



Grand Island High School
US History and Government
Regents Exam Analysis
June 2004

Multiple Choice Breakdown By Question

Question Number	Percentage of Students Missing Question	Time Period	Specific Topic	General Theme	Difficult Vocabulary Words
1	3%	1776	Declaration of Independence, natural rights, John Locke	Enlightenment influence	Due Process
2	14%	1787	Great Compromise New Jersey Plan vs. Virginia Plan	Constitutional compromise	Proposed Proportionate
3	20%	1787 – Today	Checks and Balances vs. Federalism Powers of the senate.	Checks and Balances	Ratifying
4	4%	1787 – Today	The faults of the electoral college system. Popular vote does not determine the outcome of the election.	Electoral College	
5	12%	1787 – Today	Democracy indicates citizen participation	Democracy	
6	15%	1787 – Today	Judicial Review Marbury v. Madison John Marshal	Role of the Supreme Court	
7	22%	1787 – 1796	The first political parties were formed because of a disagreement over the strength of the federal government. Anti – federalist (Jefferson) vs. Federalist (Hamilton)	Birth of political parties	
8	19%	1776 – 1880	Westward expansion toward the Pacific was considered America’s Destiny.	Manifest Destiny	Manifest Destiny Secession Restricting

9	8%	1862	The great plains was settled because of a government program that allocated free land.	Homestead Act & Geography	
10	24%	1850's	Document: referring to the fugitive slave law. Abolitionists opposed slavery and took steps to unravel its existence.	Document Analysis & Abolition	Enactment Welfare Conversing Alderman Shun
11	12%	Mid 1800's	People seeking a fortune in gold and silver first settled California and the West.	Population Growth	Migration Secession
12	31%	Late 1880's	The Grange & Farmers wanted the government to regulate the railroads.	Early Grassroots movements / Pre-populists	Inflation
13	31%	1887	Dawes Act	Native American History & Assimilation	Bureau
14	22%	Late 1880's	Laissez-faire economic policy emphasizes less government involvement and little regulation of the economy.	Economics / capitalism	Laissez – Faire
15	41%	1880's	Shortage of Labor from the Industrial Revolution resulted in more open Immigration	Immigration Industrialization	Investment Capital
16	38%	1898	A result of the war was the development of an overseas empire.	Spanish American War	
17	10%	1880's – 1900	Dangers of Monopolies and Trusts	Monopolies & Trusts	Mercantilism

18	35%	Late 1880's	Linking term Gilded Age to specific extremes of wealth	The Gilded Age	Gilded Age
19	13%	1870's – 1920	Both Washington and Du Bois believed that civil rights should be obtained for African Americans, but they disagreed over the methods and speed in which to reach their common goal	African American Civil Rights Movement	Vocational Training
20	18%	Late 1800's	Immigrants first settled in Northeastern Urban areas to provide inexpensive labor.	Immigration Patterns	
21	23%	Late 1800's-early 1900's	Populists and Progressives wanted the people to have more control of the government.	Reform movements of the 19 th and 20 th centuries.	Restoration
22	16%	Early 1900's	Jane Addams Jacob Riis and their roles as Muckrakers	Muckrakers and reformers.	Notable
23	16%	Early 1900's	The federal government increased its role in the economy by creating the Federal Reserve System which manages the money supply and control interest rates.	Progressive Reforms	
24	16%	1919	Woodrow Wilson wanted to expand America's role in the world after World War I by creating a League of Nations. His goal was world peace.	Wilson's Foreign Policy, Results of WWI	Isolationism vs. Neutrality

25	15%	1920's	During the 1920's modern ideas challenged traditional values in the Scopes Trial. (Evolution vs. Creationism.)	Social History of the 20's.	
26	12%	1907 – 1924	The government limited immigration based upon nation of origin.	Immigration & Quota Systems	
27	29%	1907 - 1924	Nativists and Labor Unions lobbied the government to tighten the restrictions upon immigration.	Immigration & Quota Systems	Quotas
28	20%	1919	Schenck v. United States puts Limits on free speech. (Clear and present danger)	Supreme Court and Civil Liberties	Doctrine
29	10%	1920's	Farmers were struggling during the 1920's and did not receive much help from the government.	Causes of the Great Depression	
30	22%	1930's	The government passed many laws in an attempt to avoid joining the Second World War.	American Foreign Policy pre World War II	Objective Intervention
31	29%	1930's	The New Deal increased federal funding to inspire economic growth.	The New Deal	Public Money
32	16%	1930's	FDR attempted to destroy the system of checks and balances by added judges to the supreme court.	FDR, New Deal, Checks & Balances	Ratification Desegregating

