LINQUISTIC SIMPLIFICATION OF THE NYS GLOBAL REGENTS EXAM FOR ENGLISH LANGUAGE LEARNERS

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled Linguistic Simplification of the NYS Global Regents Exam for English Language Learners by Stephanie Leigh Aselin, Candidate for the Degree of Master of Science in Education, Teaching English to Speakers of Other Languages, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

Within the United States there is a growing number of school-aged English Language Learners enrolled in the education system. Currently, the content of state assessments is not accessible for English Language Learners as a result of developing English language proficiency. However, it is necessary to assess their content area knowledge while their English language skills develop, and therefore essential that more appropriate assessment measures are developed for English Language Learners. This curriculum project was developed for intended use with English Language Learners at the high school level who are preparing to take the New York State Global History and Geography Regents Examination. The primary purpose of this curriculum project is to modify, using linguistic simplification techniques, the New York State Global History and Geography Regents Examination in order to make the social studies content more accessible to English Language Learners. A secondary purpose of this curriculum project is to use linguistic simplification techniques to create a linguistically simplified social studies content area assessment, as these techniques have not previously been applied to content area assessments in this subject area.

Table of Contents

Introduction

As the number of English Language Learners enrolled in United States schools continues to grow, there is a necessity for the development of more appropriate instructional practices in order to appropriately meet their learning needs. There is also a need for more appropriate assessments to measure the content area knowledge that they possess.

The content of current New York State Regents Examinations is not accessible to English Language Learners (ELLs) because by definition, ELLs are not proficient and the Regents Examinations are administered in English. ELLs are unable to demonstrate their content area knowledge on these tests, producing an inappropriate depiction of what they actually know. Various accommodations have been introduced and implemented in order to minimize the effects of language on the assessment of ELLs.

The purpose of this curriculum project is to use one of those accommodation strategies, linguistic simplification, in order to modify the New York State Global History and Geography Regents Examination in order to make the social studies content more accessible to ELLs. A secondary purpose of this curriculum is to use linguistic simplification techniques on an assessment of social studies content area knowledge, as this technique has yet to be applied to a social studies assessment. Social studies is a language rich content area, relying on well-written texts in order to convey its meaning and depth. Content area exams in social studies are inadvertently testing students' English language proficiency, even though these exams are separate from the English Language Arts Exam (ELA) that is taken (Abedi, 2006a). This curriculum project will utilize linguistic simplification techniques spearheaded by Jamal Abedi and colleagues in order to simplify the language of the New York State Global History and

Geography Regents Examination (henceforth named NYS Global Exam) without altering the content validity of the examination.

There is a need for content area assessments that accurately assess the content area knowledge of ELLs. If the language of content area assessments is simplified in a way that does not compromise the content validity of the exam, test results will be more valid. Also, creating assessments that are linguistically simplified will provide a more accurate portrayal of student knowledge, which will better inform instruction and decision-making. Though this exam will not and cannot replace the NYS Global Exam, it will create a bridge between ELLs and the assessment that is used for the Global Studies curriculum.

Review of Literature

The purpose of this curriculum project is to modify, through the use of linguistic simplification, the NYS Global Exam in order to make the social studies content more accessible to ELLs, thereby providing a more accurate illustration of their content area knowledge. A secondary purpose of this curriculum project is to apply the techniques of linguistic simplification to a social studies assessment, as it has not previously been done. This review of literature is designed to provide a basic understanding of the research that will inform the creation of a linguistically simplified version of the NYS Global Exam. The four main bodies of literature that will be examined include: validity theory and how it applies to the assessment of ELLs, testing accommodations that exist for ELLs, linguistic simplification as a testing accommodation for ELLs, and a description of the New York State Global History and Geography curriculum and exam. An understanding of these themes will establish a background for the creation of a linguistically simplified version of the NYS Global Exam.

Validity Theory

Second language acquisition.

The process of acquiring a second language for both communicative and academic purposes is a process that is unique for each and every second language learner, including those learning English as their second language. ELLs vary in their motivation to learn English, attitudes toward English, previous schooling experiences, ages, and levels of first language proficiency. As a result of the interdependent nature of these characteristics and the acquisition of a second language, the length of time that is needed in order to acquire English for both communicative and academic purposes varies among individual second language learners (Lightbown & Spada, 2006).

Language skills that are required for communicative purposes are referred to as Basic Interpersonal Communicative Skills (BICS). BICS can be defined as the language skills that are necessary in order for effective, conversational communication in face-to-face interactions between speakers of a language (Collier, 1987; Cummins, 1981). More specifically, BICS include the grammar, vocabulary, and pronunciation of a language (Lenskyj, 1982). BICS are developed through meaningful interactions with other speakers of the language that is being learned, also referred to as the target language. These authentic contexts provide second language learners with immediate scaffolding and support for their current level of language proficiency through the use of gestures, body language, tone of voice, and other cues. English Language Learners (ELLs) acquire the skills necessary for interaction and communication with others in varying amounts of time. Generally, ELLs need between two and five years in order to develop a sufficient command of BICS, though occasionally, students are

found to need more or less time (Conger & New York University, 2008; Hakuta, Butler, & Witt, 2000; MacSwan & Pray, 2005).

Unlike Basic Interpersonal Communicative Skills (BICS), Cognitive Academic Language Proficiency, the language skills that are necessary for academic learning, is much more cognitively demanding. Cognitive Academic Language Proficiency (CALP) can be defined as the language skills that are needed in order to understand and utilize the context-reduced, cognitively demanding academic texts that are used for content area instruction. Tasks and situations that require CALP involve aspects of language proficiency closely related to literacy skills that have been developed in the students' first language and second language (Collier, 1987; Cummins, 1980). As similar to the acquisition of BICS, the length of time that is necessary in order for second language learners to acquire CALP in their second language varies from learner to learner. Within the literature reviewed, researchers recognize the range of 2-8 years as necessary for the acquisition of a second language for academic purposes, though not all researchers found the entire span of this range to be necessary (Collier, 1987; Hakuta, Butler, & Witt, 2000; Klesmer, 1994; Moore & Zainuddin, 2003). Despite the time periods that researchers have identified as necessary for ELLs to acquire English for communicative and academic purposes, these conclusions are not supported by current educational policies in the United States.

No child left behind.

One such policy that is in direct opposition to these conclusions is the No Child Left Behind Act of 2001 (Wright, 2007). The No Child Left Behind Act of 2001 (NCLB) neglects to acknowledge the length of time that ELLs have shown to need in order to acquire a second language for academic purposes. NCLB is based on stronger accountability for results, more

freedom for states and communities, proven education methods, and more choices for parents (U.S. Department of Education, 2011). In order to establish strong accountability for school districts across the country, NCLB requires all schools and school districts to make adequate yearly progress (AYP) to demonstrate that their students are making sufficient academic gains each year.

ELLs, among other subgroups, are required to meet these expectations as well, regardless of how long they have been in the United States, though they are exempt from the English Language Arts (ELA) examination during their first year within the United States. Although ELLs are granted this exemption for one year, they are still left with an inadequate amount of time to acquire enough English to succeed on the test only one year later; this statute is in direct conflict with research showing that ELLs require 2-8 years in order to acquire CALP. Even though ELLs are exempt from taking the ELA exam during their first year, they are still required to take the math assessment. These standardized math assessments leave ELLs at a linguistic disadvantage, as math assessments indirectly assess language, making it difficult for ELLs to demonstrate their content area knowledge (Wright, 2007).

Furthermore, in their study of how long is needed to acquire CALP in a second language, Moore and Zainuddin (2003) provided ELLs with several testing accommodations when taking the Florida Comprehensive Assessment Test (FCAT), including extra time, bilingual dictionaries, and explained directions. When given these test accommodations within their first two years of exposure to academic English, ELLs did not benefit from their use. These results show that regardless of accommodations, such rapid acquisition of English for academic purposes is unrealistic.

With an underdeveloped level of CALP in their second language, ELLs are unable to demonstrate their content area knowledge in English, thereby making any assessment of that content knowledge, written in English, an invalid assessment measure.

Construct irrelevant variance.

Before considering the effects of language factors on the assessment outcomes of ELLs, it is important to define validity, reliability, and construct irrelevant variance. Validity can be defined as the degree to which empirical evidence and theory support the appropriateness of interpretations based on the results of a particular assessment. Validity is associated with the meaning of test scores and not a specific property of the test. Reliability can be defined as the extent to which a particular assessment is consistent in its measurement of a certain construct. A valid assessment is nearly always reliable, however a reliable assessment is not always a valid assessment (Messick, 1989).

When evaluating the validity of an assessment, there are two main threats to validity, construct underrepresentation and construct irrelevant variance. Construct underrepresentation describes an assessment that is considered to be deficient because it is narrow and lacks important dimensions of the content being tested. Construct irrelevant variance describes an assessment that is too broad in nature, containing excess constructs to be measured that are irrelevant to the construct under assessment. When designing an assessment, the intent is to minimize constraints on the examinees, increasing the directness of the assessment; construct irrelevant variance compromises that directness (Messick, 1994, 1996). Essentially, construct irrelevant variance refers to the extraneous variables that are introduced to an assessment that adversely affect the intended outcome of that assessment.

When designing and implementing assessments, there are a variety of potential sources of construct irrelevant variance that may affect the outcome of the assessment measure. Haladyna and Downing (2004) identify reading comprehension abilities, whether or not students received test preparation, the type and amount of test preparation, and conditions of test administration as potential sources of construct irrelevant variance. Haladyna and Downing (2004) also identify potential sources of construct irrelevant variance that are introduced by individual students taking the assessment. For example, students may experience test anxiety, display different levels of motivation, and exhibit fatigue throughout the course of an assessment. All of these factors influence students' ability to succeed on an assessment, and are therefore considered to be sources of construct irrelevant variance. These factors negatively impact the outcome of the assessment, reducing the validity of interpretations drawn from the results.

In addition to these potential sources of construct irrelevant variance, language factors are introduced as a source of construct irrelevant variance when assessing ELLs. For the most part, state and national assessments are constructed and then normed, or field tested, with students whose first language is English. The language of the test, written for native English speaking students, may feature unfamiliar vocabulary terms and linguistically complex structures within test questions. Also, English frequently employs the use of figurative language, which ELLs may mistakenly interpret on a literal level (Abedi, 2005; Fox & Cheng, 2007; Garcia, 1991).

When written in English, assessments of content area knowledge inadvertently function as tests of English language proficiency for ELLs. ELLs lack a sufficient knowledge of English in order to successfully answer test questions and complete assessments. Even though language is not the focus of the assessment, the complex language structures and vocabulary interfere with their abilities to demonstrate the content knowledge that they possess; the increased difficulty of

the questions confounds their performance. Due to the confounding of language factors and content area knowledge, ELLs may not have the opportunity to adequately demonstrate their content area knowledge; the results of the assessment measure may inaccurately and unfairly reflect their levels of achievement. Therefore, language factors are likely to reduce the validity and reliability of the inferences that are drawn from the assessment measures in regard to the students' content area knowledge (Abedi, 2002, 2005, 2006b, 2009; Fox & Cheng, 2007; Sireci, Han, & Wells, 2008). Invalid assessment outcomes have a widespread effect; misinformation and unfair consequences affect schools, students, and teachers (Abedi, 2005).

Although teachers, administrators, and test creators are aware that language factors exist as a source of construct irrelevant variance in the assessment of ELLs, these issues surrounding unnecessary linguistic complexity are unfortunately not considered throughout the development process of most standardized assessments (Abedi, 2009). In an attempt to mitigate the undesired effects of language on content area assessments, it has been suggested that testing accommodations be implemented for ELLs during standardized assessments (Young et al., 2008).

Testing Accommodations for English Language Learners

Accommodations have been recommended as a way of minimizing the construct irrelevant variance that occurs when ELLs take standardized assessments that are constructed for native English speakers (Young et al., 2008). Under NCLB, schools are not only required to test ELLs in a valid and reliable manner, they are also required to provide students with reasonable accommodations (U.S. Department of Education, 2011). Although these requirements sound reasonable, they introduce several problems. First, though the accommodations are permitted, the federal law does not provide a list of acceptable accommodations. Second, the federal law

does not designate any guidelines in order to ensure that ELLs receive the accommodations to which they are entitled. As a result, testing accommodation policies and procedures are left to individual states, and often times, districts create their own interpretations (Wright & Choi, 2006).

Abedi & Gandara and Butler & Stevens argue that although all states provide guidelines for testing accommodations, the guidelines often lack a substantial research base for recommendation of specific accommodations (as cited in Young et al., 2008). The primary goal of assessment accommodations is to level the playing field and provide fair opportunities for ELLs to demonstrate their knowledge and skills, without giving them an advantage over students who do not receive the accommodation (Abedi, Hofstetter, & Lord, 2004). In order to be considered effective, an accommodation must address ELLs' language needs and provide them with the help that they need to understand assessment questions. Accommodations must address ELLs' linguistic needs without compromising the validity of the assessment (Abedi, 2005).

There are a variety of different types of accommodations, though those that are effective for use with ELLs help students to access the content of the test in two ways; by providing direct linguistic support with the language of the test and by providing indirect linguistic support, which alters the conditions in which the test takes place (Willner, Rivera, & Acosta, 2009).

Native language tests.

Upon initial consideration, it may seem reasonable and appropriate to simply translate all content area assessment tests into a student's native language, however it is difficult to maintain construct equivalence of translated tests, which compromises test validity (Abedi, Hofstetter et al., 2004). Abedi (2005) argues that there are at least two areas of concern when using translated

tests, including technical issues of translation, and issues regarding the alignment of language of instruction and language of assessment.

Technical issues of translation center around difficulties in finding exact terms to convey a particular concept accurately. For example, a word that is used in one language may not exist in another language or may be uncommonly used. Cultural concepts that are Western/Anglo in nature may not translate in a way that is easily understood. Also, the translation of idioms is extremely difficult. For example, "Out of sight, out of mind" literally translates from English into French as "invisible, insane" (Abedi, 2005). Kopriva (2000) determined that regardless of whether or not a test is directly translated from one language into another, or tests in two different languages are developed in parallel, there is a large probability that the two versions will differ in content and construct (as cited in Abedi, Hofstetter, et al., 2004).

Testing students in their native language also leaves room for misalignment of the language of instruction and the language of assessment. Native language assessments are only useful when students have received content area instruction in their native language and can then demonstrate their content knowledge more effectively through that language. If students have learned academic content and concepts in English, they will be able to show that knowledge in English, and native language assessments would be an ineffective accommodation (Abedi, Hofstetter, et al., 2004). Abedi, Lord, and Hofstetter (1998) randomly assigned 1,394 eighth-grade students from 49 math classrooms in nine middle schools throughout southern California to three different versions of a math test (as cited in Abedi, 2005). The three tests included an original English version, a modified English version, and an original Spanish version of the 1996 National Assessment of Education Progress (NAEP) Grade 8 Bilingual Mathematics booklet. Spanish speaking students who took the original Spanish version of the test scored the lowest.

