of America. |
| 10. John Breckenridge | J. This person was an abolitionist who captured the arsenal at Harpers Ferry. He became a Northern hero because he was hanged for his action. |
| | K. None of these apply to this person. |

III. **TRUE-FALSE:** Completely darken in the letter on the answer sheet which best answers each statement.

1. The Southerner argued for nullification by saying that any state

could leave the Union whenever a law made by the central government went against the will of the majority of the people.

2. Among the reasons the plantation system didn't develop in the North was the geographic fact that colder climate made it more expensive to own and care for slaves.
3. A farmer living in the Northwest Territory probably would have supported the Southern position on the tariff issue and Northern positions dealing with transportation systems in the twenty years before the Civil War.
4. All people in the South had slaves which they used as farm hands and all people in the North were opposed to the institution of slavery before the Civil War.
5. Some people say that the system of slavery kind of "grew" on the South. By this they meant that the first blacks which came to America weren't slaves, but as time went on almost all blacks were slaves.
6. If Northern factory towns are to survive, the farmers of the North, South, and West have to be able to produce a surplus of food to sell.
7. Workers in Northern factories in the early 1800's were generally better paid than workers doing the same types of work in European factories.
8. The application of California for statehood status caused many problems in the United States because Northerners didn't want more competition in the banking industry.
9. The Compromise of 1850 allowed California to come in as a free state, and provided that Kansas would be slave.
10. Northern support of Frederick Douglass and the underground railroad caused Southern political leaders to advocate secession from the Union.
11. In arguing for nullification, a gentleman from North Carolina would have said that the Union had to come before all else.
12. Northern workers and Western farmers had little in common because they failed to use each others' products and didn't know anything about each others' way of life.
13. Many Southern farmers and planters privately felt that slavery should eventually end but probably publically supported the institution as being good.

14. Harriet Tubman wrote a number of articles complaining about the inefficiency of the underground railroad in an attempt to get rid of the tunnel system.
15. The Northern worker often times lived in crowded cities and had very poor standards of living before the Civil War.
16. The Kansas-Nebraska Act made the Missouri Compromise line illegal.

IV. FILL IN: Place the best answer in the blank provided on the answer sheet.

1. Name four (4) states which would be considered as Southern states in the 1850's.
2. Was the Tariff of 1828 a (high or low) tariff?
3. What three inventions or national events led to the extension of the slave system in the South?
4. What section of the country would want to ship most of the goods it produced to Europe?
5. Name six (6) states which entered the Union as the result of the Missouri Compromise or laws which followed that compromise.
6. Each of the sections had major spokesmen for their belief systems in the years before the Civil War. Name one spokesman for each of the sections: the North, the South, and the West.
7. Name one of the men from Illinois who argued either for or against the idea of popular sovereignty.
8. Name four (4) people who made reputations for themselves as abolitionists.
9. What political party was founded to represent the ideas of the abolitionists?
10. Name four (4) Northern states.

ANSWER SHEET - UNIT X
BACKGROUND OF SECESSION

Name _____

I. MULTIPLE CHOICE

- 1. a b c d
- 2. a b c d
- 3. a b c d
- 4. a b c d
- 5. a b c d
- 6. a b c d
- 7. a b c d
- 8. a b c d
- 9. a b c d
- 10. a b c d
- 11. a b c d
- 12. a b c d
- 13. a b c d
- 14. a b c d
- 15. a b c d
- 16. a b c d
- 17. a b c d
- 18. a b c d

- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 15. T F
- 16. T F
- 8. _____
- _____

IV. FILL IN

- 1. _____
- 9. _____
- 10. _____
- _____
- _____
- 2. _____
- 3. _____

III. TRUE-FALSE

- 1. T F
- 2. T F
- 3. T F
- 4. T F
- 5. T F
- 6. T F
- 7. T F
- 8. T F
- 9. T F
- 10. T F

- 2. _____
- 3. _____
- 4. _____
- 5. _____
- _____
- _____
- _____
- _____
- _____
- _____
- 6. _____
- _____
- 7. _____

II. MATCHING

- 1. _____
- 2. _____
- 3. _____

- 11. T F
- 12. T F
- 13. T F
- 14. T F

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT X

BACKGROUND TO SECESSION

<u>Multiple Choice</u>		<u>Matching</u>		<u>True-False</u>		<u>Fill In</u>	
<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>
1	1	1	7	1	1	1	2
2	2	2	14	2	2	2	4
3	3	3	11	3	4	3	6
4	4	4	13	4	5	4	8
5	5	5	14	5	6	5	10
6	6	6	17	6	8	6	11
7	7	7	18	7	9	7	13
8	8	8	1	8	10	8	14
9	9	9	3	9	12	9	15
10	10	10	15	10	16	10	2
11	11			11	1		
12	12			12	3		
13	13			13	5		
14	14			14	7		
15	15			15	9		
16	16			16	12		
17	17						
18	18						

SOCIAL STUDIES TEST - UNIT XI
THE CIVIL WAR

- I. MULTIPLE CHOICE: Place the best answer on the answer sheet by darkening out the letter.
1. Below you will find some Northern states, some Southern states, and one Border state. Which one is a Border state? (a) Minnesota, (b) Kentucky, (c) Alabama, (d) Virginia.
 2. The Civil War lasted for the better part of five years. Most of the early Northern victories happened in the West. Which of the four battles listed below was won in the West by a Northern General? (a) Gettysburg, (b) Vicksburg, (c) Bull Run, (d) The Wilderness Campaign.
 3. When Abraham Lincoln was elected President, and when he assumed his office in March of 1860 he (a) vowed to abolish slavery immediately. (b) Was mainly interested in keeping the Union together. (c) Hired General Grant to command all the Northern troops. (d) Tried to get all the slaves in the South to revolt against their masters.
 4. Which of the statements below would not reflect a strength of the North as it entered into the Civil War? (a) This section had a larger industrial potential than its opponent. (b) This section had smaller numbers of people to draw from for its armies. (c) This section had the largest number of states on its side. (d) This section had more standard gauge railroads than its opponents.
 5. A guerilla is (a) someone like General Grant who led large armies. (b) Something that you normally find either in jungles or in a zoo. (c) Someone like Colonel Mosby who led troops on several raids. (d) None of these answers explain what a guerilla is.
 6. The Emancipation Proclamation was important to the Southern slave alive in 1863 because (a) It granted him his immediate freedom. (b) It promised him freedom as the Union armies managed to take back parts of the South. (c) It promised to give the Southern slave land and cattle from the plantations. (d) It drafted all the male slaves into the Northern army.
 7. As the war dragged on, the South (a) stood less and less a chance of winning because its resources would be constantly drained away. (b) Stood a better chance of winning because they were killing so many Union soldiers. (c) Would probably have gotten stronger because the English were shipping more goods into the Confederacy. (d) Stood a better chance of winning because of the discovery of gold in New Mexico.
 8. Bruce Catton, an outstanding historian, wrote a book entitled Stillness at Appomattox. Which of the events listed below took

place before Appomattox? (a) Gettysburg, (b) Sherman's March to the Sea, (c) Vicksburg, (d) All of these.

9. Among the reasons the Civil War is known as the first modern war could be listed the (a) fact that all the soldiers fought in tightly knit groups charging the positions of the enemy en masse. (b) Fact that both sides were equipped with new muzzleloading rifles, which had considerable range. (c) The fact that both sides used artillery pieces for the first time in America. (d) The fact that many of the inventions and new strategies developed pointed toward a new kind of warfare.
10. If you want to talk about the war casualties during the Civil War and compare them with the casualties of other wars you could say that (a) more Americans died during the Korean War than during the Civil War. (b) More Americans died during the Second World War than died in the Civil War. (c) More Americans died in the Civil War than died in almost all the other wars. (d) None of these are true.
11. The South hoped that their cotton supplies would help bring European nations into the War. They felt this would happen because (a) Most of the people in Europe wore cotton garments. (b) France had no other supplier of raw cotton in the world. (c) They knew the Northern navy was weak and couldn't stop them from shipping the cotton out. (d) They figured the English factories would have to shut down without the cotton, causing widespread depression.
12. Had you been a doctor in the Confederate Army during the Civil War you would have probably (a) been saddened by the poor food and clothing captured Northern troops had. (b) Been impressed with the modern surgical equipment and knowledge at your disposal. (c) Somewhat distressed with the growing lack of needed medicines and supplies as the war ground on. (d) All of these are true.
13. All but one of the men listed below were outstanding military or political figures for the North. Which of the men is known as an outstanding leader for the South? (a) General McClellan, (b) George Meade, (c) General Jackson, (d) William Stanton.
14. Which of the statements below reflect a strength of the South as the Civil War broke out? (a) Many of the outstanding military leaders of the army went with the South. (b) Most of the nation's iron mills were located around Birmingham, Alabama. (c) Most of the nation's cattle would have been found in and around Texas. (d) All of the Southern borders were surrounded by dense forests which would be almost impossible to fight through.
15. "The Confederacy" was (a) a loose form of government bound together by a Constitution which emphasized state's rights. (b) A form of government which had a strong central government and weaker state governments. (c) A form of government more similar to the Federal

government than to the Articles of Confederation government. (d) A new idea in government tried by the South.

16. The Gettysburg address was given (a) before the battle to call for the end of the Confederacy and the end of slavery. (b) Right after the Emancipation Proclamation was announced to call for the end of slavery. (c) By President Lincoln to call to mind the number of men who died there and the reason for their death. (d) By Jefferson Davis before the battle at Gettysburg to encourage his soldiers to fight better.
17. The North actually had a better chance of winning the Civil War in 1864 than it had had in 1861 because (a) Northern factories had grown in size and number during the war. (b) Southern workers went on strike in 1864. (c) Uncle Tom's Cabin was published in that year, causing many Northerners to fight harder. (d) General Lee had occupied Atlanta, Richmond and Appomattox.
18. Which of these facts is true when you talk about the Civil War? (a) It was so bloody because at times the Generals were fighting an old fashioned war with some new, modern, significantly more deadly weapons. (b) Railroad, canal, and steamship transportation systems allowed armies to move more rapidly from one place to another. (c) The soldiers were expected to fight in tight formations, making them a large target for rapid firing guns. (d) All of these could be true.
19. One of the real outcomes of the Civil War was (a) total devastation of some parts of the South. (b) The uprooting of long standing social conditions and relationships. (c) The despair many families felt as they lost one or more of their men in the fighting. (d) All of these are true.
20. The Civil War provided a training ground for many people to learn how to be inhuman to other humans. One place where you might look to prove this statement true would be to (a) study the records of Andersonville. (b) Study the life of Jesse James. (c) Study the history of Sherman's March to the Sea. (d) All of these may help establish the idea.

II. CHRONOLOGY: You have 2 problems, #1 and #2. You are to arrange the events in each problem in the order in which they happened, using the number 1 for the first event and the number 5 for the last event in each problem.

Problem #1

- a. First Battle of Bull Run
- b. Sherman's March to the Sea
- c. South Carolina secedes from the Union
- d. Fall of Richmond
- e. Gettysburg

Problem #2

- a. Firing on Fort Sumpter
- b. Surrender at Appomattox
- c. Battle at Shiloh
- d. Fall of Petersburg
- e. Victory at Vicksburg

III. MATCHING: Place the letter response to each numbered item in the proper place on the answer sheet.

- | | |
|--------------------------------|--|
| 1. Vicksburg | A. A long established government based on the Constitution approved in 1791. |
| 2. Charles Sumner | B. A Southern military leader who commanded the Army of Virginia. |
| 3. Blockade | C. The name used when discussing troops mounted on horses. |
| 4. Gettysburg Address | D. A major battle for the control of the Mississippi River took place at this place. |
| 5. Union | E. This person became a Union naval hero as the result of his exploits on the Mississippi. |
| 6. Robert E. Lee | F. A radical Republican leader in the U.S. Senate during the Civil War. |
| 7. Ulysses S. Grant | G. An iron clad ship developed during the Civil War. |
| 8. David Farragut | H. A land campaign devised to divide the South in half. |
| 9. Jefferson Davis | I. This person became the President of the Confederacy. |
| 10. Sherman's March to the Sea | J. This talk was given by Abraham Lincoln to express his feelings about the war. |
| 11. Shenandoah Valley | K. An automatic weapon developed by the North during the Civil War. |
| 12. Confederacy | L. A main invasion route used by Southern armies East of the Appalachian Mountains. |
| 13. Cavalry | M. A means of cutting off supplies to the Confederacy which may have come from Europe. |
| 14. Gatling Gun | N. A form of government used by people who had supported the idea of nullification before the Civil War. |
| 15. Monitor | O. This person was the winning general at Vicksburg, Shiloh, Richmond and Petersburg. |
| | P. None of these. |

IV. MAP/FILL IN: Place the best response in the blank provided on the answer sheet.

1. Using the map provided in this test as a reference:
 - A. Name two (2) Northern states west of the Mississippi River.
 - B. Name two (2) Southern states west of the Appalachian Mountains.
 - C. Name two (2) states considered as Border states during the Civil War.