33	8%	1950 – 1953	Comparison of a series of maps to come to a general conclusion. Focus on the result of the war.	Korean War	
34	7%	1941 - 1944	During times of war, civil liberties can be taken away.	Japanese Americans Internment Camps	Internment
35	30%	1941 – 1945	The government borrowed money from the public to pay for the war.	World War II War Bonds	
36	8%	1946 – 1991	During the Cold War the United States followed the policy of containment to stop the spread of communism	Foreign Policy Containment	Non-involvement Containment
37	22%	1943 – 1946	The GI Bill provided money and education to many veterans and led to a robust economy	GI Bill Post WWII	Extended
38	10%	1954 – 1968	The civil rights movement was grounded in the concept of “all men being created equal”.	Document: Civil Rights Declaration of Independence Martin Luther King	Architects Promissory Note Unalienable Rights
39	8%	1966	Miranda v. Arizona took steps to protect the rights of the accused.	Supreme Court	
40	23%	1964 – 1968	The goal of Johnson’s Great Society programs was to end poverty by increasing the size of the national government.	Lyndon B. Johnson’s presidential policies	Emigration

41	37%	1991	The first war with Iraq was fought to protect American Oil interests and provide stability to the Middle East	Causes of the first Gulf War	NAFTA
42	20%	1968 – Today	The Federal Government has enacted a quota hiring system to ensure equality in the work force.	Affirmative Action	Injustices Title IX
43	53%	1787 – 1973	Gibbons v. Ogden ruled that the federal government has the power to regulate trade between the states	Supreme Court	
44	30%	1880's – 1970's		Labor Unions Collective Bargaining Samuel Gompers Cesar Chavez	Advocated
45	4%	1932	Overproduction, over speculation and low wages led to the Great Depression.	Causes of the great depression	Lagging
46	24%	1940	Women entering the work force, rationing, FDR running for a fourth term and fighting fascism were all a part of WWII.	Effects of WWII on society	Fascism Rationing Necessitated
47	7%	1940 – 1944	Rationing	Effects of WWII on society	Subsidies
48	24%	1848 - 1919	Susan B Anthony, Carrie Chapman Catt and Elizabeth Cady Stanton all worked for the passage of the 19 th Amendment.	Women's suffrage	Abridged

49	41%	1970's	The Camp David Accords brought restored relations between Israel and Egypt. This has had a direct influence on the Middle East	Foreign Policy	Accords
50	13%	1964 – 1974	The domino theory and our policy of Containment entered us into the Vietnam War.	Cold War / Vietnam	

Most Missed Questions and Solutions

Question #	Percentage Missed	Evaluation of Reasons Missed	Solutions
10	24%	Document based multiple choice/ Poster. Poster contains large amounts of information that students may have been overwhelmed by. All answers dealt with the topic of slavery and would have increased confusion for the student. This could have been reasoned out with chronology.	<ol style="list-style-type: none"> 1. More practice with “wordy” documents. 2. Stress looking for key concepts such as dates or era. 3. More work on skills to interpret documents.
12	31%	Question dealt with the Granger movement, students may not have been familiar with the term as it is a more obscure group.	<ol style="list-style-type: none"> 1. Re-emphasize importance of small groups such as the grangers and the Know Nothings. 2. Add small groups to the web review.
13	31%	All answers dealt with the topic of Native Americans and confused the students.	<ol style="list-style-type: none"> 1. More practice on deciphering this type of question. 2. More practice with multiple-choice questions where all answers are related. 3. Don Pray will create a test bank of easier AP style questions to give the students this type of practice.
15	41%	Students have difficulty with dates. Students have trouble understanding concepts and trends across time. Example: immigration across the 1800s.	<ol style="list-style-type: none"> 1. Select 3-4 department wide “anchor” dates that students must learn. 2. Develop a “dates and trends” quiz for review time. (staff development day) 3. Help students to generalize themes and concepts across time.
16	38%	This is another topic that does not receive the same amount of treatment in class due to time constraints. Students also understand causes more than results because they are usually more exciting. The question also addresses general theme of	<ol style="list-style-type: none"> 1. Need to focus in class more on relationship between causes and results. 2. Add material to themes, dates & trends. 3. Use more small quizzes by topic in conjunction with unit tests to focus the students on