All of the students had received their mathematics instruction in English, and these findings suggest that students perform better on math assessments that are conducted in their language of instruction (Abedi, 2005).

Translating assessments is a complex process that leaves room for compromised validity and authenticity. It is important to take additional care in translating assessments and in interpreting the results when utilizing translated assessments (Abedi, 2005).

Extra time.

When examining the impact of four forms of accommodations on a sample of 946 eighth-grade students using mathematics test items from the NAEP, Abedi, Lord, Hofstetter, and Baker (2000) employed modified English of the test items, a glossary, extra time, and a glossary plus extra time. A comparison group was also given the NAEP test items in original form. Their results showed that both ELLs and non-ELLs benefited from the use of extra time, and that it did not narrow the achievement gap between the two groups (Abedi, Lord, et al., 2000). The provision of extra time is the most commonly permitted accommodation for ELLs because it is logistically feasible and does not require any changes to the test itself, though research to date on the validity of extra time as an accommodation strategy is not conclusive (Abedi, Hofstetter et al., 2004).

Published dictionaries.

The use of published dictionaries provides an accommodation in a potentially familiar format, as students may be accustomed to using a dictionary already. However, Abedi (2005) argues that providing a general published dictionary has the potential to affect the measurement of the construct, since it may provide content-related information that could be used by students to answer the questions. Abedi, Courtney, Mirocha, Leon, and Goldberg (2001) provided 611

students in Grade 4 and Grade 8 with both published dictionaries and bilingual dictionaries for science assessments (as cited in Abedi, Hofstetter et al., 2004). ELLs and non-ELLs from several locations in various regions of the United States were included. Their study showed that the implementation of published dictionaries as an accommodation was administratively difficult to execute, and was not effective for use with ELLs. As a result of their study, they questioned the validity of using commercial dictionaries in the event that such dictionaries may provide content information being measured by the test. Abedi et al. (2004) recommended against the use of published dictionaries.

Glossaries and customized dictionaries.

Abedi, Lord, Hofstetter, and Baker (2000) randomly assigned 946 eighth-grade students mathematics test items from NAEP assessments and employed modified English of the test items, a glossary, extra time, and a glossary plus extra time in order to examine the impact of these four accommodations. A comparison group was also given the NAEP test items in original form. Their study found that providing an English glossary with definitions or paraphrases of potentially difficult nonmathematical words or phrases resulted in slightly lower scores for ELLs. Abedi et al. suggested that these negative results may have been due to information overload, as the students had limited time to access the additional information. However, their study also showed that when the glossary was provided in conjunction with extra time, ELLs made small gains (Abedi, Lord et al., 2000).

Abedi, Lord, Kim, and Miyoshi (2000) compared performance on NAEP science test items in three test formats, including an original format, a format with an English glossary and Spanish translations of selected words in the margin, and a format that contained a customized English dictionary at the end of the test booklet (as cited in Abedi, Hofstetter et al., 2004). The

customized dictionary in the third test format contained only words that appeared within the test items. Their study showed that ELLs scored the highest on the test with the customized dictionary accommodation. Non-ELLs showed no significant difference among scores on the three test formats, suggesting that the accommodation strategies did not affect the construct of the assessment (Abedi, Hofstetter et al., 2004).

Oral administration.

Oral administration can take several forms, including reading the directions aloud and reading the test items themselves aloud (Abedi, Hofstetter et al., 2004). Also, oral administration may be in English or the students' native language. However, oral administration is considered to have the risk that the test administrator will provide unintentional cues through voice, body language, or rate of reading. Preliminary studies by Kopriva and Lowrey (1994) suggest that students would prefer oral administration in their native language when they are new to the United States, are illiterate in their native language, and have little oral or reading proficiency in English (as cited in Abedi, Hofstetter et al., 2004). This study also showed that students preferred oral administration in English when students had attained some conversational English proficiency through instruction in the United States, but were not yet literate enough to read the test independently (Abedi, Hofstetter et al., 2004).

In summary, native language tests, extra time, published dictionaries, glossaries, customized dictionaries, and the oral administration of tests are examples of accommodations that ELLs have been permitted to utilize while taking standardized assessments. Though each accommodation strategy has displayed advantages and disadvantages, additional research into the effectiveness of these accommodations is needed.

Linguistic Simplification

In addition to the accommodation strategies previously reviewed, linguistic simplification is another form of accommodation that has been implemented and researched for use with ELLs. Similar to native language tests, extra time, published dictionaries, glossaries, customized dictionaries, and oral administrations, the use of linguistic simplification with ELLs does not have a profound research base and will benefit from additional research and implementation with groups of ELLs. Though this linguistically simplified version of the NYS Global Exam will not be administered to students as a part of this curriculum project, it will serve to further explore and research the implementation of linguistic simplification for use as an accommodation for use on standardized assessments.

What is linguistic simplification?

Linguistic simplification, sometimes referred to as simplified English or linguistic modification, is a technique that involves changes in the vocabulary and grammar of test items in order to minimize, and even eliminate, linguistic structures that are irrelevant to the content knowledge being tested (Kieffer, Lesaux, Rivera, & Francis, 2009). In order to maintain the validity of the assessment, the content of the test items and content specific vocabulary must remain the same, though the language of the text is simplified or modified. Linguistic simplification seeks to minimize the amount of construct irrelevant variance, related to language factors, that exists for ELLs when taking content area assessments. Doing so provides ELLs more opportunities to demonstrate the content area knowledge that they possess without interference from their level of language proficiency (Abedi, 2006a).

There are a number of linguistic features that must be considered when linguistically simplifying a test item. These linguistic features contribute to the linguistic complexity, which in

turn slow down the reader, add to the reader's cognitive load, and make misinterpretation more likely (Abedi, 2006a). As a result, language interferes with students' performance. Abedi (2006a) identifies 14 linguistic features that contribute to linguistic complexity, including word frequency and familiarity, word length, sentence length, voice of verb phrase, length of nominals, complex question phrases, comparative structures, prepositional phrases, sentence and discourse structure, subordinate clauses, conditional clauses, relative clauses, concrete versus abstract or impersonal presentations, and negation.

The process of linguistic simplification may be based on the knowledge of content area experts, linguistic experts, as well as research literature (Abedi, 2006a). To begin the process of linguistic simplification, test items are rated to determine which of the linguistic features are present and problematic. An analytical linguistic modification rubric, such as the rubric in Appendix A, rates each of the 14 identified linguistic features on a scale of 1-5, one being the least complex and five being the most complex. Additionally, a holistic item rating rubric, such as the rubric in Appendix B, may be used to label a test item as an exemplary item, adequate item, weak item, attention item, or problematic item (Abedi, 2006a). After test items have been rated for linguistic complexity, they are rewritten in a way that reduces the number of complex linguistic features acting as language barriers.

Previous research on linguistic simplification.

Though previous research on the use of linguistic simplification as an accommodation for ELLs is limited, several studies have been completed in order to research its effectiveness for use with this particular population of students. For example, Abedi, Lord, Hofstetter, and Baker (2000) examined the impact of four forms of accommodations on a sample of 946 eighth-grade students using mathematics test items from the National Assessment Educational Progress

(NAEP). They employed modified English of the test items, a glossary, extra time, and a glossary plus extra time. A comparison group was also given the NAEP test items in original form. The results of this study showed that ELLs' scores were higher with all types of accommodation except when using the glossary only. Native English speakers also benefited from most of the accommodations, however the only accommodation that was found to narrow the score difference between ELLs and non-ELLs was modified English (Abedi, Lord, Hofstetter, & Baker, 2000).

Abedi and Lord (2001) administered tests containing ten original NAEP math items, ten items that had been linguistically simplified, and five items that were determined to have the least potential for confusion and misunderstanding. These tests were given to 1,174 eighth-grade students. The test items that received revision were judged to most likely impede student performance on the math assessment as a result of linguistic complexity. Abedi and Lord (2001) found that by modifying the linguistic structures within math word problems, over one thousand students were able to score higher than when assessed using the original NAEP math test items, with ELLs benefiting from the modification more than native English speaking students. Within the same study, Abedi and Lord (2001) interviewed 36 students to ascertain their perceptions of the linguistically simplified test items. Many students who were interviewed voiced that the language of the modified items was easier to understand and that the vocabulary used was more familiar.

In order to assess the effects of linguistic simplification on the performance of non-ELLs as well as ELLs, Rivera and Stansfield (2003) administered both original and linguistically simplified versions of the 2000 administration of the Delaware Student Testing Program (DSTP) Science Assessment to 11,306 non-ELLs and to 109 ELLs. Altogether, there were eight test

forms, four forms containing original test items, and four forms containing linguistically simplified test items. Due to the low number of ELLs that were included in the study, conclusions were not drawn regarding the effects of simplified test items on ELLs' performance. As a result of this study, Rivera and Stansfield (2003) concluded that linguistically simplified test items are not advantageous towards native English speaking students. It was found that native English speaking students who had taken the linguistically simplified version of the DSTP showed no significant difference in performance than the native English speaking students who were administered the original version of the test. This shows that linguistic simplification can be provided as an accommodation without providing an unfair advantage to those that receive it (Rivera & Stansfield, 2003).

When considering the implementation of a testing accommodation, it is important to consider the feasibility of implementation. Abedi (1999, 2004) recommends that further attention be given to linguistic simplification for its feasibility. The linguistic simplification of test items is less expensive that the implementation of other testing accommodations that require additional services or materials. For example, providing students with dictionaries and glossaries has the potential to increase the costs of assessment. Also, linguistic simplification does not cause any additional burden on the instruction or assessment of the students who are being tested (Abedi, 2004).

New York State Global History and Geography

Prior to applying the techniques of linguistic simplification to test items on the NYS Global Exam, it is important to establish an understanding of the core curriculum and what it includes, as well as have an understanding of the Regents exam at the culmination of the curriculum.

Description of core curriculum.

The New York State Education Department (NYSED) provides the framework for the global history and geography core curriculum on their website, nysed.gov. The global history and geography core curriculum is designed to focus on the five social studies standards: History of the United States and New York; World History; Geography; Economics; and Civics, Citizenship, and Government (see Appendix C for a list of the five standards and their descriptions). The global history and geography core curriculum also focuses on common themes that recur across time and place, with the overall curriculum broken down into eight units (New York State Education Department, 2009). This core curriculum provides students with opportunities to investigate issues and themes from multiple perspectives, make global connections that provoke in-depth understanding, and explore what is taking place in various regions and civilizations at a given point in time. NYSED (2009) recognizes six global connections and linkages throughout the course of the global history and geography core curriculum including the cultural diffusion of ideas, technology, food, and disease; migrations; multi-regional empires; belief systems; trade; and conflict.

On their website, NYSED provides a guide to the global history and geography core curriculum that is broken down by unit. The framework for each unit is provided, with a basic outline of content that is covered, the NYS social studies standards that are met by the unit, the concepts and themes that are addressed, and a list of connections that students should be able to make throughout the duration of the curriculum (New York State Education Department, 2009). The eight units comprising the curriculum include Ancient World – Civilizations and Religions (4000 BC – 500 AD), Expanding Zones of Exchange and Encounter (500 – 1200), Global Interactions (1200 – 1650), The First Global Age (1450 – 1770), An Age of Revolution (1750 –

1914), A Half Century of Crisis and Achievement (1900 – 1945), The 20th Century Since 1945, and Global Connections and Interactions (New York State Education Department, 2009). This comprehensive curriculum includes global history between 4000 BC and the present day.

The core curriculum guide suggests that teachers supplement the curriculum with various types of documents in order to further expose students to global history, as well as prepare them for document based questions on the NYS Global Exam. Among the suggested documents are books and monographs; newspapers, periodicals, magazines, and scholarly journals; government documents; manuscripts, archival materials, journals, diaries, and autobiographies; maps; visual materials such as paintings, drawings, sculptures, films, posters, engravings, and photographs; music; and artifacts (New York State Education Department, 2009).

Even though it is not directly stated within the global history and geography core curriculum guide, the curriculum is spread out over the course of two years; this characteristic of the global history and geography curriculum is periodically mentioned within the connections section of the core curriculum guide. Students typically take global studies during 9th and 10th grades (New York State Education Department, 2009).

Description of Regents examination.

The Regents examination for global history and geography is aligned with the social studies content standards and the global history and geography core curriculum. The examination is based on the concepts and themes outlined in the content section of the core curriculum guide (New York State Education Department, 2009). For a list of the most emphasized concepts and themes in the global history and geography core curriculum, see Appendix D. The NYS Global Exam is a criterion-referenced assessment. A criterion referenced assessment is a type of measure that is based on established criteria, such as

standards, rather than by ranking the performance of students (Gottlieb, 2006). The NYS Global Exam is constructed in adherence with the global history and geography core curriculum and the NYS social studies standards (New York State Education Department, 2009). Students are tested on their knowledge of the global history and geography core curriculum, regardless of how prior global studies students have performed on the exam, therefore making the NYS Global Exam a criterion-referenced exam.

Within the NYSED website, there is access to an application for a State Education Department (SED) Item Writer Orientation. Each year the SED provides teachers with an optional professional development opportunity in test item writing. The purpose of this orientation is to train teachers in developing test questions or selecting passages for possible use on future state assessments. Teachers who receive this training will be qualified to write test items or select passages (New York State Education Department, 2009). It is by this process that the test items on the NYS Global Exam are written and chosen. There is no other information available regarding the way that the NYS Global Exam is written and constructed.

In addition to a lack of available information regarding the construction of the NYS Global Exam, the NYSED website does not offer technical manuals for the NYS Global Exam or other social studies content area examinations. With the absence of these technical manuals, there are no available descriptions of the test's rationale. Also, there are no available reports that attest to the validity of the NYS Global Exam. Overall, there is a general lack of disclosure surrounding the construction and evaluation of the NYS Global Exam.

The NYS Global Exam is divided into three main parts: Part I, multiple-choice questions; Part II, a thematic essay question; and Part III, Document Based Questions and a related Document Based Question Essay. Part I consists of approximately 50 multiple-choice questions,

with each question containing four possible answer choices. Maps, graphs, timelines, diagrams, and political cartoons accompany some of the multiple-choice questions. Part II consists of a thematic essay that must contain an introduction, several body paragraphs, and a conclusion. Part III is divided into Parts A and B; Part A consists of approximately 8-10 authentic documents or document excerpts, as well as one or two questions regarding the content of each document. Part B, the Document Based Question Essay, requires students to write an essay with an introduction, several body paragraphs, and a conclusion in order to answer the given essay question. While writing their answer to the Document Based Question Essay, students must use at least four of the documents from Part A in order to support their response.