2. Identify the lettered places on the map provided. Place your answer on the answer sheet. Below you will find a clue to the answer of each item on the map.

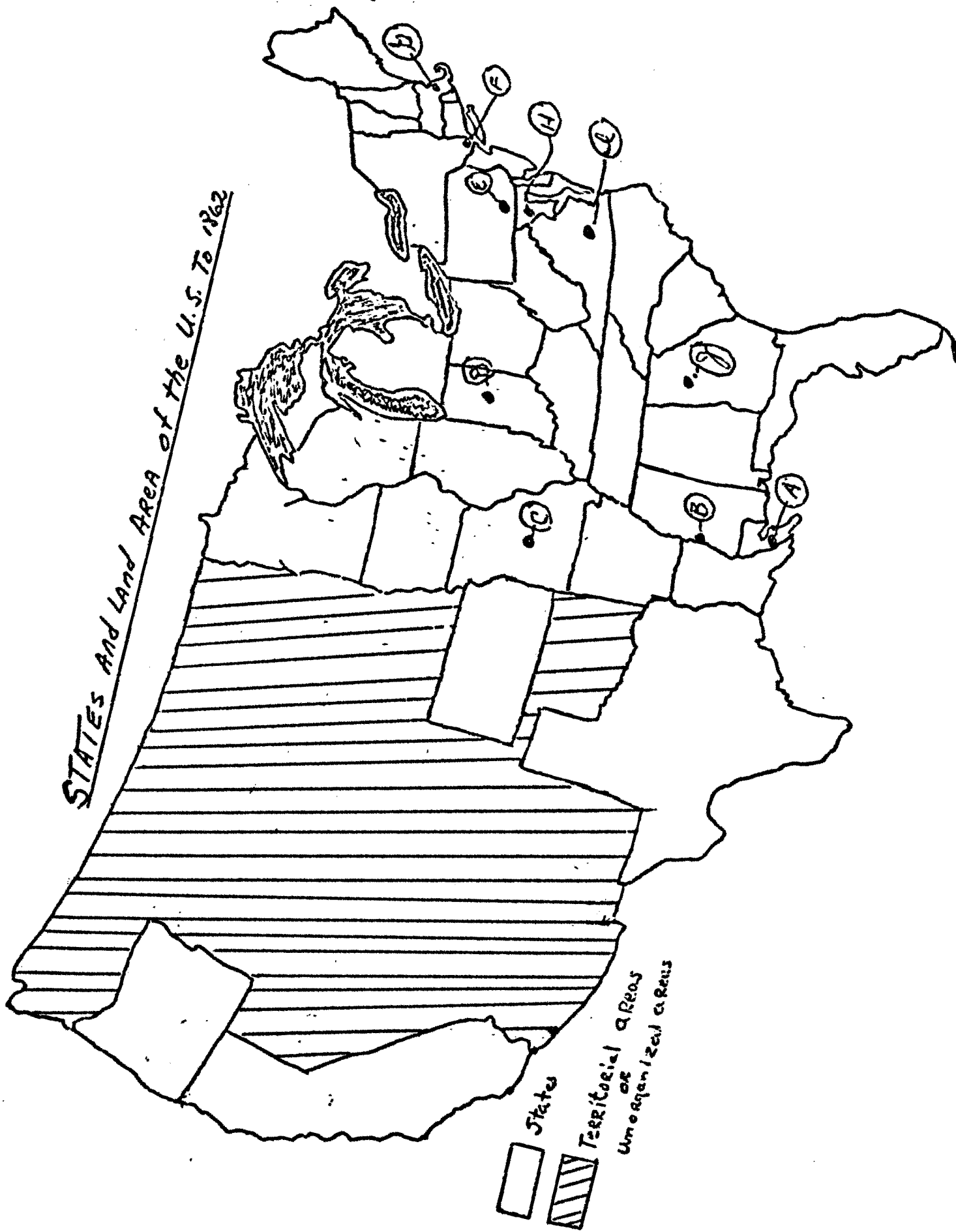
A. a port city	F. a major port city
B. a major battle site	G. a major port city
C. a state	H. a major city
D. a state	I. a major city/battle site
E. a battle site	J. a major city/battle site

3. Name two of the Radical Republican leaders in Congress during the Civil War period.

4. Name one of the civil, not military, leaders for the South during the Civil War.

5. Name one battle site of the Civil War, where two separate battles were fought, both of which were lost by the North.

- V. TRUE-FALSE: Darken out either the letter T or the letter F on the answer sheet.
 1. General McClellan won several major battles while he commanded the Northern armies.
 2. The South hoped to fight a defensive war, reasoning that the North would have to conquer all of the southern lands to win.
 3. Most infantry charges during the Civil War were extremely costly because they were performed by large masses of men standing close together.
 4. Among the reasons General Lee surrendered at Appomattox was the fact that General Custer had managed to place his division in the path of Lee's retreat.
 5. Southern strategists hoped to win the war quickly after the outbreak in 1861 because they realized the South didn't have the resources the North had for fighting a long war.



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6. Many of the inventions and businesses which evolved during the Civil War were instrumental in sparking the growth of big businesses in the United States after the war.
 7. During the Civil War observers noticed that the Northern industrial capacity grew tremendously, while the Southern industrial capacity was almost extinguished by the end of the war.
 8. Some European merchants had bought up a surplus stock of raw cotton in anticipation of the outbreak of the Civil War.
 9. Some areas, such as parts of Georgia and the Shenandoah Valley, were rendered completely useless for either industry or farming as the result of some military choices made by commanders like General Grant during the war.
 10. Had England chosen to interfere in the Civil War on the Southern side, the conflict may have gone on for a longer period of time.
- VI. ESSAY: Answer the following question on the back of the answer sheet.

List five of the real costs of the Civil War to the nation or its people. You may list and discuss personal losses, national losses either economic, political, or general, or a moral loss which may have been generated by the war.

ANSWER SHEET - UNIT XI
THE CIVIL WAR

Name _____

I. MULTIPLE CHOICE

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d
18. a b c d
19. a b c d
20. a b c d

II. CHRONOLOGY

Problem #1

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Problem #2

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

III. MATCHING

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____ 3. _____

11. _____

12. _____ 4. _____

13. _____ 5. _____

14. _____

15. _____

V. TRUE-FALSE

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F
10. T F

IV. MAP/FILL IN

I.A. _____

B. _____

C. _____

2.A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

VI. ESSAY

(Use back
side of this
sheet)

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT XI - CIVIL WAR

<u>Multiple Choice</u>		<u>Chronology</u>		<u>Matching</u>		<u>Map/Fill In</u>		<u>True/False</u>		<u>Essay</u>	
<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>	<u>Q</u>	<u>Obj</u>
1	1	1	8	1	2	1A-C	1	1	3	1	12
2	2	2	8	2	3			2	4		
3	3	3	8	3	4	2A-J	2	3	5		
4	4	4	8	4	5		3	3	4	6	
5	5	5	8	5	6		4	3	5	7	
6	6	6	8	6	6		5	3	6	9	
7	7	7	8	7	3			7	10		
8	8	8	8	8	3			8	11		
9	9	9	8	9	3			9	12		
10	10	10	8	10	6			10	11		
11	11			11	2						
12	12			12	5						
13	3			13	5						
14	4			14	9						
15	5			15	9						
16	6										
17	7										
18	9										
19	10										
20	12										

SOCIAL STUDIES TEST
UNIT XII
RECONSTRUCTION

- I. **MULTIPLE CHOICE:** Place the best answer on the answer sheet by completely darkening out the letter response.
1. Before President Lincoln died he had a plan for the Reconstruction of the South. One of the ideas included in that plan was (a) for the South to be punished for the Civil War. (b) For the South to be brought back into the Union as soon as possible. (c) For the North to keep the South in a kind of colonial status until 1900. (d) For the South to be kept as a Confederacy inside of the Union.
 2. Many Southerners were hostile to some of the Northern troops following the War because (a) Southerners didn't feel they'd been beaten in a fair fight. (b) All the Northern troops stationed in the South were former slaves. (c) Some of the Northern strategies for winning, such as Sherman's March to the Sea, were regarded as particularly harsh. (d) All of these are true.
 3. The Radical Republican Congress required the Southern states to complete a number of requirements before they could re-enter the Union. Which of the following things had to be accomplished? (a) All Confederate officers and office holders had to be rounded up and tried for treason. (b) Each Southern state had to pay off its war debt and also the portion of the National war debt assigned to it before it could re-enter the Union. (c) A certain percentage of the people had to take an oath of allegiance to the Union. (d) All of these are true.
 4. A carpetbagger was (a) a Southern war hero who had lost his home during the war. Consequently he carried all his belongings in a carpetbag. (b) A Traveling salesman who lived and worked in the South during the Reconstruction era. (c) A member of the Ku Klux Klan. Klan members always carried their sheet, headgear, and cross in their carpetbag. (d) A Northerner who moved into the South with the Union army of occupation to supervise the reconstruction of the South while oftentimes making a fortune for himself.
 5. During the period of Reconstruction the former slaves found they could do a number of things they had never been able to do before. Many of their new rights and freedoms lasted for only a short time, being lost until the Civil Rights laws and activities of the 1960's. An example of these rights and opportunities would be (a) The black attendance in schools with white children. (b) Black representatives elected to National, State and local offices. (c) Blacks registering and voting for their state's office-holders. (d) All of these.

6. Among the events which occurred as the 14th Amendment to the Constitution was adopted was (a) a raising of the militia in the Southern states to fight the law. (b) A rehash of the states' rights arguments in the South which led Radical Republican leaders in Congress to believe even more that the South hadn't learned its lesson. (c) A march on Congress by the freedmen who didn't agree with the law. (d) A general decline in black election participation in the North.
7. Following the Civil War blacks living in the North (a) found that they were generally looked down upon and discriminated against in the finding of jobs. (b) Found that they were treated as equals, like any other citizen and laborer. (c) Found that they were generally looked after by generous welfare programs which took care of their needs. (d) Found that they were generally discriminated against in schools, but were given equal opportunities in housing and employment.
8. Among the clubs founded in the South following the Civil War was the Knights of the White Camelia. This organization was founded to (a) Recognize the achievements of black Congressmen from the various states. (b) "Put the fear of God and the whites into those niggers." (c) Help the victims of the war find housing and food. (d) Bring about a religious revival throughout the nation.
9. One of the rules listed below would have been commonly found in the Black Codes of several of the Southern states. Which of the statements listed below would have been commonly found in these Black Codes? (a) No one can separate the blacks from the whites in relation to housing. (b) Any black can run for public office without fear of punishment. (c) No black may be found in the business after the hour of 9 P.M. (d) All whites must hire blacks for their butlers and gardeners.
10. One of the aims of the Radical Republicans during the Reconstruction period was to break up the land holdings of the large plantation families and divide the land among the whole population. Which of these statements truly reflects the success of this goal by the time the Reconstruction period ended? (a) Most of the poor whites were working for themselves on their new, large farms. (b) Most of the black people were either tenant farmers or worked for a plantation owner. (c) The blacks were really equal in housing, land and riches. (d) Almost all the old plantation owners had become either doctors or lawyers because farming was no longer profitable.
11. Among the reasons Andrew Johnson was impeached by the Radical Reconstruction Congress was (a) His stand against the harsher parts of the Fourteenth Amendment. (b) His failure to join the Republican Party after the death of Lincoln. (c) His inability to govern because he was really a weak man physically and morally. (d) His refusal to resign after the "Dry Gate" affair.

