

Social Studies Grade 11 D

Grade Level Standard(s):

HS.C.CV.3

Materials:

- Social Studies 11 D Labor Movement Timeline
- Social Studies 11 D Attainment Task Questions for Student Use

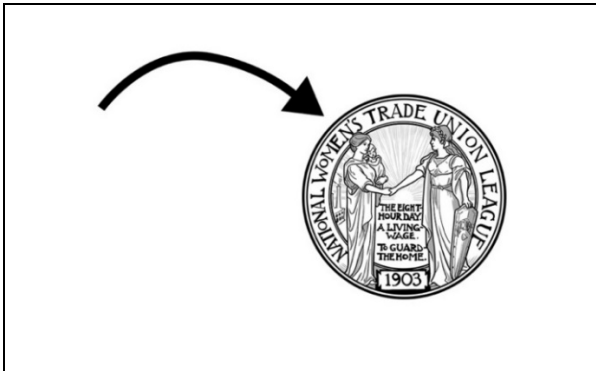
Response Code:

- Indicate the answer provided by the student.

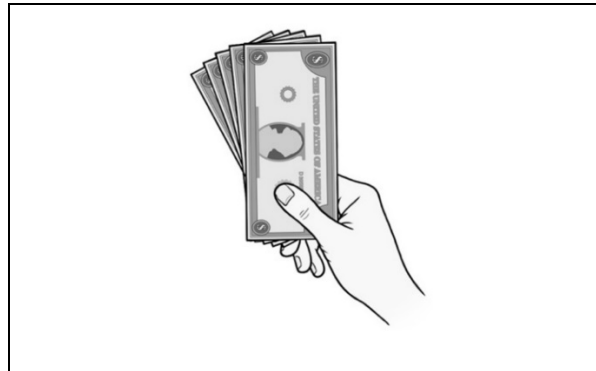
Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

a. Join a union



b. Buy the business



c. Quit their jobs



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

All questions from this task are available for presentation to the student in the supplemental material Social Studies 11 D Attainment Task Questions for Student Use.

“Natalia and her family immigrated from Germany in 1890. Many other German families came to the United States. By 1900, about 10% of the United States population were German Americans.”

“Natalia gets a job in a factory making dresses. The conditions are very poor, and girls are working many hours around dangerous machines.”

3. “What could the workers do if they wanted to try and improve their working conditions?”

| Response Option | <i>Response Rationale</i> |
|--|---|
| a. Join a union (Correct) | <i>The student analyzes the potential impact of the workers’ collective action, by understanding the expansion of civil rights that resulted from unionization.</i> |
| b. Buy the business | <i>The student attempts to analyze the potential improved safety outcomes that could result from owning the business but fails to accurately assess workers’ ability to buy the business.</i> |
| c. Quit their jobs | <i>The student attempts to analyze the potential improved safety outcomes that could result from leaving their jobs but fails to suggest an alternate form of support.</i> |
| <i>Depth of Knowledge (DOK) 4</i> | |

Social Studies 11 D Attainment Task Questions for Student Use

3. What could the workers do if they wanted to try and improve their working conditions?

Content Standard: HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

Target: *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

| Student Group | Number of Students* | Percent Correct |
|-------------------------------------|----------------------------|------------------------|
| All students | 409 | 40.59% |
| Gender | | |
| Female | 140 | 38.57% |
| Male | 269 | 41.64% |
| Ethnicity | | |
| African American | 49 | 30.61% |
| American Indian or Alaska Native | < 10 | Not Reported |
| Asian | < 10 | Not Reported |
| Hispanic or Latino | 19 | 31.58% |
| Native Hawaiian or Pacific Islander | < 10 | Not Reported |
| White (non-Hispanic) | 322 | 43.17% |
| Two or More Races | 10 | 40% |
| English Learner | 20 | 35% |
| Economically Disadvantaged | 322 | 39.44% |

*Number of students that attempted the item