Methodology

Purpose of this Project

The primary purpose of this curriculum project is to create a modified version of the NYS Global Exam, through the use of linguistic simplification, in order to make the social studies content more accessible to ELLs, thereby providing a more accurate illustration of their content area knowledge. A secondary purpose of this curriculum is to apply the techniques of linguistic simplification to a social studies content area exam, as these techniques have yet to be applied to an assessment in this content area. Overall, the use of this linguistically simplified version of the NYS Global Exam is intended to provide a bridge between ELLs and the NYS Global History and Geography curriculum and examination. Teachers may use this adapted version of the NYS Global Exam in an effort to better prepare their students for the NYS Global Exam, as well as ascertain a more accurate depiction of the content area knowledge that the ELLs within their classroom possess.

Participants

The New York State Global History and Geography Regents Examinations will be linguistically simplified in order to accommodate English Language Learners (ELLs) at the secondary level. The New York State Global History and Geography Regents Examinations (henceforth named, NYS Global Exams) are traditionally administered to students in tenth grade, however students may take the NYS Global Exam at any point within high school, as long as they have finished the required coursework and the exam is offered at that time by NYS. The students who I intend to benefit from the linguistically simplified NYS Global Exams are students who are classified as ELLs within NYS. These exams will not replace the NYS Global Exam; the linguistically simplified versions of the exams are designed to help students prepare for the task of taking the NYS Global Exam.

Setting

The NYS Global Exams will be linguistically simplified for ELLs in NYS high schools. According to the New York State 2009-2010 Report Card, there were 2,692,649 students enrolled in grades K-12 in NYS schools. Of those 2,692,649 students, 204,986 students were ELLs; that is 8% of the student population of NYS.

Design

Previously administered NYS Global Exams are made publicly available on the New York State Education Department (NYSED) website, nysed.gov. The NYS Global Exam is administered each January, June, and August. Previous NYS Global Exams are available from January of 2003 through August of 2011. The June 2011 administration of the NYS Global Exam will be downloaded from the NYSED website (this exam can be found in Appendix G).

The NYS Global Exams are divided into three main parts: Part I, multiple-choice questions; Part II, a thematic essay question; Part III, Document Based Questions and a related Document Based Question Essay. Part I consists of 50 multiple-choice questions, each containing four answer choices; some of the questions are accompanied by diagrams, maps, political cartoons, graphs, and timelines. Part II consists of a thematic essay. It is required that the students' response includes an introduction, several body paragraphs, and a conclusion. Part III is divided into Parts A and B; Part A consists of 9-10 authentic documents or document excerpts, as well as one or two questions regarding the content of each document. Part B, the Document Based Question Essay, requires students to write an introduction, several body paragraphs, and a conclusion in order to answer the given essay question; students must also use at least four of the documents from Part A in order to support their response. The linguistic simplification of the June 2011 administration of the NYS Global Exam was conducted section by section. For example, Part I of the exam was linguistically simplified prior to linguistically simplifying Parts II and III.

In order to gain additional feedback, I went into two local high schools that have ELL populations and spoke with the Global Studies teachers in those two high schools; I specifically spoke with Global Studies teachers who have experience teaching students the year prior to the NYS Global Exam, as well as preparing them to take the exam. I asked the Global Studies teachers, in their opinion, "What are the biggest problems that your English Language Learners face in terms of language on the New York State Global History and Geography Regents Examinations?" The Global Studies teachers will not be identified. Their comments and observations were taken into account when linguistically simplifying questions on the NYS Global Exam.

One teacher who I spoke with teaches Global Studies in a small urban school district with a moderate sized population of ELLs, ranging from beginning to proficient in their English proficiency levels. This teacher stated that the most difficult aspect of the NYS Global exam for ELLs, in terms of language, is vocabulary that is not specifically related to the content area of social studies. The content area vocabulary is not necessarily more difficult because students have discussed content area vocabulary in class. This teacher also finds that the students struggle with the structure of the sentences and questions that are written on the exam. This Global Studies teacher believes that the vocabulary and structure of the test questions on the NYS Global Exam make the exam difficult for both ELLs and native English speakers in their classes.

Another teacher who I spoke with teaches Global Studies in an urban school district with a large number of ELLs, ranging from beginning to proficient in their English proficiency levels. This teacher emphasized their belief that the NYS Global Exam is typically the most difficult NYS Regents Examination for all students, regardless of the language that they speak, saying, "The language (of the test) in and of itself is difficult." According to this teacher, the vocabulary used on this test is difficult for native English speaking students, creating an even bigger problem for ELLs.

A second teacher from this same high school is currently teaching a sheltered Global Studies class, in which all of the students have an intermediate proficiency level in English. The class is comprised of 15 students who have not demonstrated many problems with attendance in the past. Similar to the two teachers who were previously interviewed, this teacher stated that content area vocabulary is less problematic than the extraneous English vocabulary that is used in each test question. When creating materials for this sheltered Global Studies class, this

teacher underlines difficult words and writes a simple definition or simplified version of the word in parenthesis following the original word. In doing this, the teacher is attempting to help the students associate the difficult vocabulary with the simplified definitions and vocabulary. This teacher also stated that even though ELLs are permitted to use glossaries while taking the NYS Global Exam, the students choose to not utilize the glossaries. This may be due to the fact that they do not know how to find words and definitions in them.

In order to more effectively produce a linguistically simplified version of the NYS Global Exam, it was important to assess each individual question within the exam and rate the linguistic complexity of each test item. Each test item was evaluated for linguistic complexity using an analytical linguistic modification rubric developed by Jamal Abedi. The rubric (see Appendix A) rated 14 linguistic features on a scale of one to five, a score of one indicating that that feature is not regarded as complex for that particular test item, and a score of five indicating that that feature is most complex for the test item in question. The 14 linguistic features that were evaluated include word frequency/familiarity; word length; sentence length; passive voice constructs; long noun phrases; long question phrases; comparative structures; prepositional phrases; sentence and discourse structure; subordinate clauses; conditional clauses; relative clauses; concrete vs. abstract or impersonal presentations; and negation (Abedi, 2006a).

Abedi (2006a) also recommends that each test item receive an overall rating of linguistic complexity based on a holistic rubric (see Appendix B). The holistic item rating rubric assigns individual test items a level. Level one denotes an exemplary item, level two describes an adequate item, level three is assigned to a weak item, level four labels an item that needs to be give more attention, and level five describes a problematic test item (Abedi, 2006a).

When rating test items, it is beneficial to have a group of raters evaluate each test item when possible to establish interrater reliability. Interrater reliability is the degree to which individual raters comparatively and consistently rate test items for linguistic complexity (Abedi, 2006a). For example, if a test item is evaluated by three raters and determined to be an exemplary item by the first rater, an adequate item by the second rater, and a problematic item by the third rater, there is no interrater reliability; the evaluations of the three raters are not consistent, and therefore not reliable. In order to decrease discrepancies among raters and establish reliability, the group of raters must be trained in how to identify and evaluate the 14 linguistic features within each test item (Abedi, 2006a).

In order to compose a group of test item raters, I approached my colleagues in the Teaching English to Speakers of Other Languages (TESOL) Program and asked for their assistance. In addition to seeking collaborative assistance from my TESOL colleagues, I also asked for the help of a former TESOL student who has remained active in the TESOL program at SUNY Fredonia. This TESOL colleague was able to offer an advantageous and unique point of view to this project, as English is her second language. This collaboration increased the reliability of this curriculum project, as well as provided each participating TESOL colleague with valuable experience in rating test items for linguistic complexity. Ideally, I hoped that between five and ten colleagues would be within the group of item raters. After discussing the purpose of the curriculum project and what it would entail, seven of my TESOL colleagues volunteered to become item raters; including myself, a group consisting of eight raters was established.

Once the group of raters was formed, I sent each rater a document that contained lists and descriptions of the 14 linguistic features, a copy of the analytical linguistic modification rubric, a

copy of the holistic item rating rubric, and the citation for the material through email (see Appendix E). After discussing available times with each rater, I arranged to hold a two hour training session on campus; six of the seven raters were in attendance at this meeting. During the first hour of the training session, raters were provided with a review of each of the 14 linguistic features identified earlier, copies of the analytical linguistic modification rubric, copies of the holistic item rating rubric, and example questions from the NYS Global Exam. After briefly reviewing the linguistic features and rubrics, the group of raters, including myself, rated a set of items for practice. For the practice session, I chose five multiple-choice questions from the June 2010 administration of the NYS Global Exam and gave them to each rater. In order to establish interrater reliability, each rater was given the same set of multiple-choice questions from the June 2010 administration (these questions can be found on the exam pages listed in Appendix F). During the second hour of this training session, I reviewed ways in which to reduce the linguistic complexity of questions. My colleagues and I followed criteria and guidelines established by Jamal Abedi (2006a) in order to rewrite the questions that had been chosen from the June 2010 administration in a linguistically simplified manner.

Although I had intended to rate and rewrite five multiple-choice questions, the group of six raters and myself were able to effectively rate and rewrite two of the multiple-choice questions in the time frame allotted. Even though Abedi (2006a) identifies 14 linguistic features that potentially affect comprehension, we chose to rate each question against nine of the linguistic features including word frequency/familiarity, word length, sentence length, passive voice constructs, long noun phrases, long question phrases, conditional clauses, relative clauses, and concrete vs. abstract or impersonal representations. We chose to evaluate each question in terms of these nine linguistic features, as opposed to the full list of 14 linguistic features because

Abedi (2006a) provides detailed examples of how to rewrite seven of the 14 linguistic features when found in test items, including word frequency/familiarity, passive voice constructs, long noun phrases, long question phrases, conditional clauses, relative clauses, and concrete vs. abstract or impersonal representations. The examples provided by Abedi (2006a) enabled us to better understand these seven linguistic features, thereby more efficiently rate and rewrite multiple-choice questions in terms of these specific linguistic features. I chose to include word length and sentence length in our evaluation of the questions, even though we did not have examples of how to rewrite these particular linguistic features when found in test items, because they are very straightforward in nature.

First, I provided each participant with time to independently rate the first multiple-choice question (question number three in Appendix F) in terms of the above-mentioned nine linguistic features, as well as assign it a score of 1 – 5 on the holistic item rating rubric. Participants were then given time to rewrite the question, taking into account the linguistic features that they had identified as impeding comprehension. After evaluating the question and creating a revised version, the group discussed the scores that we had assigned to each linguistic feature. If there was a discrepancy of scores assigned to the question, members of the group explained their choice and why they felt that that feature should be evaluated as such. Generally, through discussion, the seven of us were able to come to an agreement as to how we would rate that specific question. We then discussed possible revisions to the question and found that it is possible to revise a single question in a variety of ways. We then used this same process to rate and revise a second multiple-choice question (question number 15 in Appendix F).

I conducted an additional training session on a different day to accommodate the schedule of the seventh rater. This training session was carried out in the same way that the first

training session had been conducted. I reviewed the 14 linguistic features, both rubrics, procedures for evaluating each question using the rubrics, and procedures for rewriting the questions with this rater. In order to create interrater reliability between this rater and the group of raters that had met two days earlier, I utilized the same two multiple-choice questions during this training session. I provided this rater with time to rate and rewrite these two questions before reviewing the rubric scores that she had assigned to the question. After reviewing the rubric scores that she had assigned to the questions, we then compared her scores to the scores that the group had assigned to the questions. We then discussed why she and the group chose to evaluate the question the way they did, establishing a sense of agreement as we continued. In this way, interrater reliability was extended to the second training session and to all eight of the raters.

At the conclusion of the training sessions, each of the raters, not including myself, were assigned six multiple-choice questions from the June 2011 administration of the NYS Global Exam; I assigned myself eight questions. After receiving their designated questions, each rater was asked to rate the test item for linguistic complexity using the analytical linguistic modification rubric and the holistic item rating rubric. After each rater completed an evaluation of each test item and assigned a level of linguistic complexity to it, the raters were asked to rewrite any test items that were determined to have linguistic features that impeded comprehension. Raters were asked to send the evaluations of the questions and their revised versions of the questions to me, either on paper or electronically.

After receiving electronic versions of each of the revised questions from the other raters in the group, I began editing the linguistically simplified multiple-choice questions. While editing these questions, I looked at a copy of the original June 2011 administration of the NYS

Global Exam while looking at the revised questions. This side-by-side comparison enabled me to make sure that the content specific vocabulary and concepts had not been altered during the revision process, as well as make sure that the focus and intent of the question had been preserved. While editing the multiple-choice questions, I edited questions for clarity as well, adding a word or two where necessary. In some instances, I found that the revised questions did not appear to be linguistically simplified versions of the original questions, and though different, the rewritten questions seemed equally as difficult. In these cases, I reverted to the original question on the June 2011 administration of the exam, evaluated the question in order to determine which linguistic features made the question most difficult, and then added to the revisions previously made to the question. After I had finished editing the text of the multiple-choice questions, I linguistically simplified the directions that are dispersed throughout the section and scanned the accompanying maps and diagrams into the linguistically simplified version of the test.

The thematic essay within Part II of the NYS Global Exam was evaluated for linguistic complexity by one rater due to time constraints of the other raters; I evaluated and revised the thematic essay question independently. After the thematic essay question was evaluated for linguistic complexity, I revised the essay question in order to reduce the complexity of the linguistic features within the question. The directions and guidelines for the task were also rewritten in order to reduce their level of linguistic complexity.

As an introduction to Part III of the NYS Global Exam, one page is given that provides directions and guidelines for the section, the task that the students are to address, and the historical context for the task. General definitions are also given for the verbs that are utilized within the task section. For example, if the task requires a student to describe, discuss, or

explain examples or information, the words “describe,” “discuss,” and “explain” must be defined. This page of directions, guidelines, the task and its historical context, and the definitions that should be kept in mind will be presented again after Part A of Part III.

After this initial directions page, Part III of the NYS Global Exam consists of two parts; Part A is comprised of 9-10 authentic documents or document excerpts, as well as one or two questions regarding the content of each document. When this methodology was first designed, I had intended to evaluate the documents from the June 2011 administration of the NYS Global Exam for linguistic complexity. After evaluating the documents, I had planned to write linguistically simplified versions of the documents, or to replace the documents with entirely different documents that were based on the same topic, but written at a more simplified level of linguistic complexity. I then decided that I wanted to maintain the authenticity of the documents within the exam by not creating linguistically simplified versions of them.

In order to gain feedback on the most effective way to create the Document Based Question portion of this examination, I consulted with one of the Global Studies teachers who I had previously interviewed. This teacher extended an offer to assist me in creating a DBQ set, including the documents, the questions that accompanied the documents, and the essay task that followed; I accepted this opportunity. We agreed to create a DBQ set that could be used with his ninth and tenth grade Global Studies students, and that I would then take that DBQ set and linguistically simplify the questions that accompanied the documents, as well as the essay task that followed for use with the linguistically simplified version of the exam.

In creating this DBQ set, we did not adhere to the original topics that were covered in the DBQ section of the June 2011 administration of the NYS Global Exam. We chose to create a DBQ set about ancient civilizations; this topic is periodically visited on the NYS Global Exam.

The teacher explained to me that each DBQ covers three related topics. For example, with this particular DBQ that we were creating, three different ancient civilizations needed to be included. For each subtopic, three or four documents were needed in order to create a set of 9-10 documents. After the documents have been chosen, one or two questions need to be written about each document; some questions may have one question and some may have two. In total, 12 questions must be written about the various documents.