12. The Freedmen's Bureau was to (a) distribute food to destitute blacks following the Civil War. (b) Protect the rights of the blacks to vote, etc., after the war. (c) Help the blacks find jobs and become a useful member of society after the war. (d) All of these are true.
13. Maybe the Reconstruction period wouldn't have been so hard on the people in the South if (a) more of their factories, farms, and railroads would have survived the war. (b) The Southern soldiers had been all drafted into the Union Army so that the blacks had all gotten jobs. (c) More of the Southern "belles" would have been willing to work in their factories to help the economy rather than playing the hard-to-get lady. (d) All of these are possible.
14. Among the reasons that the sharecropper system came into being after the Civil War was the fact that (a) Most blacks really were irresponsible, so they had to work for someone else. (b) The blacks could find a job doing something they knew how to do, and the whites needed someone to work the land to pay their taxes and keep their property. (c) The whites were willing to lend the land to the blacks, because everyone needed food, especially the factory workers in the new cities. (d) The poor whites had really lost more money in the fighting of the war than had the planters, so they had to work for the local grocery store owner to feed their families.
15. When you consider the North in the Reconstruction period, it is safe to say that (a) Only the Northern carpetbagger made any money. (b) There was also economic confusion in the North because there weren't enough jobs for the returning veteran nor the immigrating blacks. (c) Only the rich experienced a moment of difficulty as they lost some money as their factories were re-tooled. (d) None of these have any truth in them.
16. One of the things which could have possibly been done to make the reconstruction of the South easier would have been for the North to (a) have spent sizeable sums of money to rebuild the Southern economy. (b) Have refused to let the Radical Republicans send any army or police forces into the South. (c) Have let the Southerners return to the system of slave ownership for a period of ten years to get back on their feet. (d) Have insisted that the white planters pay a good wage to the blacks for their labor.
17. If you had wanted to compare what Northerners said about what should happen to the newly freed black with what he did in his cities with those people, you could correctly say that (a) The blacks were really much better off in the North during Reconstruction. (b) The two thoughts were the same. They took care of the poor blacks in education, housing and employment. (c) The Northerner expected the Southerner to do what he was unwilling to do when the chips were down. (d) None of these are true.

- II. TRUE-FALSE: Place the correct answer on the answer sheet by totally darkening out the letter "T" or "F".
1. Edwin Stanton, a Radical Republican Congressman, wanted the Northern troops to occupy Southern states to enforce the Thirteenth Amendment.
 2. Many Southerners hated the Northern occupying troops because they had lost friends and loved ones during the bitter conflict.
 3. Southern states had to refuse to pay their war debts, and elect a slate of officers who had not served the Confederacy as a condition for getting back into the Union.
 4. Many of the local governments which were elected after the Civil War were corrupt or weak governments because the people experienced in governmental service were not allowed to run for office.
 5. By the time the Reconstruction period was over, many of the freed blacks were almost back to the same conditions of labor and wealth as they had been at the outbreak of the war.
 6. The Fifteenth Amendment to the Constitution states that "No man can have his right to vote abridged on the basis of race, color, or previous condition of servitude."
 7. Most of the blacks which had moved North following the Civil War found people to be more aware of their needs and willing to help them out.
 8. One of the goals of the Ku Klux Klan during the period of Reconstruction was to stop the blacks from joining the Catholic Church.
 9. Some of the Black Codes went so far as to spell out what jobs a black was eligible to receive in the new Southern society.
 10. Very few blacks or poor whites received any useful land during the Reconstruction period.
 11. Andrew Johnson refused to be bound by the Tenure in Office Act passed by the Congress over his veto.
 12. General O. O. Howard managed to get much aid and comfort to the black population in the South following the Civil War as the head of the Freedman's Bureau.
 13. When the Union armies had destroyed large parts of the South to take away that area's war-making potential, they also made it that much harder for the South to get back on its feet following the war.
 14. A tenant farmer generally agreed to plant a given area of land to some kind of a crop in return for a vegetable garden, housing, seed and a share of the profit.

15. Reconstruction in Texas led to the development of the large open range cattle ranches, with longhorn cattle, and the cowboy as part of the new scene.
16. When Reconstruction ended, the Southerners were still a long way from the wealth and production levels which they had enjoyed before the war.

III. FILL IN: Place the best answer in the blank provided.

1. Name two men who were considered Radical Republican Congressmen.
2. What song was banned by the Central Government in Southern areas but was allowed to be sung freely in the North?
3. Name two parts of the Radical Republican plan for the South.
4. What was the term given by Southerners to the men who worked for the Union occupying army commanders and took government offices during Reconstruction?
5. Explain the present day law dealing with the serving of blacks in a "High Class" restaurant downtown.
6. Name two northern cities which developed particularly large black populations in the years following the Civil War to the end of Reconstruction.
7. What organization would you be dealing with if you woke up this morning and found a large cross burning on your front lawn?
8. Name three states which would have probably had Black Codes.
9. How much land was each black person to get in the Southern states under the Homestead Act?
10. Was Andrew Johnson impeached?
11. Were the military commanders who commanded the several military districts for the occupation of the South also in charge of the Freedmen's Bureau?
12. Name two Union Generals who would have been particularly unpopular among Georgians.
13. If a man had his own horse, plow, seed, and furniture and wanted to rent some of a planter's land, he would be called a _____.
14. If the blacks in the South had a tough time adjusting to the conditions after the war, which class of people in the North would be

hard hit by the economic upheaval following that conflict?

15. Name one real accomplishment that the people who took part in the Southern Reconstruction experience could point to with pride.

ANSWER SHEET - UNIT XII
RECONSTRUCTION

Name _____

I. MULTIPLE CHOICE

1. a b c d
2. a b c d
3. a b c d
4. a b c d
5. a b c d
6. a b c d
7. a b c d
8. a b c d
9. a b c d
10. a b c d
11. a b c d
12. a b c d
13. a b c d
14. a b c d
15. a b c d
16. a b c d
17. a b c d

II. TRUE-FALSE

1. T F
2. T F
3. T F
4. T F
5. T F
6. T F
7. T F
8. T F
9. T F
10. T F
11. T F
12. T F
13. T F
14. T F
15. T F
16. T F

III. FILL IN

1. _____
- _____
2. _____
3. _____
- _____
4. _____
5. _____
6. _____
- _____
7. _____
8. _____
- _____
- _____
9. _____
10. _____
11. _____
12. _____
- _____
13. _____
14. _____
15. _____

TEST QUESTION/OBJECTIVE RELATIONSHIP CHART
UNIT XII

RECONSTRUCTION

Multiple Choice

<u>Q</u>	<u>Obj</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	7

True-False

<u>Q</u>	<u>Obj</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16

Fill In

<u>Q</u>	<u>Obj</u>
1	1
2	2
3	3
4	4
5	5
6	6
7	8
8	9
9	10
10	11
11	12
12	13
13	14
14	15
15	16

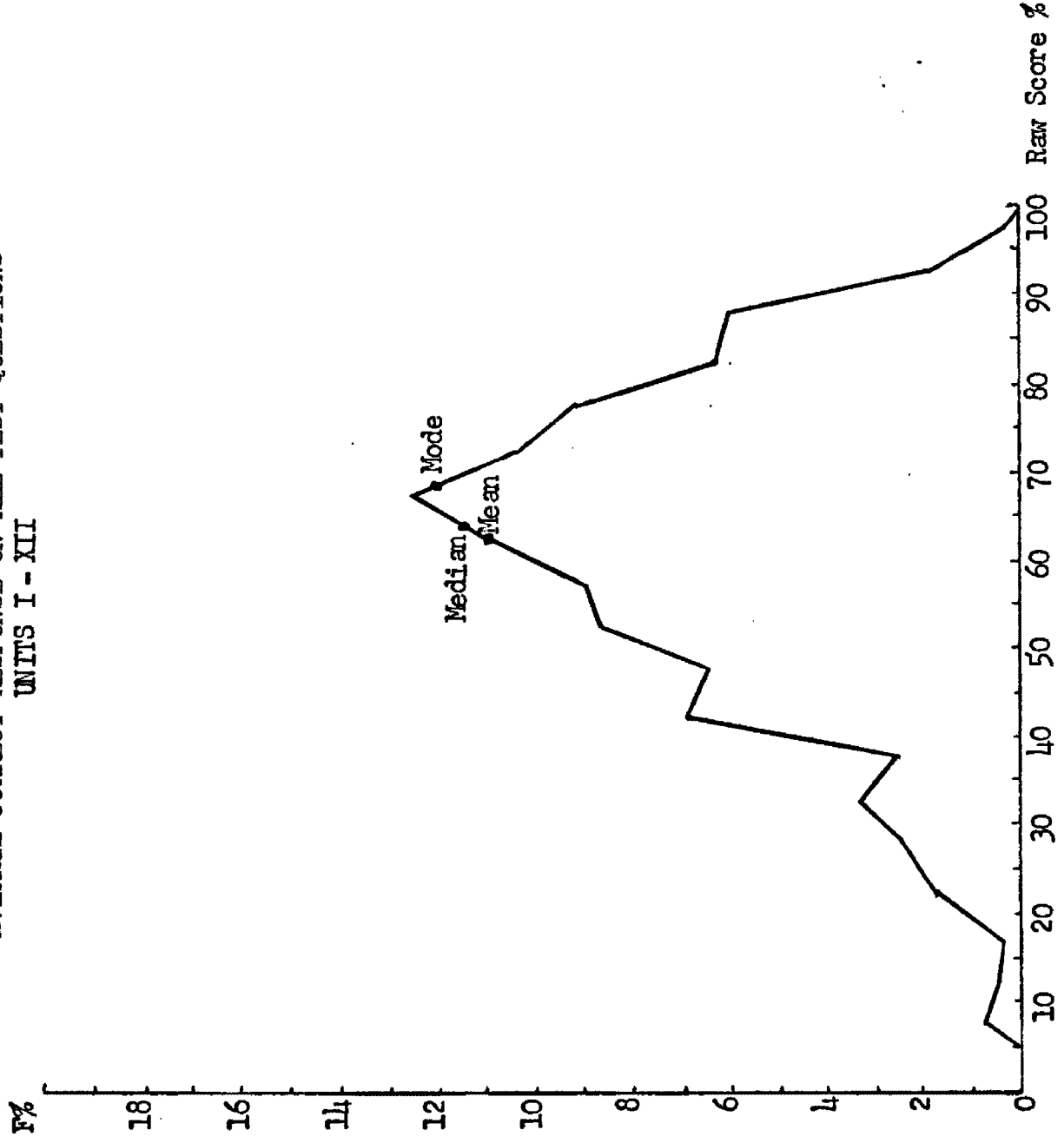
APPENDIX D

OVERALL TEST DATA AND PUPIL PERFORMANCE CHART

STUDENT SUCCESS ON ALL TEST QUESTIONS FROM
UNIT TESTS I-XII - FREQUENCY CHART

99		49 - 8	
98		48 - 6	
97		47 - 5	
96 - 2		46 - 10	
95 - 1		45 - 11	
94 - 3		44 - 8	
93 - 3		43 - 7	
92 - 2		42 - 8	
91 - 4		41 - 7	
90 - 10		40 - 1	
89 - 7		39 - 6	MEAN 62.76
88 - 4		38 - 2	MEDIAN 64
87 - 8		37 - 3	MODE 69
86 - 7		36 - 2	TOTAL 582
85 - 7		35 - 2	POP. 36524
84 - 4		34 - 3	RANGE 4-96
83 - 7		33 - 8	
82 - 9		32 - 2	
81 - 11		31 - 3	
80 - 16		30 - 5	
79 - 5		29 - 3	
78 - 9		28 - 3	
77 - 14		27 - 3	
76 - 10		26	
75 - 11		25	
74 - 13		24 - 4	
73 - 12		23 - 4	
72 - 13		22	
71 - 12		21 - 1	
70 - 16		20	
69 - 20		19 - 1	
68 - 11		18 - 1	
67 - 13		17	
66 - 14		16 - 1	
65 - 9		15	
64 - 15		14	
63 - 13		13 - 1	
62 - 11		12	
61 - 15		11 - 1	
60 - 9		10 - 1	
59 - 12		9	
58 - 18		8	
57 - 7		7 - 1	
56 - 8		6 - 1	
55 - 15		5	
54 - 11		4 - 1	
53 - 6		3	
52 - 13		2	
51 - 5		1	
50 - 7			