		imperialism.	the details of history.
18	35%	The question is worded poorly oversimplifying the concept of the guided age, which may have confused some students. This question also deals with general themes	<ol style="list-style-type: none"> 1. Work with students on how to “generalize” information in multiple-choice questions. 2. Use Inspiration software to create web diagrams of themes and related vocabulary. 3. Post exemplar webs on department web pages.
27	29%	Students were required to use Bloom’s higher level thinking skills such as analysis. Students were also required to bring in outside information.	<ol style="list-style-type: none"> 1. Practice more of these type questions where students must move beyond the material presented in the document. 2. Focus on higher level thinking skills with graphs and maps.
31	29%	Students did not equate the term “public money” to government spending which may have confused them. Students may not have read through all answers carefully and may have latched on to misleading terms in other answers without waiting to get to the correct answer (#4).	<ol style="list-style-type: none"> 1. Add “public money” and similar terms to our department vocabulary list and post them on the Internet. 2. Include exercises that forces students to evaluation all answers and explain why they are right or wrong. These can be incorporated as anticipatory sets for most lessons.
35	30%	Students confused early war policy with economic policy. Students may also have been confused by several plausible sounding answers.	<ol style="list-style-type: none"> 1. Emphasize economic issues throughout history since test trends seem to be increasing emphasis on economic questions.
41	37%	Students feel they know the period of their own life and therefore study this period less. Due to time constraints this period is not covered in as much depth in class. Lack of materials due to recent nature of topic.	<ol style="list-style-type: none"> 1. Devote more instruction time to recent history topics. 2. Introduce a timeline of the most important historical events of their lifetime at the end of the course. (synthesis & evaluation)

43	53%	Students became confused with the supreme court question. While they were able to eliminate two answers, the remaining two were lesser known confusing and confusing (same letters). It is difficult for students to memorize 36 supreme court cases as dictated by the state curriculum.	<ol style="list-style-type: none"> 1. Develop a Supreme Court unit at the beginning of the course where students must achieve mastery on a department created test. (staff development) 2. Repeat the mastery test at the end of the year as a review.
44	30%	1. Dealt with lesser-known individuals of history.	<ol style="list-style-type: none"> 1. Re-emphasize importance of lesser-known individuals such as the Gompers and Chavez. 2. Add to web site vocabulary
49	41%	Material is part of the recent history where students have problems. All answers dealt with foreign policy and likely confused them.	<ol style="list-style-type: none"> 1. More practice on deciphering this type of question. 2. More practice with multiple-choice questions where all answers are related. 3. Don Pray will create a test bank of easier AP style questions to give the students this type of practice.

Multiple Choice Overall Evaluation

The state is strengthening the overall difficulty level of the Multiple Choice section in several basic ways:

1. They are removing unrelated material from the answer pool.

In the past, students have been able to eliminate at least one, and sometimes two answers because they have not related to the topic in any way. In the 2004 test the state seems to be making an effort to assure that all answers relate to the general topic in some way. This could hinder students who do not always take the time to thoroughly and carefully read all answers. Students should be instructed on similar type questions throughout the year.

2. They are increasing the amount of detailed questions.

The state has moved away from large sections on general topics and has included many more detail related answers. This means that the course must be sure to include details about all topics in a more even way.

3. Document and Graph questions are using more outside information and higher level thinking skills.

In the past charts and graphs have required the students to answer very simple questions on the data. This year they may still have had to answer one question in this format, which was usually followed by a question requiring either a higher level thinking skill, or information that could not be found on the graph/chart.