For this particular DBQ set, we decided to use materials that were written at a sixth grade reading level. This grade and reading level were chosen because many of the students in this teacher's Global Studies classes are at a sixth grade reading level; these documents, and the DBQ that would result from them, could be used for additional exam practice with his students. We chose to use three documents on Ancient Mesopotamia, three documents on Classical Greece, and three documents on the African kingdom of Mali. The documents were found through a compilation of teacher resources and past materials. Several of the documents were accompanied by questions that I could revise in order to use on the linguistically simplified version of the exam. A few of the documents were not accompanied by questions that could be used in the exam. In these instances, the Global Studies teacher and I discussed a general question that could be asked about each of the documents. After all of the questions had been composed, I created linguistically simplified versions while referencing Abedi's (2006) description of the 14 linguistic features that contribute to comprehension difficulty for ELLs, as well as the accompanying rubrics. In addition to linguistically simplifying the questions that followed each of the documents, I also linguistically simplified the context that preceded each of the documents.

Next, Part B, the Document Based Question Essay, requires students to write an introduction, several body paragraphs, and a conclusion in order to answer the given essay question. Students are provided with directions, historical context, and the actual task that they are to accomplish; these criteria are provided both before and after the documents. The Global Studies teacher explained the creation of the historical context that accompanies a DBQ. In general, the historical context of a DBQ is a generic statement or group of statements that ties a topic together; the historical context must also reiterate the three main topics that are covered by the documents. Historical contexts tend to focus on revolutions, wars, civilizations, achievements, contributions, and technology. The three topics covered in the documents are then tied together using one of these general focusing points. For example, with this particular DBQ, the Global Studies teacher and I chose to focus on the achievements of the Ancient Mesopotamian, Classical Greece, and Mali civilizations.

Within the directions and guidelines for the DBQ is the task. The task portion of the DBQ explains what the students must do in order to complete this last section of the exam. The task always requires students to select and write about two of the three main topics mentioned in the historical context. The task of a DBQ consists of 1-3 bullet points that students must address within their answer to the essay question. Each of these bullet points must start with a verb, and these verbs must match the verbs that were initially defined on the first page of Part III. While keeping all of this in mind, this Global Studies teacher demonstrated how to create a fitting historical context for this particular set of documents. This task can be seen on pages 55 and 65 within the "findings" section.

Once each of the individual sections had been evaluated for linguistic complexity and questions in need of improvement had been revised, I was able to piece the different parts of the

revised test together. I placed all of the sections in order before scanning any necessary maps and diagrams into the test. I then went through the entire test and formatted the test in a similar way to that of the actual NYS Global Exam. Although it is not identically formatted to the NYS Global Exam, it resembles the exam in a way that will be beneficial to the students who are using the examination; it will allow them to become more familiar with the formatting of the test as they continue to prepare. Also, while continuing to compile the test, I linguistically simplified the first page of directions that are read prior to the commencement of the test.

Limitations

When implementing this methodology to develop a linguistically simplified version of the June 2011 administration of the NYS Global Exam, there were a couple of limitations that should be taken into account. First, as previously demonstrated in the literature review, the use of linguistic simplification as an accommodation for ELLs on standardized assessments has only been applied to and researched with science and mathematics assessments; there are no previous studies that have researched the use of linguistic simplification techniques as an accommodation on social studies exams. However, this lack of previous application to social studies exams illustrates the importance of such an application, and a need for the creation of social studies exams that have undergone linguistic simplification.

Secondly, though interrater reliability was established in the creation of the linguistically simplified version of the June 2011 administration of the NYS Global Exam, the raters within the rater group have no previous experience rating test items for linguistic complexity. Also, the raters involved do not have prior experience rewriting test items in a way that reduces the linguistic complexity of the item. In order to reduce the impact of this particular limitation, I conducted a training session to demonstrate an effective way to rate the linguistic complexity of

test items, as well as strategies that could be used to effectively revise the test items to reduce their linguistic complexity.

In conclusion, this methodology was formed after extensive examination of the best practices surrounding assessment and accommodation strategies for English Language Learners. After thorough investigation of the research reviewed in this project, the above methodology was carried out. The following section documents the sum efforts of this methodology.

Findings

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been given to you. Follow the directions from the teacher or principal for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I has 50 multiple-choice questions. Record your answers to these questions on the answer sheet.

Part II has one essay question based on one theme. Write your answer to this question in the essay booklet. Start on page 1.

Part III is based on nine documents:

Part III A contains the documents. When you get to this part of the test, write your name and the name of your school on the first page of this new part. One or two questions are asked about each document. Write your answer to each question in this test booklet on the lines after that question.

Part III B has one essay question based on the documents. Write your answer to this question in the essay booklet. Start on page 7.

When you have finished the test, you must sign the sentence printed at the end of the answer sheet, showing that you had no knowledge of the questions or answers to the questions before the test. This also shows that you did not help others or get help from others when answering any of the questions during the test. Your answer sheet cannot be turned in if you do not sign your name at the end of this answer sheet.

The use of any cell phone or computer is not allowed when taking this test. If you use a cell phone or computer your test will not be graded and no score will be given to you.

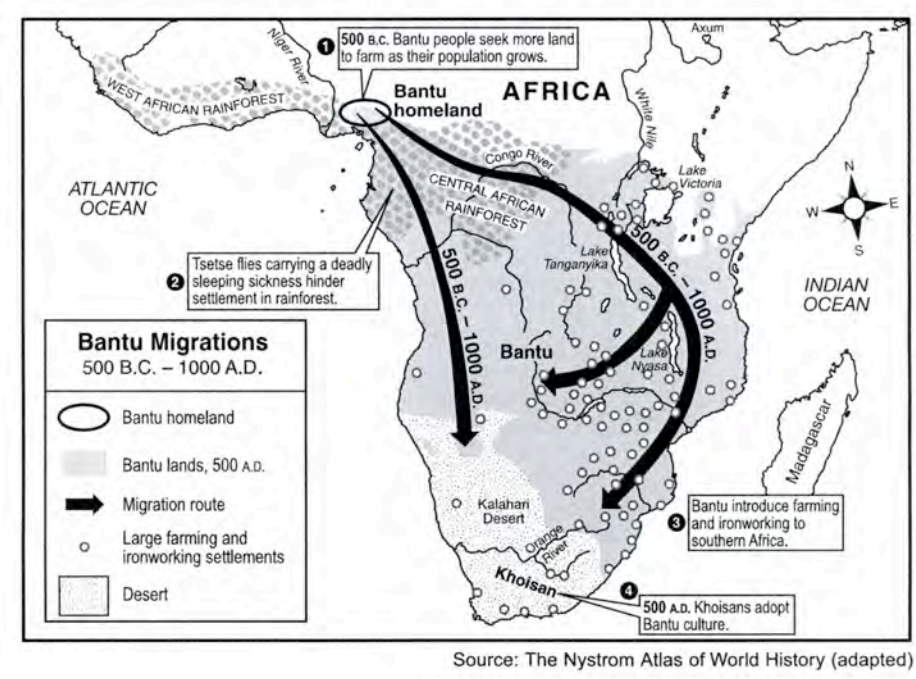
DO NOT OPEN THIS TEST BOOK UNTIL THE TEACHER SAYS TO BEGIN.

Part I

Answer all questions in this part.

Directions (Questions 1–50): Record your answer to each statement or question on your answer sheet. Record the *number* of the word or sentence that best completes the statement or answers the question.

Use this map to answer questions 1 and 2. Use what you know about social studies.



Source: The Nystrom Atlas of World History (adapted)

1. Look at the map above. This map shows the relationship between

(1) religion and government
(2) ironworking and trans-Saharan trade
(3) people and the environment
(4) monsoons and flooding

2. The map above shows a process called

(1) nationalization
(2) cultural diffusion
(3) urbanization
(4) social stratification

3. An economist studying ancient groups of people would study

(1) how people trade products
(2) how family groups change
(3) how people use fire
(4) the religion of the groups of people who live in a river valley

4. Knowing the latitude of a city helps you know

(1) the language the people speak there
(2) the temperature there
(3) how many people live there
(4) what time it is there

Use the pictures below to answer question 5. Use what you know about social studies.


CODICIS
DN.
JUSTINIANI
SACRATISSIMI
PRINCIPIS PP. AUG.
REPETITÆ PRÆLE-
CTIONIS
LIBRI XII.
Notis
DIONYSII GOTHOFREDI
JC. Illustrati.
POSTREMA EDITIO PRIORIBUS AUCTIOR
ET EMENDATIOR.
Cum Privilegio Sacræ Cæsar. Majest.
FRANCOFURTI AD MOENUM
Sumptibus SOCIETATIS.
Imprimebat BALTHAS. CHRISTOPH. WUST.
M. DC. XCVIII.
GUB. REGISTRATUR.

Compilation of the Justinian Code

Construction of the Hippodrome

Rebuilding of the Hagia Sophia

5. Look at the pictures above. The objects in these pictures were developed during the

(1) Mesopotamian civilizations
(2) Pax Romana
(3) Tang dynasty
(4) Byzantine Empire

Read the paragraph below. Use the information that you read in the paragraph to help you answer question number 6.

"…In 1999 archaeologists found the bodies of a girl and two other children on the top of a mountain in Argentina. The bodies were mummified."

Adapted from "Frozen Inca Mummy Goes on Display"
National Geographic News
September11, 2007

6. The paragraph above shows that archaeologists

(1) interpret evidence
(2) challenge customs
(3) classify artifacts
(4) plan expeditions

7. What sentence about the Neolithic Revolution is an opinion and not a fact?

(1) Early people made greater cultural advancements than later people did
(2) The Neolithic Revolution caused changes for nomadic people
(3) New technology was made during the Neolithic Revolution
(4) Agricultural Developments caused people to make permanent settlements

8. The idea of zero, the caste system, and the decimal system are closest with the

(1) Inca Empire
(2) Tokugawa shogunate
(3) Song dynasty
(4) Gupta Empire

9. Guilds were created during the European Middle Ages to

(1) get better working conditions in factories
(2) standardize goods and prices
(3) keep track of money
(4) make more competition

10. Ibn Battuta and Mansa Musa showed their religious values by

(1) meditating at the Ganges River
(2) converting Africans to Christianity
(3) going to Mecca
(4) going to the wailing wall in Jerusalem

11. Choose the event that was part of the Black Death spreading to Europe in the 14th century.

(1) trade with Asia
(2) the defeat of Japan
(3) trade across the Sahara desert
(4) exploration of the Western Hemisphere

12. What was one example of Renaissance humanism?

(1) being a knight and using chivalry
(2) listening to divine right monarchs and the church
(3) living in a different way from the rest of the world
(4) being the best you can be

13.

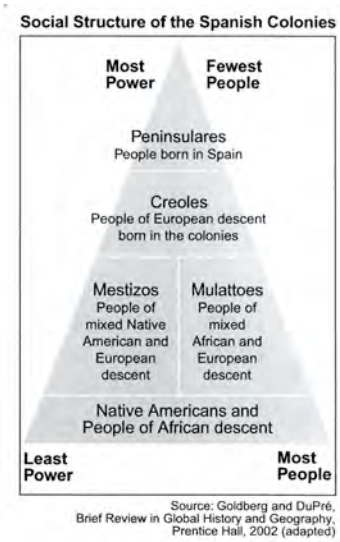
- Took the city of Constantinople in 1453
- Earned money and goods from trade along the Mediterranean Sea
- Ruled by Suleiman the Lawgiver

These facts are about what empire?

(1) Roman
(2) Ottoman
(3) Mongol
(4) Songhai

14. The Ming Dynasty in the early 1400s and the Spanish monarchy in the late 1400s are similar because they both

(1) promoted religious diversity
(2) encouraged democratic reforms
(3) emphasized equal rights for women
(4) supported the growth of overseas trade



Use this diagram to answer question 15. Use what you know about social studies.

15. What does this diagram show about Spanish Colonialism in the Americas?

(1) The fewest people in the population had the most power.
(2) Africans and Native Americans were politically powerful.
(3) The population was mostly made up of peninsulares.
(4) Mestizos and mulattoes controlled the most land.

16. How did the Columbian exchange affect European society?

(1) Less people migrated to the Americas.
(2) Horses came to Europe for the first time.
(3) The population grew because of new foods.
(4) The Christian Church divided into Roman Catholic and Orthodox churches.

17. During the first Global Age (A.D. 1450 – 1770), European countries received raw materials and a market for their goods by using

(1) mercantilism
(2) laissez-faire ideas
(3) trade cooperatives
(4) forts on the Silk Roads

18. Akbar the Great, Ivan the Terrible, and Louis XIV are similar because they were all

(1) theocratic leaders
(2) elected leaders
(3) absolute leaders
(4) enlightened leaders

19. “The French Revolution is most important for having changed subjects to citizens.”

This sentence shows the change from:

(1) religious traditions **to** non-religious values
(2) the idea that God should rule **to** the idea that people should rule themselves
(3) small-town lifestyles **to** city lifestyles
(4) people own their own property **to** the government owns all the property

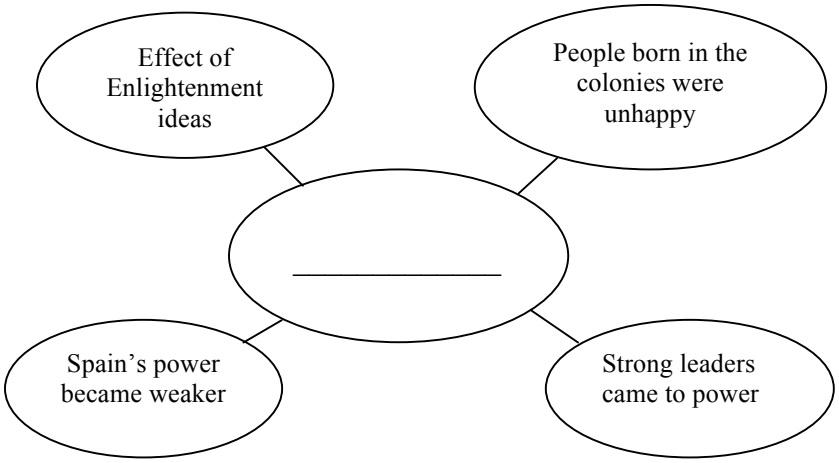
20. What weather condition helped cause Napoleon's army to lose during the attack on Russia?

(1) drought-no rain for a long time
(2) typhoons-very bad storms
(3) bad flooding
(4) very bad winter

21. Many Irish moved to North America in the 19th century because

(1) the food was not growing
(2) the government was making people fight in their wars
(3) there was a war in Ireland
(4) many people were getting sick

Base your answer to question 22 on the chart below and on your knowledge of social studies.