AVERAGE CORRECT RESPONSE ON ALL TEST QUESTIONS
UNITS I - XII



STUDENT SUCCESS ON ALL TEST QUESTIONS FROM UNIT TESTS I-XII
 FREQUENCY DISTRIBUTION
 UNIT I-XII AVERAGE

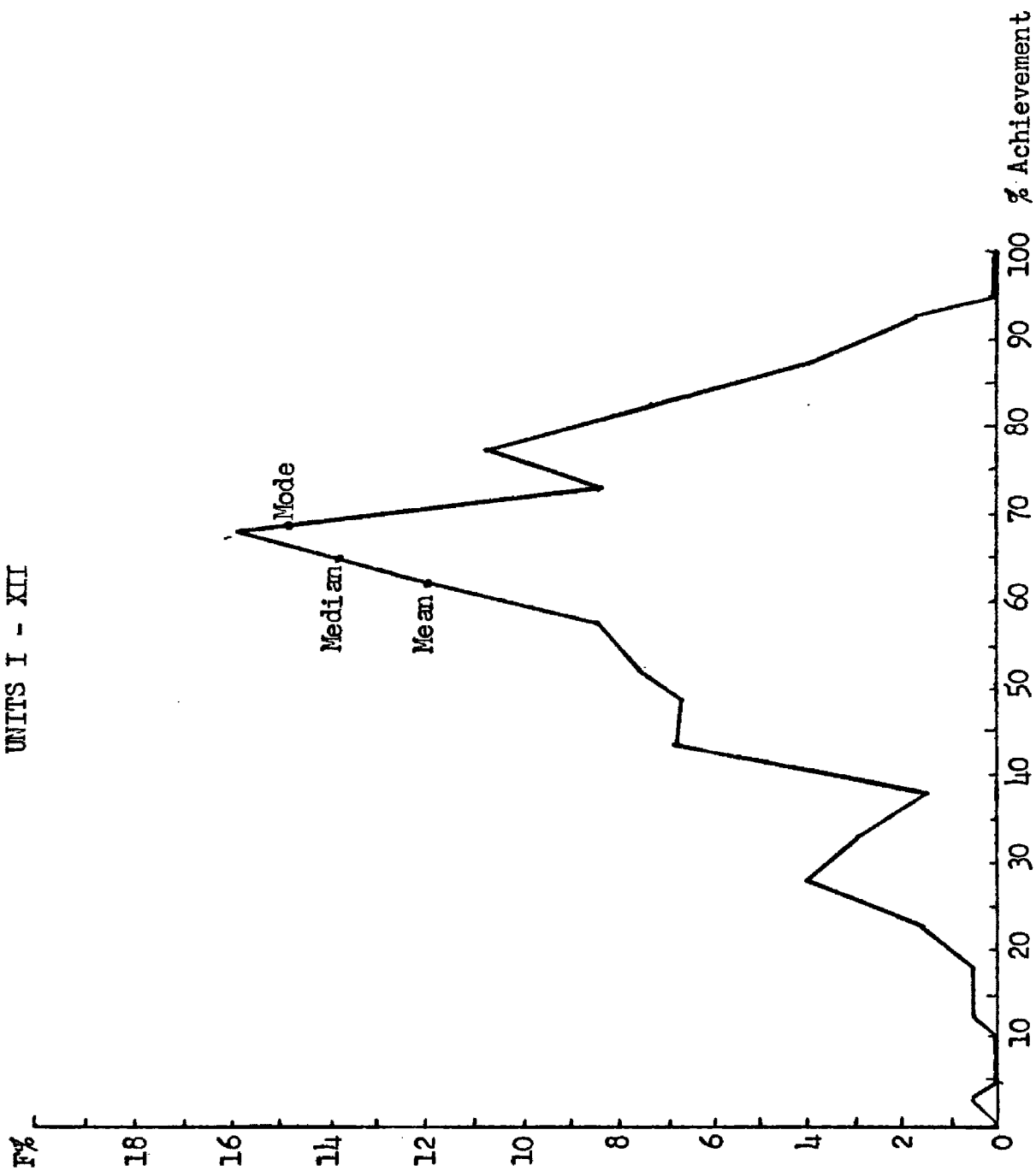
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91-95	92.5	13	2.2
86-90	87.5	36	6.2
81-85	82.5	39	6.7
76-80	77.5	54	9.3
71-75	72.5	61	10.5
66-70	67.5	73	12.5
61-65	62.5	63	10.8
56-60	57.5	51	8.8
51-55	52.5	50	8.6
46-50	47.5	36	6.2
41-45	42.5	41	7.0
36-40	37.5	14	2.4
31-35	32.5	18	3.1
26-30	27.5	14	2.4
21-25	22.5	9	1.5
16-20	17.5	2	.3
11-15	12.5	2	.3
6-10	7.5	3	.5
0- 5	2.5	1	.2

N =

STUDENT SUCCESS ON MULTIPLE CHOICE QUESTIONS
FROM UNIT TEST I-XII - FREQUENCY CHART

99			
98			
97			
96			
95			
94 - 1			
93 - 1			
92			
91 - 1			
90 - 3			
89 - 3			
88 - 1			
87			
86 - 2			
85 - 1			
84 - 1			
83 - 4			
82 - 3			
81 - 7			
80 - 8			
79 - 1			
78 - 6			
77 - 7			
76 - 2			
75 - 1			
74 - 5			
73 - 3			
72 - 6			
71 - 4			
70 - 7			
69 - 6			
68 - 10			
67 - 7			
66 - 5			
65 - 5			
64 - 8			
63 - 5			
62 - 6			
61 - 4			
60 - 4			
59 - 5			
58 - 5			
57 - 1			
56 - 4			
55 - 7			
54 - 1			
53 - 2			
52 - 5			
51 - 2			
50 - 3			
	49 - 5		
	48 - 2		
	47 - 1		
	46 - 4		
	45 - 4		
	44 - 2		
	43 - 2		
	42 - 4		
	41 - 3	MEAN	61.86
	40		
	39	MEDIAN	64
	38 - 1		
	37 - 2	MODE	68
	36		
	35 - 2	TOTAL	13857
	34 - 1		
	33 - 2	POP.	224
	32 - 1		
	31	RANGE	4-94
	30 - 4		
	29 - 2		
	28 - 2		
	27 - 1		
	26		
	25		
	24 - 2		
	23 - 1		
	22		
	21		
	20		
	19		
	18		
	17		
	16 - 1		
	15		
	14		
	13 - 1		
	12		
	11		
	10		
	9		
	8		
	7		
	6		
	5		
	4 - 1		
	3		
	2		
	1		

AVERAGE CORRECT RESPONSE ON MULTIPLE CHOICE QUESTIONS
 UNITS I - XII



STUDENT SUCCESS ON MULTIPLE CHOICE QUESTIONS
FROM UNIT TESTS I-XII - FREQUENCY DISTRIBUTION

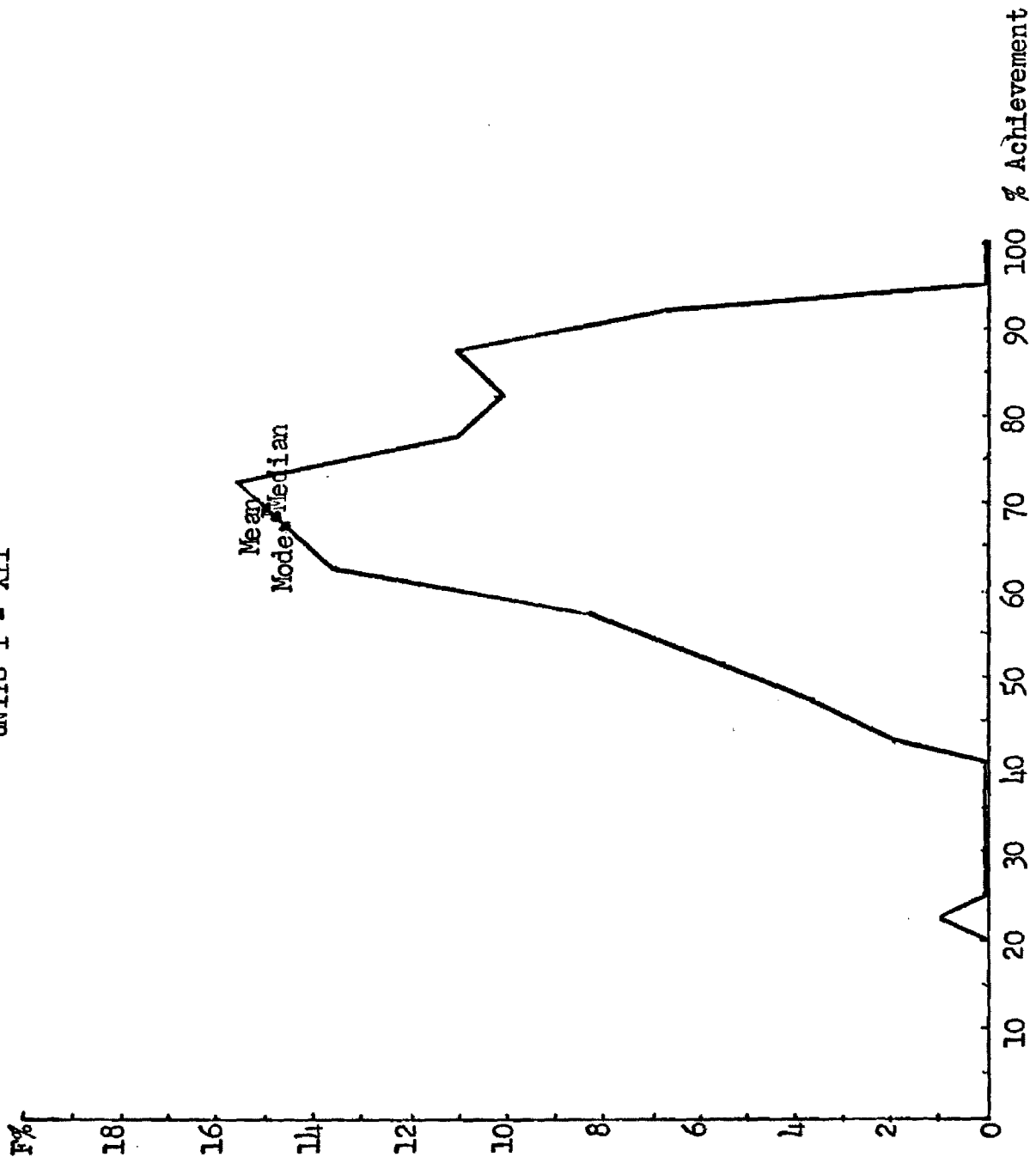
C.INT.	M.P.	F	%F
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91-95	92.5	3	1.5
86-90	87.5	9	4.0
81-85	82.5	16	7.2
76-80	77.5	24	10.7
71-75	72.5	19	8.5
66-70	67.5	35	15.6
61-65	62.5	28	12.5
56-60	57.5	19	8.5
51-55	52.5	17	7.6
46-50	47.5	15	6.7
41-45	42.5	15	6.7
36-40	37.5	3	1.5
31-35	32.5	6	2.7
26-30	27.5	9	4.0
21-25	22.5	3	1.5
16-20	17.5	1	.4
11-15	12.5	1	.4
6-10	7.5	-	-
0- 5	2.5	1	.4