22. What should the title of this chart be?

(1) Causes of the Latin American Independence Movements
(2) Effect of the Scientific Revolution
(3) Causes of the Industrial Revolution
(4) Effects of Nationalism in Europe

23. Which sentence shows how imperialism affected Africa?

(1) Equal land was given to the wealthy and poor.
(2) Tribe borders were used to make new borders.
(3) The powerful European countries took natural resources from Africa.
(4) Timbuktu became the center of great learning.

24. Which event happened right before World War I began?

(1) the Treaty of Versailles was signed
(2) Poland was attacked by Germany
(3) the death of Archduke Francis Ferdinand
(4) Germany was using its submarines (underwater boats) to attack other countries

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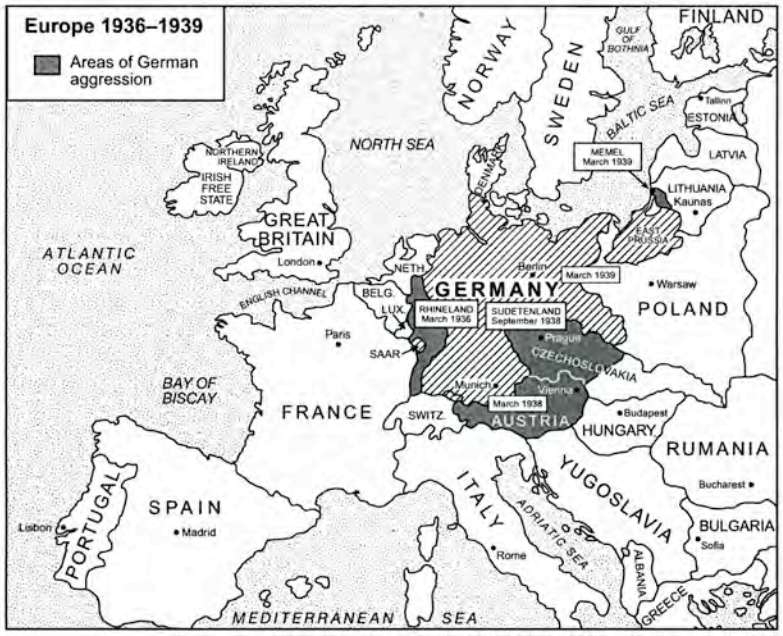
Use this map to answer question 25. Use what you know about social studies.



Source: The History Department at the United States Military Academy (adapted)

25. Look at the map. The countries at the Munich Conference adopted the policy of appeasement in September 1938. How did this change Europe?

(1) France took over the Rhineland.
(2) Germany took over the Sudetenland.
(3) Lithuania took over Memel.
(4) Austria became a free state.

---

26. What is one thing that Ataturk did to make Turkey modern?

(1) followed strict Islamic law
(2) gave women the right to vote
(3) wrote in Arabic
(4) made men wear a fez

27. Who gained control of the Weimar Republic when the economy failed?

(1) Adolf Hitler
(2) Francisco Franco
(3) Benito Mussolini
(4) Charles de Gaulle

28. Some nations adopted a policy of nonalignment during the Cold War. They believed that

(1) they should not have to listen to the United Nations
(2) they should limit trade with countries that are close by
(3) they should not follow environmental agreements between countries
(4) they should not have to do the same thing as the superpowers

29. The Marshall Plan was used in Western Europe after World War II. Which of these was made stronger?

(1) democracy
(2) communism
(3) isolationism
(4) autocracy

30. What happened after Deng Xiaoping introduced the Four Modernizations in China?

(1) Freedom of Speech was guaranteed.
(2) Goods and services were given to people equally.
(3) There were more economic opportunities.
(4) Less consumer goods were made.

31. What two countries became free in the 20th century and had people move into them because of religious problems?

(1) Czech Republic and Slovakia
(2) Kazakhstan and Uzbekistan
(3) Egypt and Libya
(4) India and Pakistan

32. A goal of today's religious fundamentalism is:

(1) to mix the ideas of Islam and Christianity
(2) keep popular religious values in society
(3) support the practice of other religions
(4) follow unreligious ideas instead of religious ideas

33. Members of the European Union (EU) and the North American Free Trade Agreement (NAFTA) have both tried to

(1) decrease trade barriers
(2) control the production of iron and steel
(3) create farms
(4) control production and sharing of resources

Use this cartoon to answer question 34. Use what you know about social studies.

Source: Brian Barling, Christian Science Monitor, April 25, 2008

34. What is the main idea of this cartoon?

(1) There is too much oil being made.
(2) The demand for oil is bigger that what is being made.
(3) Fossil fuels are not being shared evenly.
(4) Global environmental groups have more demands that before.

---

35. Kurds and Palestinians want to be independent because of

(1) free trade
(2) nationalism
(3) group security
(4) modernization

36. What leader is united with Desmond Tutu and F.W. de Klerk?

(1) Jomo Kenyatta
(2) Kwame Nkruhmah
(3) Nelson Mandela
(4) Jawaharlal Nehru

37. What was the main reason for fighting in Chechnya, Azerbaijan, and Bosnia after the Cold War?

(1) religious and ethnic problems
(2) the use of capitalism
(3) poor health care and not enough food
(4) Russification

Use this cartoon to answer question 38. Use what you know about social studies.

Source: Arcadio, La Nacion, March 4, 2002

38. What would you title this cartoon about globalization?

(1) Growing Closer Together
(2) The Road to Stability
(3) An Economic Miracle
(4) An Uncertain Path

---

39. The southern Sahara is expanding because of

(1) annexation
(2) conservation
(3) desertification
(4) desalination

40. The Code of Hammurabi and the Twelve Tables of Rome are examples of

(1) written laws
(2) religious rules
(3) economic rules
(4) early constitutions

41. Which person correctly points to the person he influenced?

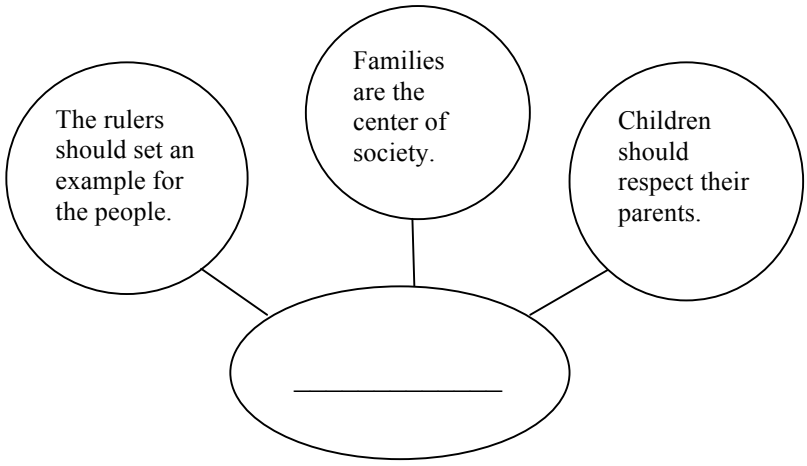
(1) Pope Urban II → Martin Luther
(2) Nicolaus Copernicus → Galileo Galilei
(3) Hernando Cortez → Simón Bolívar
(4) Louis XVI → Maximilien Robespierre.

42. Look at the chart. What title is best for this chart?

Title: _____
A. Get away from feudal control
B. Be forgiven for sins
C. Take back the Holy Land

(1) Goals of the Hanseatic League
(2) Reasons for Europeans to Fight the Crusades
(3) Results of the Reconquista
(4) Goals of Charlemagne

Use this chart to answer question 43. Use what you know about social studies.



43. What Chinese idea is best for the empty circle?

(1) Maoism
(2) Daoism
(3) legalism
(4) Confucianism

---

44. The English Bill of Rights and John Locke's political ideas both support the idea of a

(1) united government
(2) fascist dictatorship
(3) Marxist dictatorship
(4) a government with limited powers

45. Which idea correctly points to the name of a document that shows its beliefs?

(1) colonialism → *The Prince*
(2) militarism → Sadler Report
(3) capitalism → *Wealth of Nations*
(4) monotheism → *The Communist Manifesto*

46. One goal that the Congress of Vienna had was to

(1) make a new balance of power in Europe
(2) keep Europe safe from Ottoman attacks
(3) end crimes within the Catholic Church
(4) re-draw the borders of Africa

47. What changed transportation in the 1800s?

(1) caravel
(2) astrolabe
(3) airplane
(4) steam engine

Use this reading passage to answer question 48. Use what you know about social studies.

…Indeed whilst on the one hand civil disobedience authorises disobedience of unjust laws or unmoral laws of a state which one seeks to overthrow, it requires meek and willing submission to the penalty of disobedience and therefore cheerful acceptance of the jail discipline and its attendant hardships….

48. Which person wrote this reading passage?

(1) Otto von Bismarck
(2) Mohandas Gandhi
(3) Ho Chi Minh
(4) Fidel Castro

---

49. Which war is most connected with events that happened in Nanjing, Dunkirk, and Hiroshima?

(1) Russian Revolution
(2) Cultural Revolution
(3) World War II
(4) Korean War

50. The made-up line that separated the countries in Western European from the countries in Eastern European after World War II was named the

(1) prime meridian
(2) line of demarcation
(3) Iron Curtain
(4) Berlin Wall

Write your answer to this essay question in your separate test booklet.

Think of this definition when you are writing your answer to Part II:

discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part II

THEMATIC ESSAY QUESTION

Directions: Write an organized essay that includes an introduction, several paragraphs that answer the question below, and a conclusion.

Theme: Technology

Societies have made important changes to technology during history. These changes to technology have had both positive and negative effects on a society or on humankind.

Task:

Choose ***two*** changes to technology and for ***each change:*** • Discuss why the change to technology was important during a specific time period • Discuss the positive ***and/or*** negative effects this change to technology had on a society or on humankind

You may use any change to technology from your study of global history. Some ideas you might wish to write about include irrigation systems, stirrup, astrolabe, printing press, factory systems, nuclear weapons, chemical pesticides, and satellites launched into space.

You may use other ideas, too.

Do *not* focus on the United States for your answer.

Guidelines:

In your essay, make sure that you:
- Answer all parts of the question/task
- Describe the main idea with useful facts, examples, and details
- Use a logical and clear plan of organization. Write an introduction and a conclusion that includes details.

NAME _____ **SCHOOL** _____

Part III

DOCUMENT-BASED QUESTION

This essay question is based on the following documents. The essay question was created to test how well you use historical documents. Some of these documents have been changed for the goals of this essay question. When you look at the documents, look at the source of each document. Consider one or more points of view that may be shown in each of the documents.

Historical Context:

Great civilizations have existed in different parts of the world during history. The cultural and educational successes of these civilizations added to the growth of people and societies. These civilizations include Ancient Mesopotamia, Classical Greece, and the Mali Kingdom in Africa.

Task: Use information from the documents and what you know about global history to answer all of the questions that come after each document in Part A. Your answers to the questions will help you write the essay in Part B. For Part B you will be asked to:

Select two of the civilizations written in the historical context (Ancient Mesopotamia, Classical Greece, and the Mali Kingdom in Africa) and for each:

- Describe two examples of cultural or educational successes made by past civilizations. You need to say what civilization made the contribution.
- Discuss the importance of each of these successes to global history.

Think of these definitions when you are writing your answer to Part III:

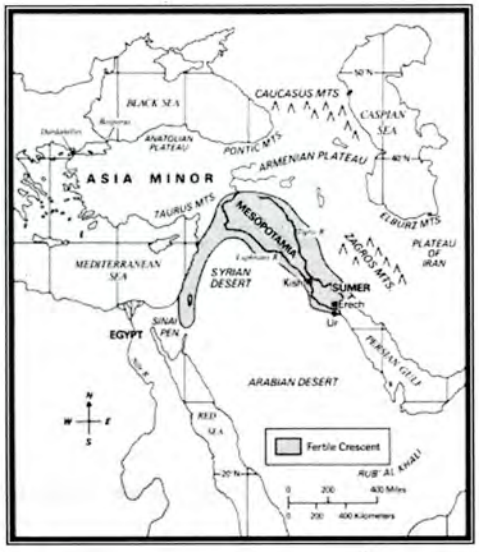
(a) <u>Describe</u> means "to show something in words or tell about it"
(b) <u>Discuss</u> means "to make observations about something using facts, reasoning, and examples to support your answer; to write in some detail"

Part A
Short-Answer Questions

Directions: Look at the documents and answer the short-answer questions that come after each document. Answer the questions on the lines given after each question.

Document 1

The rivers were very important for a growing civilization. Rivers were a source of food, transportation, and plants. Rivers were in the middle of deserts and land that was not smooth. This made the creation of city-states possible. Mesopotamia was formed next to the Tigris River and the Euphrates River.



1. The Tigris River and the Euphrates River were very important for keeping people alive. How did the rivers help civilizations to grow bigger?

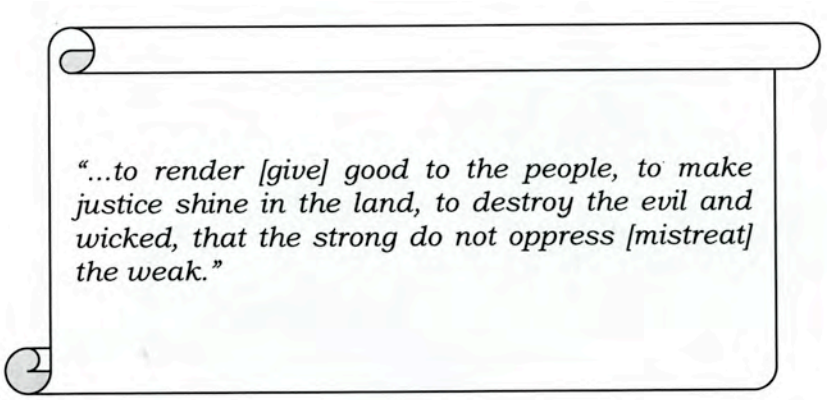
_____
_____
_____
_____
_____

2. Look at the map and find the Fertile Crescent. What is next to the Fertile Crescent in the south? What is next to the Fertile Crescent in the east?

_____
_____
_____
_____
_____

Document 2

The Code of Hammurabi is made of laws about everyday life, business, medicine, things that belong to other people, and family. These laws were very important and people got into trouble if they didn't follow the laws. If someone was seen stealing they could be killed. People that did not respect things that belonged to other people had to pay a bill. Hammurabi said that his goal for the law was this:



1. What **three** things did Hammurabi want to do with this set of laws?

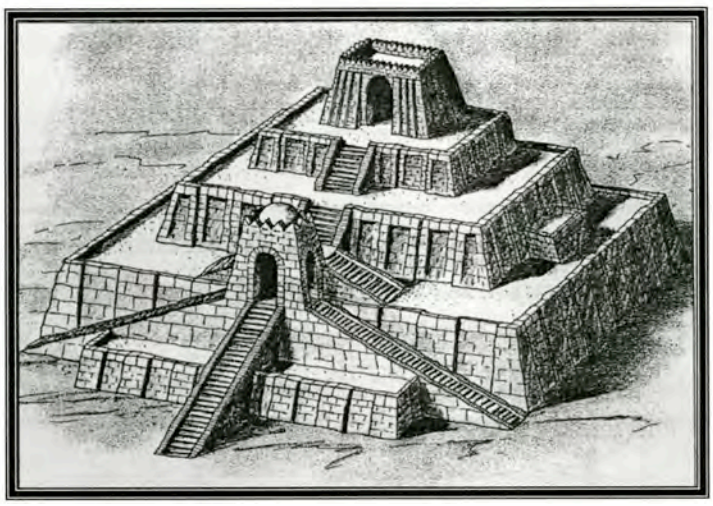
_____
_____
_____
_____
_____

2. What happened to people that got in trouble for stealing?

_____
_____
_____
_____
_____

Document 3

Sumerians and Akkadians believed in more than one god. The belief in more than one god is called polytheism. The Sumerians and Akkadians thought that they would be happy and successful if they made the gods happy. The Sumerians and Akkadians thought that they would have more problems if they made the gods unhappy. Sumerians made huge temples called ziggurats. The Sumerians thought that these temples united Earth and the heavens. They also thought that these temples united people with the gods.



1. Look at the picture and look at how many stairs there are. What does the size of the temple show you about how important the gods were to the Sumerians?

_____
_____
_____
_____
_____

2. What did the Sumerians and Akkadians want from their gods? Look back to the reading passage at the top of this page to help you.

_____
_____
_____
_____
_____

Document 4

Citizens of Athens had freedoms and responsibilities. A male citizen needed to protect Athens in a war, to be on a jury, and to talk about problems. A great leader named Pericles said:

> "We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all."

1. What did Pericles think about citizens who did not help with politics and government? What makes you think this?

_____
_____
_____
_____
_____

Document 5

Use this picture to answer the next question.

Source: Discus Thrower (Greek, 5th Century BCE), National Museum, Naples (Alinari).

The world is full of wonders but nothing is more wonderful than man.

Sophocles, circa 450 BCE

1. Look at this picture and the words that describe it. What does the author think about man?

Document 6

Use this reading passage to answer the question that comes after.

Source: C. M. Bowra, *Classical Greece*, Time-Life Books, 1965. Reprinted by permission of Wadham College, executor for Sir Maurice Bowra.

Government in Athens

From the retirement of the Persians in 479 BCE until the outbreak of the Peloponnesian War in 431 BCE (Athens vs. Sparta), Athens displayed a phenomenal vitality. This, in fact, was the Athenian Golden Age, without parallel in the history of man.

The major strength and inspiration for this development was Athens' democratic form of government, the first true democracy in history. In the most precise and literal sense of the word, the Athenians governed themselves....

The Athenian Assembly was open to all free male citizens of adult age, regardless of income or class. It met 40 times a year, usually at a place called the Pnyx, a natural amphitheater on one of the hills west of the Acropolis. In theory, any member of the Assembly could speak about anything, providing he could command an audience. But for practical reasons, there was also an official agenda. This was prepared by a Council composed of 500 men, 50 from each of the ten Attic tribes. They were chosen by lot from a list of volunteers, all of them citizens over the age of 30.... Council members were always paid for their services and served for a year. After an interval they might serve a second year, but they could never serve for more than two.

Within the Council was a smaller, inner council of 50 men, called the Prytany, which met every day and in effect administered the government. The composition of the Prytany changed 10 times a year, and its chairmanship, the chief executive position of Athens, changed every day. In theory no one remained in power long enough to entrench himself. But in reality this opportunity was open to one class of men: the 10 generals of the armed forces who were elected directly from the Assembly and served for a year's term. A general could be elected any number of times. Inevitably the generals played a large and sometimes continuing role in nonmilitary affairs.

1. What is one key idea of the democracy in Athens?

Document 7

Mansa Musa increased the size of the Mali empire to twice the size of the Ghana empire. Mansa Musa went on a hajj, or trip, to Mecca and he stopped in Cairo, Egypt. An Egyptian official described Mansa Musa in this way:

> This man Mansa Musa, spread upon Cairo the flood of his generosity: there was no person, officer of the court, or holder of any office of the Sultanate who did not receive a sum of gold from him.

1. Why was the Egyptian official excited about Mansa Musa?

_____
_____
_____
_____
_____

Document 8

In this reading passage, a traveler from Morocco describes the city of Timbuktu.

> Here are many doctors, judges, priests, and other learned men that are well maintained at the king's costs. Various manuscripts and written books are brought here…and sold for more money than other merchandise.

1. Why was the writer of this reading passage excited by the city of Timbuktu?

_____
_____
_____
_____
_____

Document 9

Ibn Battuta traveled in Mali in 1352. He wrote this description of Mali in the book called *Travels to Kindgdom of Mali*.

> They are seldom unjust, and have a greater hatred of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers.

1. Write **<u>two</u>** things that Ibn Battuta liked about the Kingdom of Mali.

_____
_____
_____
_____
_____

Part B
Essay

Directions: Write a well-organized essay that has an introduction, three or four body paragraphs, and a conclusion. Use examples from ***four or more*** documents in your essay. Support your response with important facts, examples, and details. Include extra information that you have learned about global history that connects to this essay question.

Historical Context:

Great civilizations have existed in different parts of the world during history. The cultural and educational successes of these civilizations added to the growth of people and societies. These civilizations include Ancient Mesopotamia, Classical Greece, and the Mali Kingdom in Africa.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you:

Select two of the civilizations written in the historical context (Ancient Mesopotamia, Classical Greece, and the Mali Kingdom in Africa) and for each:

- Describe two examples of cultural or educational successes made by past civilizations. You need to say what civilization made the contribution.
- Discuss the importance of each of these successes to global history.

Guidelines:

In your essay, be sure to
- Answer all parts of the essay question
- Use information from ***four or more*** documents
- Use extra information that you have learned about global history that connects to this essay question
- Describe the main idea with relevant facts, examples, and details
- Use a logical and clear plan of organization. Write an introduction and a conclusion that includes details.

Discussion

Goals

Overall, this completed curriculum project has met the intentions outlined by the research question and design. First, this curriculum project sought to create a linguistically simplified version of the New York State Global History and Geography Regents Examination that could potentially serve as a bridge between English Language Learners (ELLs) and the curriculum, and it has successfully met that goal. A secondary purpose of this curriculum project was to apply the linguistic simplification techniques outlined by Jamal Abedi (2006a) to a social studies content area examination, as these techniques had previously only been applied to science and mathematics assessments.

Design

First, steps that were initially outlined and developed in the methodology for altering the multiple-choice questions were followed in order to create this linguistically simplified content area assessment. Even though minor adjustments were made to the revising technique in order to make the process more accurate and efficient, the steps that were initially developed were generally followed, though to a higher degree of specificity.

Second, the steps that were initially outlined and developed in the methodology for rewriting the thematic essay question were followed, though altered slightly. The initial methodology and the methodology that was actually followed differ in that I did not revise this portion of the test with two colleagues in the Teaching English to Speakers of Other Languages (TESOL) program, but I completed it independently. This change was made because each of my TESOL colleagues who served as a rater for the multiple-choice questions was busy with their

own thesis projects, outside obligations, and the six multiple-choice questions that I had asked them to revise.

Third, the steps that were initially outlined and developed in the methodology for the revision of the Document Based Question (DBQ) section were not followed; these initial directions were revised. When I began working on the revision of the DBQ section, I began by following my initial methodology; however, I soon found that it would be better to replace the documents and their accompanying questions all together. Revising the individual documents would have decreased their level of authenticity. After consulting with a local Global Studies teacher about the revision of the DBQ section, I determined that I would create an entirely new DBQ section, and although it is unrelated to the DBQ section that was given in the June 2011 administration of the NYS Global Exam, it will still provide students with worthwhile experience and practice working with DBQs. The documents that were used in the DBQ section still contained several features that may cause some confusion for ELLs, even though they were written at a sixth grade level. I chose not to linguistically simplify these documents further because I feel that they are already significantly simpler than the original documents that students will find on the actual NYS Global Exam, including those of the June 2011 administration of the exam. Authentic documents that are used for DBQ sections are frequently written in an older style of English that is found to be confusing by ELLs and native English speaking students alike. It is important that ELLs are exposed to the language of the documents to some extent.

Methodology

While carrying out the proposed methodology of this project, I found that there were several issues that I would account for if given the opportunity to complete this project again in

some capacity. For instance, while completing the revision process of the multiple-choice questions, I trained seven of my TESOL colleagues in order to create a greater level of interrater reliability, thereby increasing the validity of the linguistically simplified version of the test. However, even though my colleagues and I agreed on how to evaluate the linguistic complexity of questions, as well as how to rewrite the questions in order to reduce the linguistic complexity, the multiple-choice questions were rewritten very differently. For example, some of the questions had been revised in a way that required no additional editing and revision. However, there were other questions that were rewritten in a way that did not lessen the degree of linguistic complexity; these questions needed additional revision. The colleagues involved in this project have differing levels of experience in the field of education and in the specific field of TESOL. However, the level of experience in education and in TESOL did not necessarily impact the way that each person rewrote the questions. There were many instances in which colleagues newest to the fields of education and TESOL revised the questions assigned to them most effectively.

Another aspect of this project that must be taken into account when considering possible use of this methodology in the future is the amount of time that people will need in order to revise questions. I provided raters within the group with ten days in order to complete the evaluation and linguistic simplification of the six multiple-choice questions that I had given them to revise. More than half of the rater group took approximately 14 days in order to evaluate, linguistically simplify, and return the revised questions to me. Each of the raters in the established group has class responsibilities of their own, and many of the raters are employed on a part-time or full-time basis. The revision of six questions was not extremely time consuming, however it still required more time than some raters had readily available.

When reflecting on the revised methodology surrounding the writing of the DBQ section, I appreciate the opportunity to collaborate with a Global Studies teacher who has experience creating DBQ sets for the purpose of helping students to practice; this made the process of creating the DBQ set more manageable, effective, and worthwhile. If someone were creating a DBQ section of a NYS Global Studies exam for the first time, I would highly recommend that they seek the assistance of an experienced teacher. It was difficult at times to communicate with the teacher who I collaborated with as the school schedule is very demanding, however with more time, this collaboration would have run more smoothly.

Limitations

Although this curriculum project has been designed as intended and has fulfilled the goals of the research question, there are limitations that may affect the potential use of this examination in the future. First, this linguistically simplified version of the NYS Global Exam was created by TESOL graduate students and professionals that have little to no previous experience creating linguistically simplified assessments. There was one Global Studies teacher involved in the revision of the DBQ, however the multiple-choice questions and thematic essay were revised with no assistance from a Global Studies teacher. Even though contributors to this project utilized proven strategies (Abedi, 2006a) in order to revise the June 2011 administration of the NYS Global Exam, additional experience would increase the effectiveness of this linguistically simplified exam.

Another limitation of this curriculum project is that there are no published examples of social studies content area assessments that have been linguistically simplified using these techniques. Finally, though this linguistically simplified version of the NYS Global Exam can potentially serve as a bridge between ELLs and the curriculum, it cannot serve as a replacement

examination to the NYS Global Exam for ELLs. Teachers may use this exam in order to better prepare their ELLs for the NYS Global Exam, however they may not administer this exam to their students in place of the NYS Global Exam.

Future Opportunities

If given the opportunity to recreate this curriculum project, using more time, I would have each of the multiple-choice questions evaluated and rewritten by more than one person. Prior to having the individual raters evaluate and rewrite questions, interrater reliability was established, using practice questions, in order to increase the likelihood that the assigned questions would be more consistent with each other. However, interrater reliability for the questions on this specific exam, the June 2011 administration of the NYS Global Exam, would be further increased by having multiple raters evaluate and rewrite the same questions. Then, the revised versions could be combined in order to create an effective question. Also, if given the opportunity to recreate this curriculum project, it would benefit from increased levels of knowledge and experience.

Implications of this Curriculum

This curriculum project has implications for both students and teachers. Teachers may use this linguistically simplified content area assessment as a teaching tool for their ELLs. For example, when preparing their students for the NYS Global Exam, teachers can provide their students with this revised version of the June 2011 administration, as well as the original version of the June 2011 administration. With both versions of the same administration of this examination, teachers will be able to demonstrate what the Regents questions will look like, as well as what the question is actually asking, without additional language variables impeding the message.

A second implication of this curriculum project is that teachers will have increased potential to create additional linguistically simplified Regents examinations. First, this assessment serves as an example of a linguistically simplified assessment. Second, the TESOL graduate students and professionals that collaborated to create this assessment have now learned and begun to hone the techniques necessary to create assessments of this type. After having the experience of creating this assessment, they will be more prepared to create linguistically simplified assessments for their own students, whether they are Regents examinations or assessments specific to classroom teachers. Lastly, this curriculum project has now implemented the techniques outlined by Jamal Abedi (2006a) in order to linguistically simplify a social studies content area examination. Though teachers may have done this in the past for their specific students, there are not any accessible examples of linguistically simplified social studies assessments that can serve as examples for teachers and researchers.

In the future, as a teacher of English as a Second Language, I will use this completed curriculum project in order to provide ELLs with more access to the Global Studies curriculum. This curriculum project will be utilized in order to prepare ELLs for their NYS Global Exam. During the time that it has taken me to complete this curriculum project, several Global Studies teachers have expressed interest in using this completed test with their ELLs. I have also been approached by several teachers of English as a Second Language (ESL) that would like to use this with their students in order to provide more efficient means of preparation for the NYS Global Exam.

In the future, as an ESL teacher, I will use the skills that I have taken away from this curriculum project in order to create other linguistically simplified versions of examinations to

utilize with my students. These techniques can be applied to other Regents examinations and to teacher created examinations.

Conclusion

Students encounter a variety of obstacles when completing standardized assessments in content area subjects. English Language Learners, however, face additional challenges as a result of their developing English language proficiencies. English Language Learners are required to demonstrate their content area knowledge on standardized assessments that are developed and constructed for native English speakers. The intent of this linguistically simplified New York State Global History and Geography Regents Examination is to act as a bridge between English Language Learners and the Regents examination. This linguistically simplified exam has the potential to act as a teaching tool in order to prepare English Language Learners for the New York State Global History and Geography Regents Examination. A secondary purpose of this project is to apply the techniques of linguistic simplification to a social studies content area exam, as these techniques have previously only been applied to science and mathematics examinations. Lastly, teachers of English Language Learners will be provided with a more accurate representation of the social studies content area knowledge that their students possess through the use of this examination with their students.

References

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Appendices

Appendix A

Analytical Linguistic Modification Rubric

Linguistic Feature	Degree of Complexity				
	Not Complex 1	2	3	4	Most Complex 5
1. Word frequency/ familiarity	–	–	–	–	–
2. Word length	–	–	–	–	–
3. Sentence length	–	–	–	–	–
4. Passive voice constructs	–	–	–	–	–
5. Long noun phrases	–	–	–	–	–
6. Long question phrases	–	–	–	–	–
7. Comparative structures	–	–	–	–	–
8. Prepositional phrases	–	–	–	–	–
9. Sentence and discourse structure	–	–	–	–	–
10. Subordinate clauses	–	–	–	–	–
11. Conditional clauses	–	–	–	–	–
12. Relative clauses	–	–	–	–	–
13. Concrete vs. abstract or impersonal presentations	–	–	–	–	–
14. Negation	–	–	–	–	–

FIG. 17.1. Rubric for rating the level of linguistic complexity.