N =

STUDENT SUCCESS ON TRUE-FALSE QUESTIONS FROM
UNIT TESTS I-XII - FREQUENCY CHART

99	49 - 1		
98	48 - 1		
97	47 - 1		
96	46 - 1		
95	45 - 1		
94 - 2	44 - 1		
93 - 1	43		
92 - 2	42		
91 - 2	41	MEAN	72.5
90 - 4	40		
89 - 2	39	MEDIAN	70.5
88 - 2	38		
87 - 2	37	MODE	69
86 - 2	36		
85 - 4	35	TOTAL	7978
84 - 1	34		
83	33	POP.	110
82 - 3	32		
81 - 3	31	RANGE	24-93
80 - 1	30		
79 - 3	29		
78 - 2	28		
77 - 3	27		
76 - 3	26		
75 - 4	25		
74 - 5	24 - 1		
73 - 2	23		
72 - 4	22		
71 - 2	21		
70 - 5	20		
69 - 6	19		
68 - 1	18		
67 - 2	17		
66 - 2	16		
65 - 1	15		
64 - 3	14		
63 - 4	13		
62 - 2	12		
61 - 5	11		
60 - 1	10		
59 - 2	9		
58 - 2	8		
57 - 4	7		
56	6		
55	5		
54 - 4	4		
53	3		
52 - 1	2		
51 - 1	1		
50	0		

AVERAGE CORRECT RESPONSE ON TRUE-FALSE QUESTIONS
UNITS I - XII



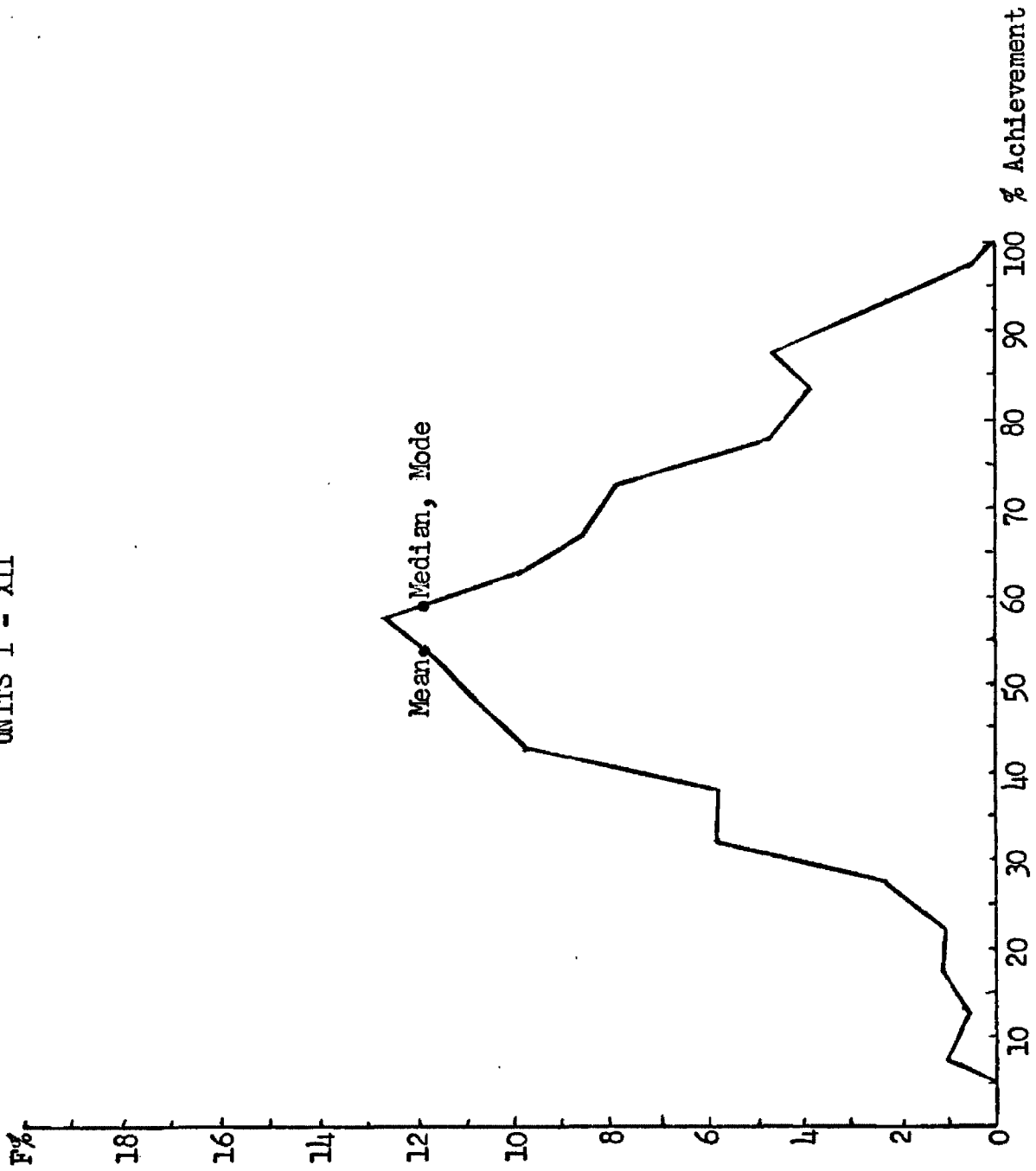
STUDENT SUCCESS ON TRUE-FALSE QUESTIONS FROM
UNIT TEST I-XII - FREQUENCY DISTRIBUTION

C.INT.	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	7	6.4
86-90	87.5	12	10.9
81-85	82.5	11	10.0
76-80	77.5	12	10.9
71-75	72.5	17	15.5
66-70	67.5	16	14.5
61-65	62.5	15	13.6
56-60	57.5	9	8.2
51-55	52.5	6	5.5
46-50	47.5	4	3.6
41-45	42.5	2	1.8
36-40	37.5	-	-
31-35	32.5	-	-
26-30	27.5	-	-
21-25	22.5	1	.9
16-20	17.5	-	-
11-15	12.5	-	-
6-10	7.5	-	-
0-5	2.5	-	-

STUDENT SUCCESS ON MAP FILL-IN QUESTIONS FROM
UNIT TESTS I-XII - FREQUENCY CHART

99		49 - 1		
98		48 - 3		
97		47 - 1		
96 - 1		46 - 4		
95		45 - 5	MEAN	56.61
94		44 - 3		
93		43 - 3	MEDIAN	58
92		42 - 3		
91		41 - 3		
90 - 2		40 - 1	MODE	58
89 - 1		39 - 5		
88 - 1		38 - 1	TOTAL	9906
87 - 4		37 - 1		
86 - 1		36 - 2	POP.	175
85 - 2		35		
84 - 1		34 - 2	RANGE	6-96
83 - 2		33 - 5		
82 - 2		32		
81		31 - 3		
80 - 2		30		
79 - 1		29 - 1		
78 - 1		28 - 1		
77 - 2		27 - 2		
76 - 3		26		
75 - 3		25		
74 - 2		24 - 1		
73 - 1		23		
72 - 2		22		
71 - 6		21 - 1		
70		20		
69 - 6		19 - 1		
68		18 - 1		
67 - 4		17		
66 - 5		16		
65 - 3		15		
64 - 4		14		
63 - 4		13		
62 - 3		12		
61 - 4		11 - 1		
60 - 4		10		
59 - 4		9		
58 - 8		8		
57 - 2		7 - 1		
56 - 4		6 - 1		
55 - 6		5		
54 - 3		4		
53 - 3		3		
52 - 5		2		
51 - 2		1		
50 - 4		0		

AVERAGE CORRECT RESPONSE ON MAP FILL-IN QUESTIONS
UNITS I - XII



STUDENT SUCCESS ON MAP FILL-IN QUESTIONS FROM
UNIT TESTS I-XII - FREQUENCY DISTRIBUTION

C.INT.	M.P.	F	%F
96-100	97.5	1	.6
91-95	92.5	-	-
86-90	87.5	9	5.1
81-85	82.5	7	4.0
76-80	77.5	9	5.1
71-75	72.5	14	8.0
66-70	67.5	15	8.6
61-65	62.5	18	10.3
56-60	57.5	22	12.5
51-55	52.5	19	10.9
46-50	47.5	13	7.4
41-45	42.5	17	9.7
36-40	37.5	10	5.7
31-35	32.5	10	5.7
26-30	27.5	4	2.3
21-25	22.5	2	1.1
16-20	17.5	2	1.1
11-15	12.5	1	.6
6-10	7.5	2	1.1
0- 5	2.5	-	-

STUDENT SUCCESS ON MATCHING QUESTIONS FROM
UNIT TESTS I-XII - FREQUENCY CHART

99			
98	49 - 1		
97	48		
96 - 1	47 - 2		
95 - 1	46		
94	45		
93 - 1	44 - 2		
92	43 - 1		
91 - 1	42	MEAN	64.07
90 - 1	41 - 1	MEDIAN	70
89 - 1	40	MODE	80.70
88	39 - 1	TOTAL	3718
87 - 2	38	POP.	58
86 - 2	37	RANGE	10-96
85	36		
84	35		
83	34		
82 - 1	33 - 1		
81 - 1	32		
80 - 4	31		
79	30		
78	29		
77 - 1	28		
76 - 2	27		
75 - 2	26		
74 - 1	25		
73 - 3	24		
72 - 1	23 - 3		
71	22		
70 - 4	21		
69 - 2	20		
68	19		
67	18		
66 - 2	17		
65	16		
64	15		
63	14 - 1		
62	13		
61 - 2	12		
60	11		
59	10 - 1		
58 - 2	9		
57	8		
56	7		
55 - 2	6		
54 - 2	5		
53 - 1	4		
52 - 1	3		
51	2		
50	1		
	0		

STUDENT SUCCESS ON MATCHING QUESTIONS FROM
UNIT TEST I-XII - FREQUENCY DISTRIBUTION

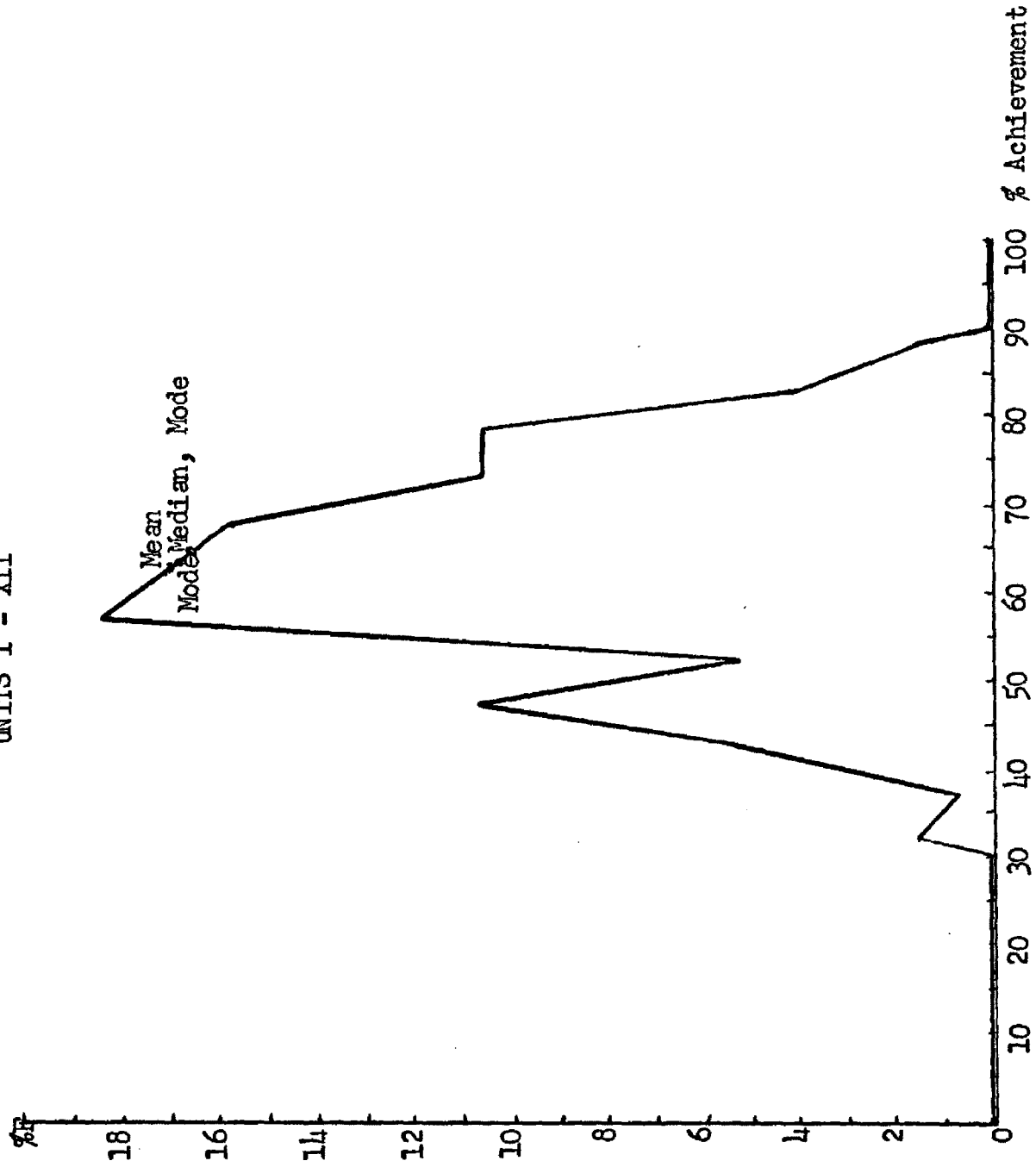
C.INT	M.P.	F	%F
96-100	97.5	1	1.7
91-95	92.5	4	6.9
86-90	87.5	6	10.3
81-85	82.5	2	3.4
76-80	77.5	7	12.1
71-75	72.5	7	12.1
66-70	67.5	8	13.8
61-65	62.5	2	3.4
56-60	57.5	2	3.4
51-55	52.5	6	10.3
46-50	47.5	3	5.2
41-45	42.5	4	6.9
36-40	37.5	1	1.7
31-35	32.5	1	1.7
26-30	27.5	-	-
21-25	22.5	3	5.2
16-20	17.5	-	-
11-15	12.5	1	1.7
6-10	7.5	1	1.7
0- 5	2.5	-	-

N =

STUDENT ACHIEVEMENT ON ALL OBJECTIVES FROM
UNITS I-XII - FREQUENCY CHART

99	49 - 1		
98	48 - 4		
97	47 - 6		
96	46		
95	45 - 2		
94	44 - 1		
93	43 - 2		
92	42 - 3		
91	41		
90	40 - 1	MEAN	62.60
89	39		
88	38	MEDIAN	63
87 - 1	37		
86 - 1	36	MODE	66, 62
85 - 2	35		
84	34	TOTAL	9515
83 - 1	33 - 1		
82	32 - 1	POP.	152
81 - 2	31		
80 - 1	30	RANGE	32-87
79 - 1	29		
78 - 4	28		
77 - 4	27	BELOW 60%	36.84%
76 - 6	26		
75 - 1	25	BELOW 50%	14.47%
74 - 3	24		
73 - 2	23		
72 - 6	22		
71 - 4	21		
70 - 6	20		
69 - 2	19		
68 - 6	18		
67 - 2	17		
66 - 8	16		
65 - 7	15		
64 - 3	14		
63 - 3	13		
62 - 8	12		
61 - 5	11		
60 - 7	10		
59 - 6	9		
58 - 3	8		
57 - 7	7		
56 - 5	6		
55 - 1	5		
54	4		
53 - 1	3		
52 - 3	2		
51 - 3	1		
50 - 5	0		

STUDENT ACHIEVEMENT ON ALL OBJECTIVES
UNITS I - XII



Mean
Median, Mode

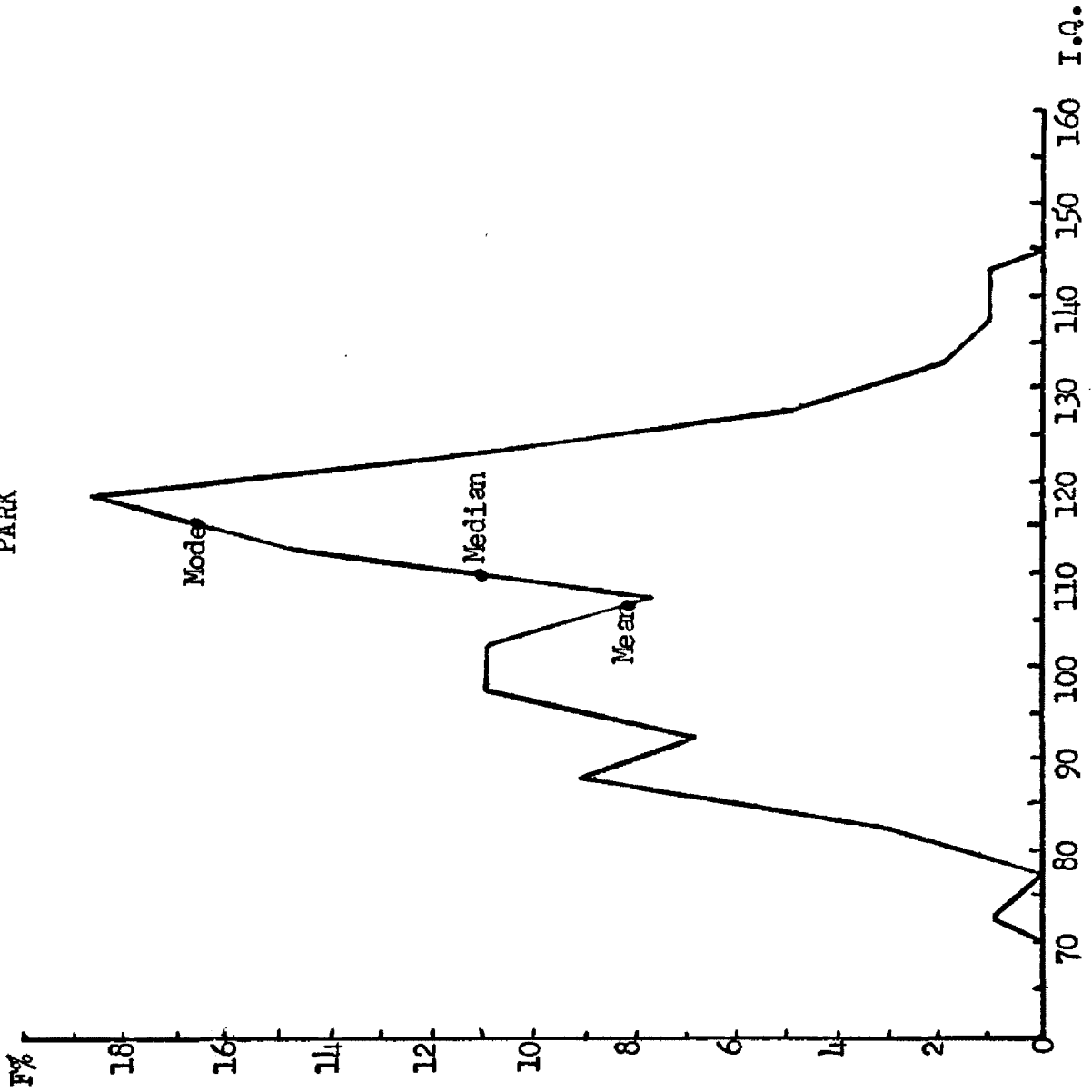
STUDENT ACHIEVEMENT ON ALL OBJECTIVES FROM
UNITS I-XII - FREQUENCY DISTRIBUTION

C.INT	M.P.	F	%F
96-100	97.5	-	-
91-95	92.5	-	-
86-90	87.5	2	1.3
81-85	82.5	5	3.3
76-80	77.5	16	10.5
71-75	72.5	16	10.5
66-70	67.5	24	15.8
61-65	62.5	26	17.1
56-60	57.5	28	18.4
51-55	52.5	8	5.3
46-50	47.5	16	10.5
41-45	42.5	8	5.3
36-40	37.5	1	.7
31-35	32.5	2	1.3
26-30	27.5	-	-
21-25	22.5	-	-
16-20	17.5	-	-
11-15	12.5	-	-
6-10	7.5	-	-
0-5	2.5	-	-