Appendix B

Holistic Item Rating Rubric

LEVEL	QUALITY
1	EXEMPLARY ITEM *Sample Features:* • Familiar or frequently used words; word length generally shorter • Short sentences and limited prepositional phrases • Concrete item and a narrative structure • No complex conditional or adverbial clauses • No passive voice or abstract or impersonal presentations
2	ADEQUATE ITEM *Sample Features:* • Familiar or frequently used words; short to moderate word length • Moderate sentence length with a few prepositional phrases • Concrete item • No subordinate, conditional, or adverbial clauses • No passive voice or abstract or impersonal presentations
3	WEAK ITEM *Sample Features:* • Relatively unfamiliar or seldom used words • Long sentence(s) • Abstract concept(s) • Complex sentence/conditional tense/adverbial clause • A few passive voice or abstract or impersonal presentations
4	ATTENTION ITEM *Sample Features:* • Unfamiliar or seldom used words • Long or complex sentence • Abstract item • Difficult subordinate, conditional, or adverbial clause • Passive voice/ abstract or impersonal presentations
5	PROBLEMATIC ITEM *Sample Features:* • Highly unfamiliar or seldom used words • Very Long or complex sentence • Abstract item • Very difficult subordinate, conditional, or adverbial clause • Many passive voice and abstract or impersonal presentations

FIG. 17.2. Holistic Item Rating Rubric.

Appendix C

Learning Standards for Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Appendix D

Concepts and Themes Emphasized in the Global History and Geography Core Curriculum

- Belief Systems
- Change
- Citizenship
- Conflict
- Culture and Intellectual Life
- Decision Making
- Diversity
- Economic Systems
- Environment and Society
- Factors and Production
- Human and Physical Geography
- Human Rights
- Imperialism
- Interdependence
- Justice
- Movement of People and Goods
- Nationalism
- Nation State
- Needs and Wants
- Political Systems
- Power
- Scarcity
- Science and Technology
- Urbanization

Appendix E

October 20, 2011

Dear Colleagues,

Thank you for your willingness to participate in this portion of my thesis project! There are several key pieces of information that I'd like to share with you before we get started.

The **purpose of this curriculum project** is to modify, through the use of linguistic simplification techniques, the June 2011 administration of the New York State Global History and Geography Examination in order to make the social studies content more accessible to English Language Learners. Doing so will provide a more accurate illustration of their content area knowledge. A **secondary purpose** of this curriculum project is to apply the techniques of linguistic simplification to a social studies content area assessment, as they have previously only been applied to science and mathematics assessments.

Today, we will be briefly reviewing the linguistic features that most often interfere with comprehension, how to determine the linguistic complexity of multiple-choice questions, and how to re-write questions in a way that reduces their linguistic complexity.

The approximate order for this session will be:

- Brief review and discussion of the linguistic features that interfere with comprehension
- Review of the rubrics used for evaluating the linguistic complexity of a question
- Evaluation of five multiple-choice questions from a prior exam; this will be completed individually and reviewed as a group in order to establish interrater reliability
- Discussion of how to reduce the linguistic complexity of test items
- Re-writing of the previously evaluated questions; this will be completed individually and reviewed as a group in order to establish interrater reliability

When this session is complete, you will each have six questions to evaluate and rewrite. Please write one or two sentences (more if needed) explaining the changes that you made to the question. If no adjustments were made, please explain why changes were not necessary. Please send your evaluated and revised questions to me on or before **October 30, 2011**.

Again, thank you for your involvement in this portion of my thesis project; I am very appreciative! This is a useful skill that will benefit our students for years to come!

If you have any questions, please let me know!

Sincerely,

Stephanie Aselin

Appendix F

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

1 Which document is considered a primary source?

(1) encyclopedia article
(2) modern textbook
(3) biography
(4) personal correspondence

2 Which title best completes the partial outline below?

I. _____
A. Located in a region of volcanoes and earthquakes
B. Has limited mineral resources
C. Concentration of population in coastal plains

(1) Geographic Features of Japan
(2) Environmental Challenges in Mongolia
(3) Economic Issues Facing Saudi Arabia
(4) Factors Affecting British Industrialization

3 Which Neolithic Revolution development led to the other three?

(1) complex civilizations
(2) surplus of food
(3) division of labor
(4) domestication of plants and animals

4 • The Ganges River is sacred to people practicing Hinduism.
• Shinto shrines are usually located near mountains or lakes.
• The Jordan River is a site of many Christian baptisms.

Which conclusion is most valid based on these statements related to belief systems?

(1) The Middle East was the birthplace of these belief systems.
(2) Water plays an important role in these belief systems.
(3) Pilgrimages to mountainous regions are encouraged by these belief systems.
(4) Understanding nature is a requirement of these belief systems.

Base your answer to question 5 on the illustration below and on your knowledge of social studies.

Source: Wilson G. Turner, Maya Designs, Dover Publications

5 Which element of civilization is most clearly shown in this Maya artwork?

(1) urbanization
(2) a system of education
(3) a code of laws
(4) social classes

6 Which achievements are most closely associated with the Tang and Song dynasties of China?

(1) wheel and stirrup
(2) chinampas and calendar
(3) gunpowder and movable wooden type
(4) mosaics and domes

7 Korea has frequently served as a cultural bridge between

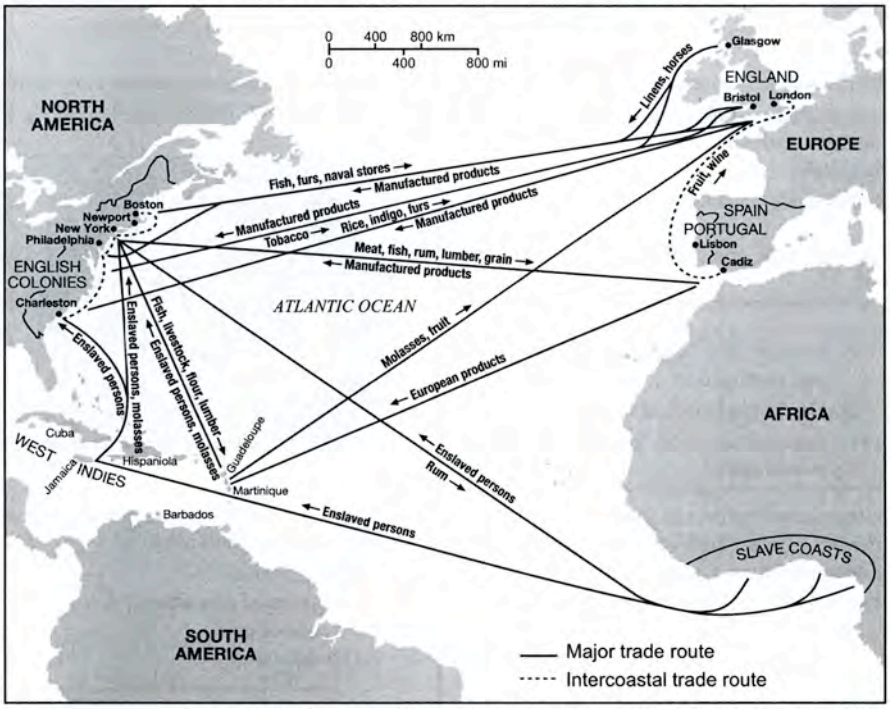
(1) Cambodia and Vietnam
(2) Russia and India
(3) Thailand and Indonesia
(4) China and Japan

8 Which institution served as the primary unifying force in medieval western Europe?

(1) legislature
(2) church
(3) monarchy
(4) military

Base your answer to question 15 on the map below and on your knowledge of social studies.

Trade Routes Between the Old and New Worlds



Source: Marvin Perry et al., Western Civilization: Ideas, Politics & Society, Houghton Mifflin, 2000 (adapted)

15 Based on the information shown on this map, most manufactured goods were produced in

(1) the West Indies
(2) Europe
(3) English colonies
(4) Africa

16 What was a key characteristic of an absolute monarchy in the 16th and 17th centuries?

(1) centralized governmental authority
(2) increased political rights for peasants and serfs
(3) freedom of religion
(4) a system of checks and balances

17 The signing of the Magna Carta in 1215 and the Glorious Revolution in 1688 were key events in English history because they resulted in

(1) creating alliances with France
(2) defeating Protestant nobles
(3) limiting the power of the monarchy
(4) annexing territory

Appendix G

REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 15, 2011 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

Part I contains 50 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

Part III B contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

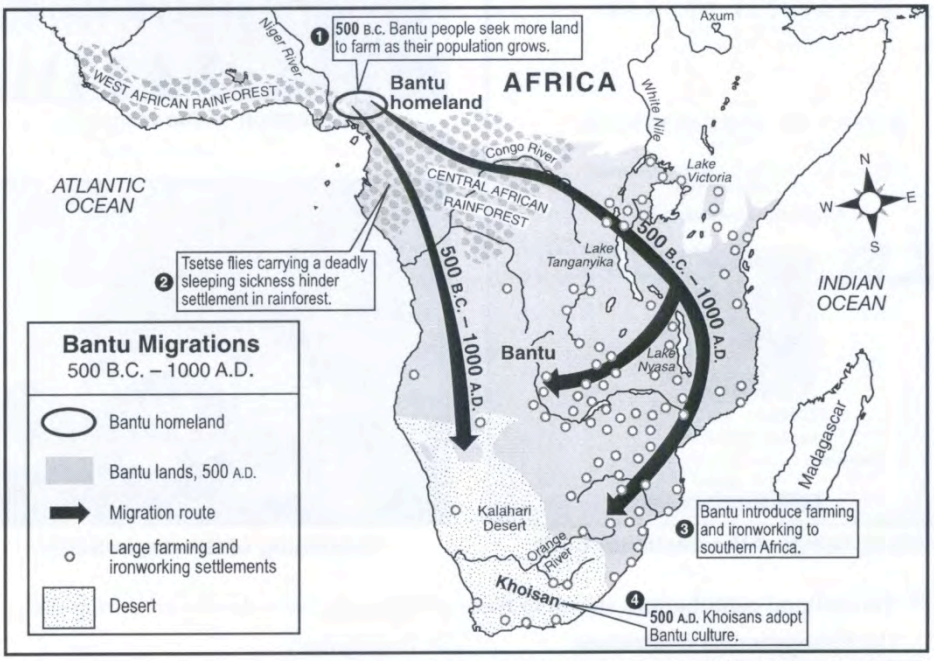
REGENTS EXAM IN GLOBAL HISTORY AND GEOGRAPHY

Part I

Answer all questions in this part.

Directions (1–50): For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: The Nystrom Atlas of World History (adapted)

1 This map illustrates the relationship between
(1) religion and government
(2) ironworking and trans-Saharan trade
(3) humans and environment
(4) monsoons and flooding

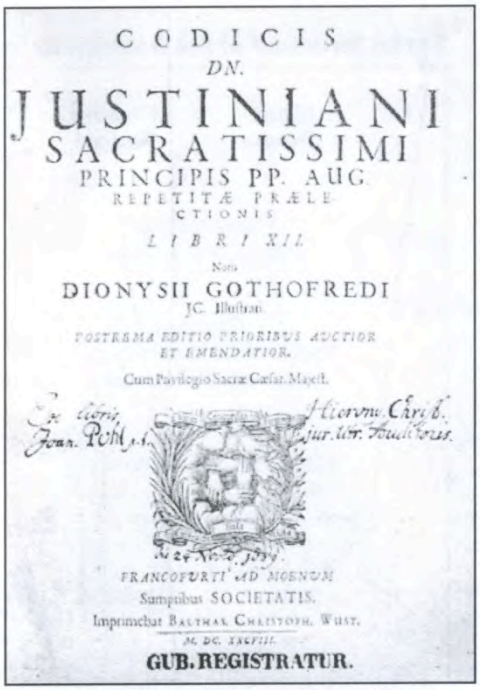
2 Which process is shown on this map?
(1) nationalization
(2) cultural diffusion
(3) urbanization
(4) social stratification

---

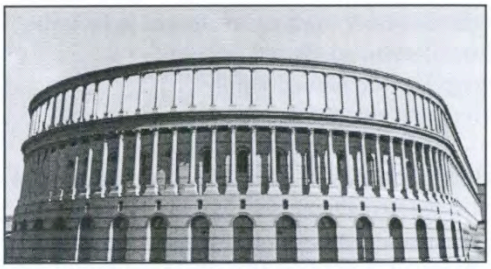
3 An economist who focused on ancient societies would most likely study the
(1) development of trade
(2) evolution of family patterns
(3) effect of fire on the lives of the people
(4) role of religion in river valley civilizations

4 Knowing the latitude of a location would be most helpful in determining
(1) language
(2) temperature
(3) population
(4) time

Base your answer to question 5 on the photographs below and on your knowledge of social studies.


CODICIS
DN.
JUSTINIANI
SACRATISSIMI
PRINCIPIS PP. AUG.
REPETITÆ PRÆLE
CTIONIS
LIBRI XII
Notis
DIONYSII GOTHOFREDI
JC. Illustrati
POSTREMA EDITIO PRIORIBUS AUCTIOR
ET EMENDATIOR.
Cum Privilegio Sacræ Cæsar. Majest.
FRANCOFURTI AD MOENUM
Sumptibus SOCIETATIS.
Imprimebat BALTHAS. CHRISTOPH. WUST.
GUB. REGISTRATUR.

Compilation of the Justinian Code



Construction of the Hippodrome

Rebuilding of the Hagia Sophia

5 The cultural contributions shown in these photographs were developed during the

(1) Mesopotamian civilizations
(2) Pax Romana
(3) Tang dynasty
(4) Byzantine Empire

Base your answer to question 6 on the passage below and on your knowledge of social studies.

> ...The girl and two other children were left on a mountaintop to succumb [fall victim] to the cold as offerings to the gods, according to the archaeologists who found the mummified remains in Argentina in 1999....
>
> — "Frozen Inca Mummy Goes On Display," National Geographic News, September 11, 2007

6 This passage best illustrates the role of archaeologists in

(1) interpreting evidence
(2) challenging customs
(3) classifying artifacts
(4) planning expeditions

7 Which statement about the Neolithic Revolution is an opinion rather than a fact?

(1) Early peoples made greater cultural advancements than did people of later civilizations.
(2) The Neolithic Revolution resulted in changes for nomadic peoples.
(3) New technology was developed during the Neolithic Revolution.
(4) Agricultural developments resulted in the establishment of permanent settlements.