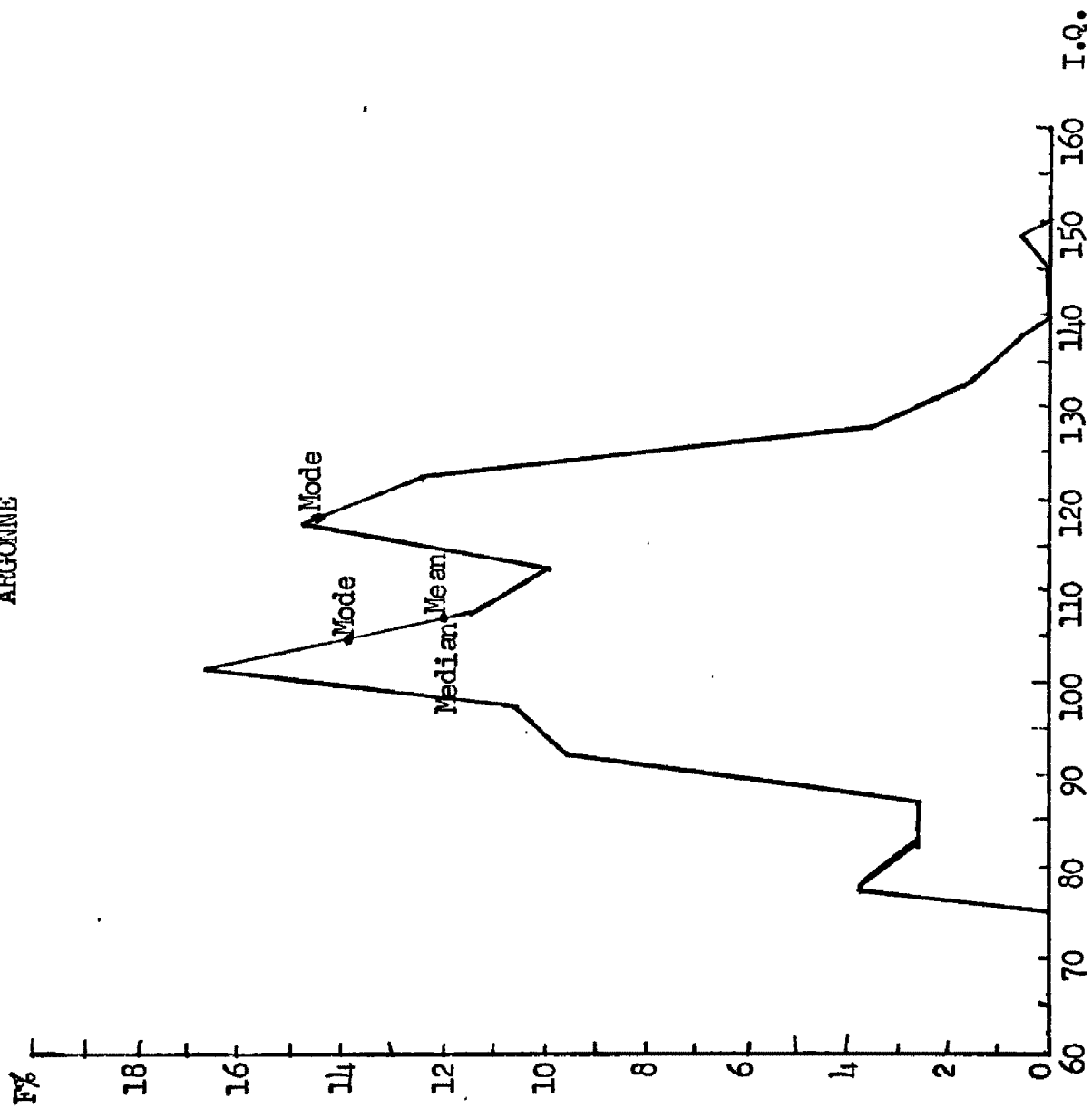
LORGE-THORNDIKE TEST SCORES - FREQUENCY CHART

<u>Park</u>	<u>Argonne</u>	<u>Park</u>	<u>Argonne</u>		<u>Park</u>	<u>Argonne</u>
150		99 - 2	- 3			
149		98 - 4	- 5			
148		97	- 4			
147		96 - 4	- 2			
146	- 1	95 - 6	- 6			
145 - 5		94	- 2			
144		93 - 1	- 2	MEAN	107.6	107.3
143		92	- 3			
142		91	- 2	MEDIAN	110.5	107.5
141		90 - 1				
140 - 1		89 - 2	- 2	MODE	117	105,118
139		88 - 1	- 1			
138		87 - 2		TOTAL	10863	17287
137		86 - 3	- 1			
136	- 1	85		POP.	101	161
135		84 - 2	- 2			
134		83	- 1	RANGE	74-145	76-146
133 - 1	- 1	82				
132 - 1	- 1	81 - 1	- 1			
131	- 1	80	- 2			
130 - 1	- 1	79				
129	- 1	78	- 2			
128		77	- 1			
127	- 3	76	- 1			
126 - 3	- 1	75				
125 - 2	- 1	74 - 1				
124 - 1	- 3	73				
123 - 2	- 8	72				
122 - 1	- 5	71				
121 - 5	- 3	70				
120 - 2	- 6	69				
119 - 4	- 3	68				
118 - 3	- 9	67				
117 - 7	- 2	66				
116 - 1	- 4	65				
115 - 3	- 2	64				
114 - 3	- 4	63				
113 - 1	- 4	62				
112 - 4	- 3	61				
111 - 4	- 1	60				
110 - 1	- 1	59				
109 - 1	- 5	58				
108 - 2	- 4	57				
107 - 2	- 7	56				
106 - 2	- 1	55				
105 - 3	- 9	54				
104 - 2	- 7	53				
103 - 3	- 3	52				
102 - 1	- 4	51				
101 - 2	- 4	50	- 1			
100 - 1	- 3					

LORGE--THORNDIKE TEST
PARK



LOGE-THORNDIKE TEST
ARGONNE



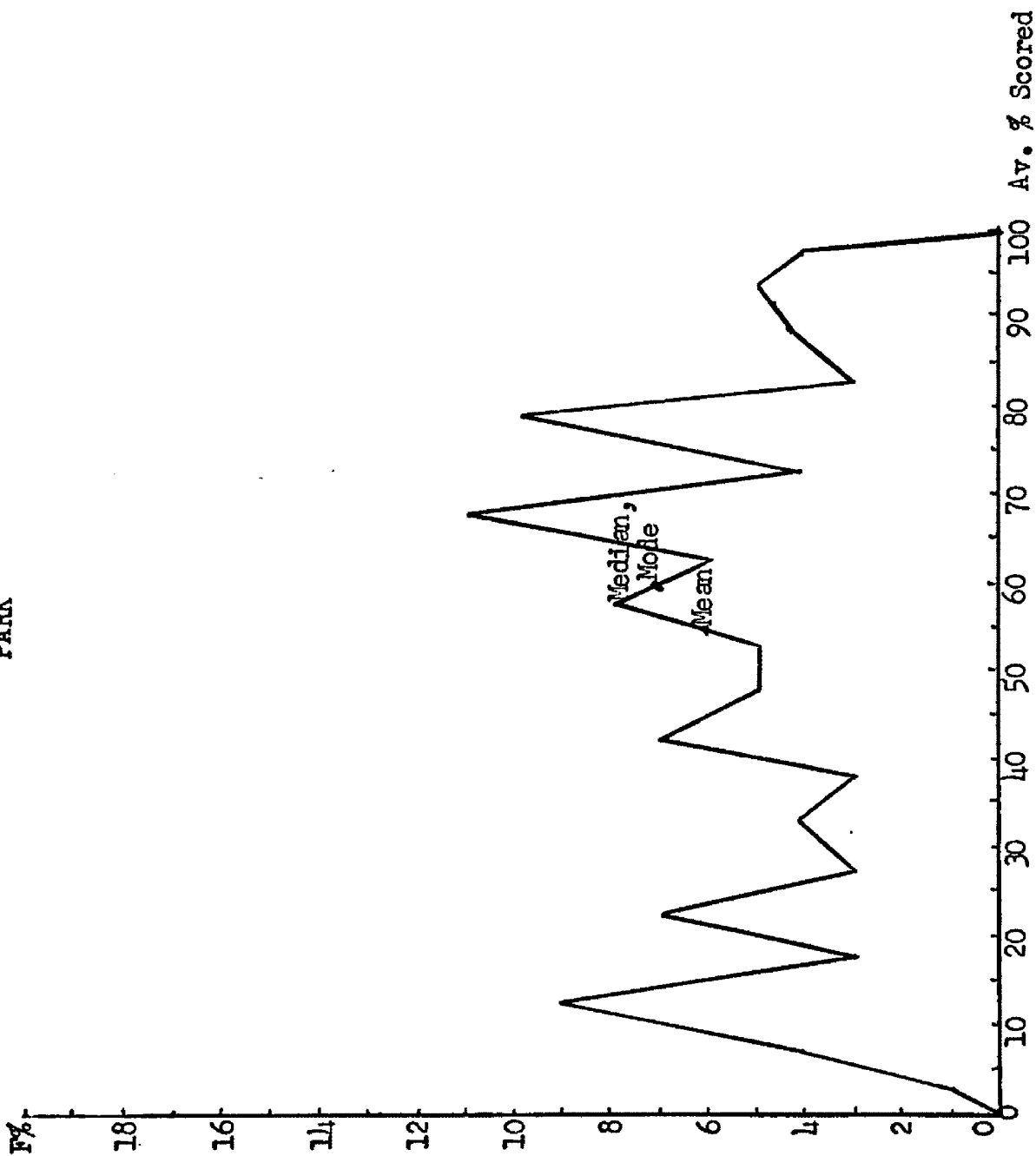
LORGE-THORNDIKE TEST - FREQUENCY DISTRIBUTION

C.INT.	M.P.	PARK		ARGONNE	
		F	%F	F	%F
146-150	147.5	-	-	1	.6
141-145	142.5	1	1	-	-
136-140	137.5	1	1	1	.6
131-135	132.5	2	2	3	1.9
126-130	127.5	5	5	6	3.7
121-125	122.5	11	10.9	20	12.4
116-120	117.5	19	18.8	24	14.9
111-115	112.5	15	14.9	16	10
106-110	107.5	8	7.9	18	11.2
101-105	102.5	11	10.9	27	16.6
96-100	97.5	11	10.9	17	10.6
91 - 95	92.5	7	6.9	15	9.3
86 - 90	87.5	9	8.9	4	2.5
81 - 85	82.5	3	3	4	2.5
76 - 80	77.5	-	-	6	3.7
71 - 75	72.5	1	1	-	-
66 - 70	67.5	-	-	-	-

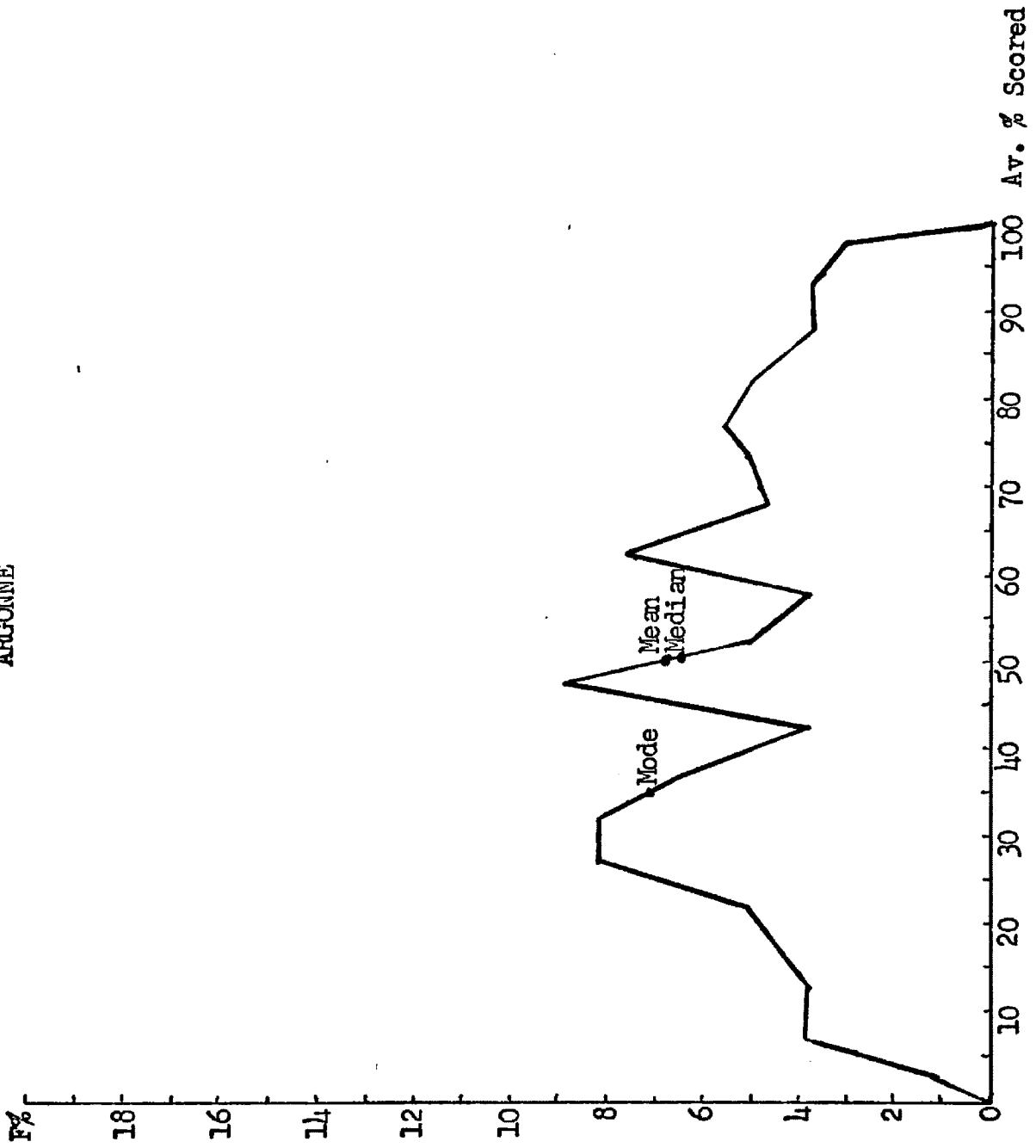
ITBS SCORES - FREQUENCY CHART

<u>Park</u>	<u>Argonne</u>	<u>Park</u>	<u>Argonne</u>		<u>Park</u>	<u>Argonne</u>
99 - 1	- 1	49	- 5			
98 - 1	- 2	48 - 1	- 2			
97 - 1	- 1	47 - 1	- 3			
96	- 1	46 - 1	- 2			
95 - 1		45	- 2			
94 - 1	- 1	44 - 3		MEAN	54.01	50.47
93 - 2	- 1	43 - 2	- 2	MEDIAN	59	51
92	- 3	42 - 1	- 2	MODE	59	35
91 - 1	- 1	41 - 1		TOTAL	545:50	8126
90 - 2	- 2	40 - 1	- 2	POP.	101	161
89	- 3	39 - 1	- 1	RANGE	2-99	2-99
88 - 1	- 1	38 - 1	- 1			
87 - 1		37	- 1			
86		36	- 5			
85		35	- 6			
84	- 3	34	- 3			
83	- 2	33 - 3	- 3			
82 - 1	- 2	32 - 1	- 1			
81 - 2	- 1	31				
80 - 3	- 3	30	- 5			
79 - 2	- 1	29 - 1	- 1			
78 - 1	- 2	28 - 2	- 3			
77 - 2	- 3	27	- 3			
76 - 2		26	- 2			
75 - 1	- 3	25 - 4				
74 - 1		24				
73 - 1	- 2	23 - 1	- 4			
72 - 1	- 2	22 - 1	- 1			
71	- 1	21 - 1	- 3			
70 - 5	- 3	20 - 1	- 2			
69	- 2	19 - 1				
68 - 3	- 1	18 - 1				
67		17	- 2			
66 - 3	- 1	16	- 3			
65 - 2	- 3	15 - 2	- 2			
64 - 1	- 1	14	- 2			
63 - 1	- 3	13 - 2	- 1			
62	- 1	12 - 2	- 1			
61 - 2	- 4	11 - 1				
60 - 1	- 3	10 - 2	- 2			
59 - 6	- 1	9 - 1	- 1			
58	- 1	8	- 1			
57 - 1	- 1	7 - 1	- 2			
56		6				
55 - 1		5				
54 - 1	- 2	4				
53	- 1	3	- 1			
52 - 2	- 3	2 - 1	- 1			
51	- 2	1				
50 - 2	- 2	0				

ITBS SCORES
PARK



ITBS SCORES
ARGENTINE



ITBS SCORES - FREQUENCY DISTRIBUTION

C.INT.	M.P.	PARK		ARGONNE	
		F	%F	F	%F
96-100	97.5	3	3	5	3.1
91-95	92.5	5	5	6	3.7
86-90	87.5	4	4	6	3.7
81-85	82.5	3	3	8	5
76-80	77.5	10	10	9	5.6
71-75	72.5	4	4	8	5
66-70	67.5	11	10.9	7	4.3
61-65	62.5	6	5.9	12	7.5
56-60	57.5	8	7.9	6	3.7
51-55	52.5	5	5	8	5
46-50	47.5	5	5	14	8.7
41-45	42.5	7	6.9	6	3.7
36-40	37.5	3	3	10	6.2
31-35	32.5	4	4	13	8.1
26-30	27.5	3	3	13	8.1
21-25	22.5	7	6.9	8	5
16-20	17.5	3	3	7	4.3
11-15	12.5	9	8.9	6	3.7
6-10	7.5	4	4	6	3.7
0-5	2.5	1	1	2	1.2

PUPIL PERFORMANCE CHART AND UNIT SCORES
FOR THE EXPERIMENTAL STUDENTS

STUDENT	GROUP	L/T	ITBS	ITBS	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	UNIT	FINAL
		7	7	8	1	2	3	4	5	6	7	8-9	10	11	12		
1		118	59	72	41	75	62	44	48	64	35	58	53	49	34	33	
2		111	52	44	58	71	57	90	76	76	65	63	62	59	53	66	
3	C	111	38	26	82		100	74	62	84							
4	C	95	30	35				44	44	68	47	51	49	60	51	26	
5	C	103	32	24	25	27	34	79	48	50	41	59	60	64	65	56	
6	D	103	44	50	65	83	40	62	58	68	58	61	64	65	61	61	
7	B	90	5	8	24	45	38	45	44	44	25	45	42	36	52	27	
8		115	64	21	43	54	82	38	72	62	55	55	47	68			
9	C	117	34	42	32	71	68	48	60	62	39	47	48	48	50	39	
10		140	99	62	90		87	86	86	90	85	81	84	79	84	93	
11		112	78	58	70		60	43	72	64	66	64	68	72	64	68	
12		116	78	75	77	70	78	65	76	78	81	64	71	79	85	64	
13	A	117	86	94	87	87	94	77	82	90	82	73	86	90	89	81	
14	A	126	98	98	64	88	76	80	86	86	64	70	73	79	77	79	
15	A	145	99	99	94		93	97	94	86	83	87	89	84	77	89	
16		115		61	88	96	94	86	84	84	83	80	82	89	75	80	
17	B	84	10	8	22	75	54	46	44	52	26	30	50	80	66	62	
18	C	106	30	26	62	72	54	51	52	60	56	49	54	73	39	43	
19	C	99	32	33	56	49	40	43	58	66	40	55	44	78	72	56	
20		107	91	90	75	86	90	85	88	84	78	84	89	92	89	83	
21		119	78	74	73	73	66	60	72	72	73	51	60	63	84	43	
22		111	84	52	41	67	94	62	86	70	90	66	76	68	63	40	
23	B	89	28	28	38	40	68	58	58	54	44	45	38	54	49	48	
24		114	80	76	82	94	86	82	88	82	83	70	84	86	79	77	
25	D	106	59	58	53	64	61	57	68	62	58	68	60	81	61	43	
26	B	86	10	15	26	28	38	33	90	52	49	45	33	56	51	59	
27		119	84	74	80	89	80	86	88	84	81	77	94	96	65	93	
28	D	108	55	33	81	63	76	66	52	60	54	60	64	76	59	42	
29	A	126	86	89	87	76	88	75	78	74	78	73	83	90	83	66	
30		103	62	19	56	37	36	57	46	40	46	55	62	64	40	24	
31		113	68	26	32	62	43	76	76	70	42	42	65	76	58	47	
32		114	57	60	62	61	88	52	56	66	65	69	58	55	72	36	
33	B	84	12	12	2	15	24	29	40	20	28	25	36	37			
34	B	88	26	9	17	48	14	26	46	34	36	37	38	14	47		
35		117	57	70	73	74	64	69	66	70	61	53	69	84	81	70	
36		119	59	54	25	58	66	62	62	62	76	49	65	60	54	35	
37	D	105	50	50	68	72	56	63	66	64	46	57	63	74	64	44	
38	D	104	50	57	24	42	64	32	46	48	42						
39	D	110	61	56	69	77	76	69	78	74	73	58	82	74	71	55	
40	D	104	50	42	83	82	84	61	68	74	77	62	66	72	79	50	

(Continued)

Pupil Performance Chart and Unit Scores For
The Experimental Students (Continued)

ST	G	LT7	I7	I8	U1	U2	U3	U4	U5	U6	U7	U89	U10	U11	U12	F
41	B	81	20	17	59	47	46	60	46	52	46	52	39	40	55	22
42		117	72	85	67	72	80	53	70	76	55	65	74	79	83	83
43		121	78	85	57	59	76	51	74	68	73	47	66	71	65	42
44		87	34	50	48	52	58	46	56	58	51	56	55	63	71	53
45	C	95	28	15	26	36	22	55	58	30	41	41	32	62	66	29
46		117	59	Na					48	72	54		48	33	35	
47	D	103	46	64	91	89	88	89	94	92	95	92	88	97	85	
48	D	105	61	60	41	37	76	57	80	60	63	65	76	68	81	64
49		126	78	82	66	81	96	82	80	88	87	91	87	92	79	63
50	B	74	1	3	26	33	16	23	40	14	16	26	28	16	27	7
51		102	48	29	79	62	80	62	62	74	65	54	66	87	68	54
52	D	96	72	48	35	58	58	58	56	64	42	19	31	48	43	5
53	D	98	74	72	44	26	48	46	54	50	38	47	42	46	37	37
54		112	70	60	34	81	54	63	60	66	52	41	49	76	57	53
55		119	63	77	78	82	94	82	72	56	74	51	76	86	53	66
56	C	98	8	22	38	45	50	61	54	50	49	59	42	59	62	42
57	A	125	90	90	92	89	85	88	78	68	65	63	69		55	48
58	C	105		12	73	87	82	69	77	88	50	59	84	93	74	68
59		117	76	64	65	95	88	88	70	80	62	64	81	84	72	76
60		123	72	64	78	67	80	68	74	58	68	51	71	67	79	52
61				16	31	37	30	43	56	48	30	45	34	47	38	27
62	D	108	66									48	63	64	63	33
63		93	51	38	36	61	64	54	68	62	43	56	40	65	60	15
64	D	100	51	66	79	81	72	77	80	82	75	54	69	85	76	43
65		121	74	75	72	81	84	63	66	70	62	60	73	74	65	43
66	C	95	12	8	25	16	28	55	42	70	29	24	38	66	50	56
67	A	124	91	95	92	99	98	86	92	94	91	91	95	90	82	82
68	C	101	22	35	31	45	48	38	60	52	50	41	44	51	67	33
69	C	98	24	26	63	79	72	43	56	78	67	54	66	81	59	58
70	D	99	52	52	68	61	64	50	52	78	48	67	67	55	81	41
71	C	101	22	28	20	50	46	53	46	58	34	38	41	54	44	29
72	C	98	32	17	60	43	58	59	54	78	49	35	45	58	50	
73	D	96	44	44	66	62	60	67	70	82	72	62	72	83		
74		121	79	74	90	89	100	88	74	80	75	83	82	83	89	80
75							88	48	70	62	41	59	58	75	58	48
76	C	95	5	14	23	30	26	39	44	34	24	32	39	60	54	46
77	B	89	22	17	31	51	62	39	48	52	40	46		43	54	38
78		112	66	74	59	67	48	64	68	54	72	47	59	75	70	36
79		118	76	85	51	69	73	79	70	72	68	68	71	63	71	
80		75	2	6												
81											61	59	56	63	65	46
82	C	107	26	15	61	64	42	61	64	60	68	55	61	75	80	69
83	A	120	94	93	79	84	72	75	74	82	73	75	72	88	62	65

(Continued)

Pupil Performance Chart and Unit Scores For
The Experimental Students (Continued)

ST	G	LT7	I7	I8	U1	U2	U3	U4	U5	U6	U7	U89	U10	U11	U12	F
84	C	96	39	26	65	50	32	62	40	76	42	53	46	73	49	55
85		121	70	62	95	80	94	92	76	90	81	86	85	87	87	86
86		120	41	63	67	58	90	81	74	51	36	51	57	70	67	42
87		122	81	79	82	75	92	92	90	80	81	87	89	90	85	83
88	B	87	34	15	38	87	34	43	78		42	51	54	51	45	33
89		123	76	84	76	85	72	57	80	90	72	64	78	88	78	65
90		117	74	77	75	77	84	71	62	78	71	59	78	85	71	72
91	B	86	1	20						52	31	42	37	47	59	37
92				40	35	52	66	75	70	52	38	60	57	60	65	39
93	A	115	84	99	39		50	64	66	74	66	52		77	67	87
94		112	60	66	88	62	80	72	74	60	61	54	72	69	80	65
95		95	46	37	78	77	66	49	72	56	46	49	60	72	61	28
96	C	95	22	24	32	52	42	37	64	52	38	39	51	53	38	30
97	B	86	12	17	68	55	21	59	54	44	29	33	27	50	48	20
98		114	74	70	65	69	68	88	62	72	65	71	77	90	68	58
99		118	70	60	91	85	100	93	86	88	90	86	86	98	80	85
100		121	61	79		84	66	61	64	70	63	73	66	73	71	61
101	D	109	72	68	78	88	78	85	82	88	66	81	78	84	79	75
102	A	125	97	97	73	94	86	87	88	84	87	74	84	84	81	75
103		111	34	46	32	50	38	43	52	48	53	50	46	62	59	36
104	A	130	84	90	80	80	64	84	80	68	60	70	60	70	63	61
105				68	62	71	72	65	80	52	56	64	69	66	62	
106		133	98	50	96	96	78	86	82	90	68	36	57	69	58	68
107	C	96	16	10	25	45	46	22	50	40	53	54	30	39	44	12
108				33	62	84	57	70	66	64	60	63	61	72	63	33
109					73	84	72	75	74	68						
110					37	38	46	53								
111					88	77	86	87								
112					52	58										
113					66	58	58	61	50							
114	A	132	92	97	95	100	90	94	84	92	87	82	92	94	83	100
115					60	71										
116					67	64	84	61	78		51	65				
117												67	49	56	53	38
118													49	59	65	36