8 The concept of zero, the expansion of the caste system, and the creation of the decimal system are most closely associated with the

(1) Inca Empire
(2) Tokugawa shogunate
(3) Song dynasty
(4) Gupta Empire

9 During the European Middle Ages, guilds were created to

(1) obtain better working conditions in factories
(2) standardize goods and prices
(3) regulate the money supply
(4) increase competition

10 Both Ibn Battuta and Mansa Musa demonstrated their religious values by

(1) meditating along the banks of the Ganges River
(2) converting Africans to Christianity
(3) making a pilgrimage to Mecca
(4) visiting the wailing wall in Jerusalem

11 Which action is linked to the spread of the Black Death to Europe during the 14th century?

(1) trade with Asia
(2) conquest of Japan
(3) trade across the Sahara
(4) exploration of the Western Hemisphere

12 What was one ideal of Renaissance humanism?

(1) training as a knight and practicing chivalry
(2) obeying divine right monarchs and the church
(3) living apart from the world and taking monastic vows
(4) investigating areas of interest and fulfilling one's potential

13 • Captured the city of Constantinople in 1453
• Benefited from rich trade along the Mediterranean Sea
• Ruled by Suleiman the Lawgiver

Which empire best fits these descriptions?

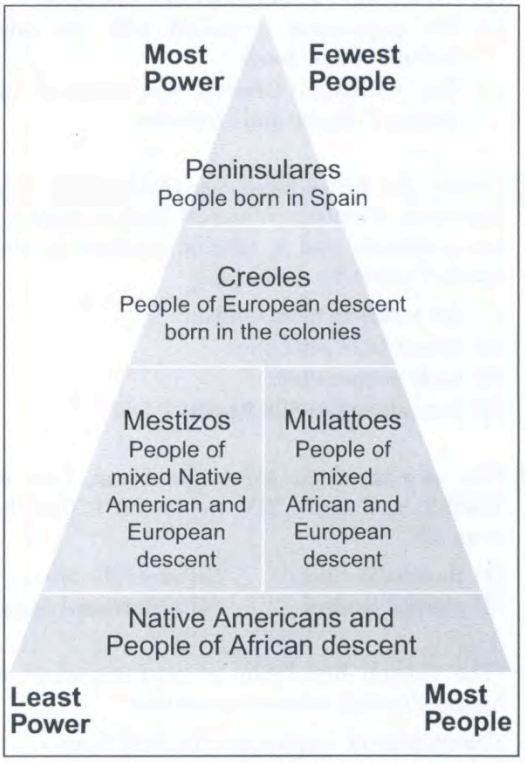
(1) Roman (3) Mongol
(2) Ottoman (4) Songhai

14 One way in which the Ming dynasty in the early 1400s and the Spanish monarchy in the late 1400s are similar is that both governments

(1) promoted religious diversity
(2) encouraged democratic reforms
(3) emphasized equal rights for women
(4) supported the expansion of overseas trade

Base your answer to question 15 on the diagram below and on your knowledge of social studies.

Social Structure of the Spanish Colonies



Source: Goldberg and DuPré, Brief Review in Global History and Geography, Prentice Hall, 2002 (adapted)

15 Which conclusion about Spanish colonialism in the Americas can be drawn from this diagram?

(1) The fewest people in the population had the greatest power.
(2) Africans and Native Americans were politically powerful.
(3) The peninsulares made up the majority of the population.
(4) Mestizos and mulattoes controlled the most land in the colonies.

16 What was one effect of the Columbian exchange on European society?

(1) Migration to the Americas declined.
(2) Horses were acquired for the first time.
(3) The population increased with the introduction of new foods.
(4) The Christian Church was divided into Roman Catholic and Orthodox.

17 During the first Global Age (A.D. 1450–1770), European countries obtained both a source of raw materials and a reliable market for their finished goods by developing

(1) the policy of mercantilism
(2) laissez-faire principles
(3) trade cooperatives
(4) forts along the Silk Roads

18 One way in which Akbar the Great, Ivan the Terrible, and Louis XIV are similar is that they were all

(1) theocratic rulers
(2) elected leaders
(3) absolute rulers
(4) enlightened despots

19 "The French Revolution is most important for having changed subjects to citizens."

This statement emphasizes the shift from

(1) religious traditions to secular values
(2) divine right rule to people's participation in government
(3) rural lifestyles to urban lifestyles
(4) private property ownership to government ownership

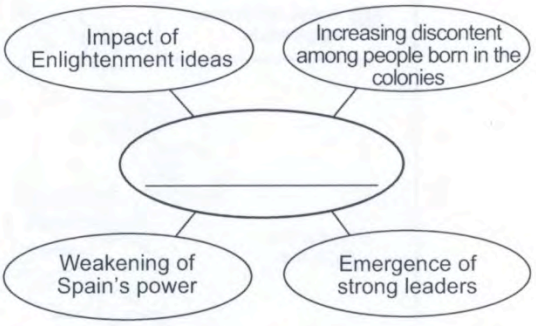
20 Which geographic condition contributed to the defeat of Napoleon's troops during the invasion of Russia?

(1) drought
(2) typhoons
(3) severe flooding
(4) harsh winter

21 One reason for the mass migration of many Irish to North America in the 19th century was

(1) a series of crop failures
(2) enforcement of a military draft
(3) civil war in Ireland
(4) an outbreak of malaria

Base your answer to question 22 on the graphic organizer below and on your knowledge of social studies.



22 Which title best completes this graphic organizer?

(1) Reasons for Latin American Independence Movements
(2) Impact of the Scientific Revolution
(3) Causes of the Industrial Revolution
(4) Results of Nationalism in Europe

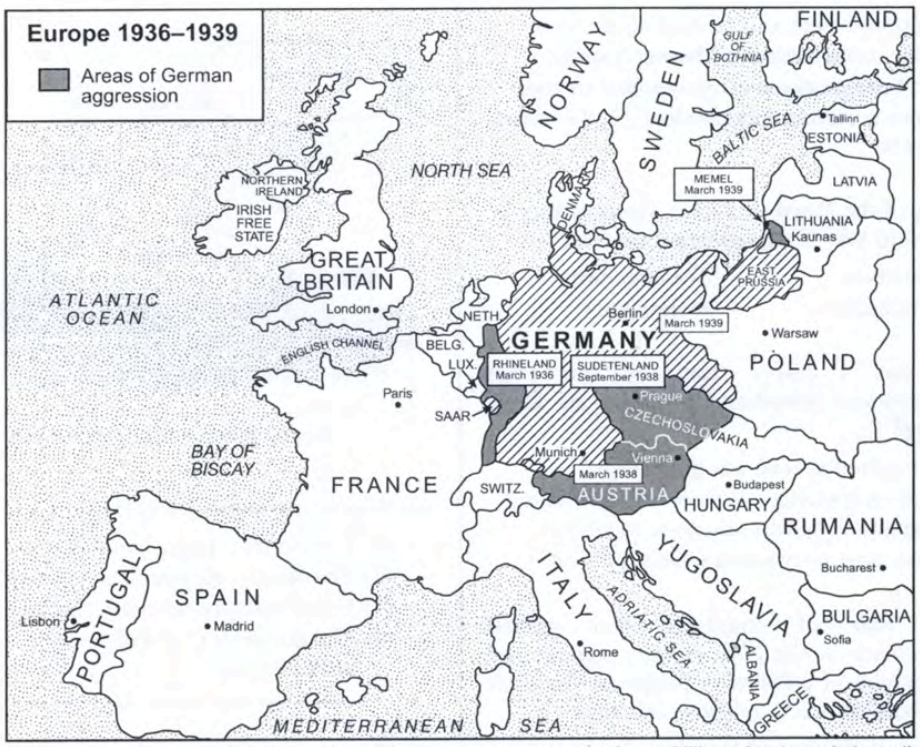
23 Which statement best reflects an effect of imperialism in Africa?

(1) Land was distributed equally between social classes.
(2) Territorial divisions were primarily established using tribal boundaries.
(3) Natural resources were exploited for the benefit of European powers.
(4) Timbuktu became the center of great learning.

24 Which event is considered the immediate cause of World War I?

(1) signing of the Treaty of Versailles
(2) invasion of Poland by Germany
(3) assassination of Archduke Francis Ferdinand
(4) use of unrestricted submarine warfare by Germany

Base your answer to question 25 on the map below and on your knowledge of social studies.



Source: The History Department at the United States Military Academy (adapted)

25 Based on the information provided by this map, how did adopting the policy of appeasement at the Munich Conference in September 1938 change Europe?

(1) The Rhineland was occupied by France.
(2) The Sudetenland was given to Germany.
(3) Germany transferred control of Memel to Lithuania.
(4) Austria became an independent state.

---

26 Which reform was included in Atatürk's efforts to modernize Turkey?

(1) reintroducing strict Islamic law
(2) granting women the right to vote
(3) adopting Arabic script
(4) requiring men to wear a fez

27 Which political leader gained power as a result of the failing economy of the Weimar Republic?

(1) Adolf Hitler
(2) Francisco Franco
(3) Benito Mussolini
(4) Charles de Gaulle

28 During the Cold War, nations that adopted a policy of nonalignment believed they should
(1) be exempt from United Nations decisions
(2) restrict trade with neighboring countries
(3) reject international environmental treaties
(4) follow a course independent of the superpowers

29 The use of the Marshall Plan in Western Europe after World War II strengthened the forces of
(1) democracy (3) isolationism
(2) communism (4) autocracy

30 What was a direct result of the Four Modernizations introduced in China by Deng Xiaoping?
(1) Freedom of speech was guaranteed.
(2) Goods and services were evenly distributed.
(3) Economic opportunities were expanded.
(4) Fewer consumer goods were produced.

31 Which pair of countries that gained independence in the 20th century experienced the migration of millions of people across their shared borders due to religious tensions?
(1) Czech Republic and Slovakia
(2) Kazakhstan and Uzbekistan
(3) Egypt and Libya
(4) India and Pakistan

32 A goal of modern-day religious fundamentalism is to
(1) combine the religious teachings of Islam and Christianity
(2) maintain traditional religious values in society
(3) encourage the practice of other religions
(4) adopt secular attitudes instead of religious beliefs

33 What have members of the European Union (EU) and countries of the North American Free Trade Agreement (NAFTA) both attempted to do?
(1) reduce regional trade barriers
(2) monopolize iron and steel production
(3) establish collective farms
(4) seize control of the production and distribution of resources

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.

Source: Brian Barling, Christian Science Monitor, April 25, 2008

34 What is the main idea of this cartoon?
(1) Petroleum is being overproduced.
(2) The demand for petroleum exceeds production.
(3) Fossil fuels are unevenly distributed.
(4) The demands of global environmental groups have increased.

35 The desire of the Kurds and of the Palestinians for independent states is based on the principle of
(1) free trade (3) collective security
(2) nationalism (4) modernization

36 Which leader is most closely associated with Desmond Tutu and F. W. de Klerk?
(1) Jomo Kenyatta (3) Nelson Mandela
(2) Kwame Nkruhmah (4) Jawaharlal Nehru

37 Since the end of the Cold War, what has been the primary cause of conflicts in Chechnya, Azerbaijan, and Bosnia?
(1) religious and ethnic tensions
(2) adoption of capitalism
(3) poor health care and starvation
(4) efforts at Russification

Base your answer to question 38 on the cartoon below and on your knowledge of social studies.

Source: Arcadio, La Nacion, March 4, 2002

38 Which title best describes the cartoonist's point of view about globalization?

(1) Growing Closer Together
(2) The Road to Stability
(3) An Economic Miracle
(4) An Uncertain Path

39 The southern edge of the Sahara is expanding in a process called

(1) annexation
(2) conservation
(3) desertification
(4) desalination

40 The Code of Hammurabi and the Twelve Tables of Rome are examples of

(1) written laws
(2) religious rules of conduct
(3) economic sanctions
(4) early constitutions

41 Which individual is correctly paired with an individual who further developed his ideas?

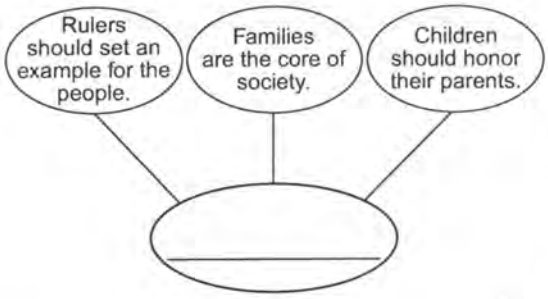
(1) Pope Urban II → Martin Luther
(2) Nicolaus Copernicus → Galileo Galilei
(3) Hernando Cortez → Simón Bolívar
(4) Louis XVI → Maximilien Robespierre

42 Which heading best completes the partial outline below?

I. _____
A. Escape feudal oppression
B. Earn salvation from sins
C. Recapture the Holy Land

(1) Goals of the Hanseatic League
(2) Reasons for Europeans to Fight the Crusades
(3) Results of the Reconquista
(4) Aims of Charlemagne

Base your answer to question 43 on the diagram below and on your knowledge of social studies.



43 Which Chinese philosophy best completes this graphic organizer?

(1) Maoism
(2) Daoism
(3) legalism
(4) Confucianism

44 The English Bill of Rights and the political philosophy of John Locke both support the idea of a

(1) coalition government
(2) fascist dictatorship
(3) Marxist dictatorship
(4) limited government

45 Which idea is correctly paired with a document that supports it?

(1) colonialism — *The Prince*
(2) militarism — Sadler Report
(3) capitalism — *Wealth of Nations*
(4) monotheism — *The Communist Manifesto*

46 One goal of the Congress of Vienna was to

(1) establish a new balance of power in Europe
(2) protect Europe from Ottoman advances
(3) end abuses within the Catholic Church
(4) redraw the boundaries of Africa

47 Transportation in the 1800s was revolutionized by the development of the

(1) caravel
(2) astrolabe
(3) airplane
(4) steam engine

Base your answer to question 48 on the passage below and on your knowledge of social studies.

> ...Indeed whilst on the one hand civil disobedience authorises disobedience of unjust laws or unmoral laws of a state which one seeks to overthrow, it requires meek and willing submission to the penalty of disobedience and therefore cheerful acceptance of the jail discipline and its attendant hardships....

48 Which individual is the author of this passage?

(1) Otto von Bismarck
(2) Mohandas Gandhi
(3) Ho Chi Minh
(4) Fidel Castro

49 Which conflict is most closely associated with events in Nanjing, Dunkirk, and Hiroshima?

(1) Russian Revolution
(2) Cultural Revolution
(3) World War II
(4) Korean War

50 The imaginary line that divided the Western European countries from the Eastern European countries after World War II was known as the

(1) prime meridian
(2) line of demarcation
(3) Iron Curtain
(4) Berlin Wall

Answers to the essay questions are to be written in the separate essay booklet.

In developing your answer to Part II, be sure to keep this general definition in mind:

discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part II

THEMATIC ESSAY QUESTION

Directions: Write a well-organized essay that includes an introduction, several paragraphs addressing the task below, and a conclusion.

Theme: Technology

Throughout history, societies have developed significant technological innovations. These technological innovations have had both positive and negative effects on a society or on humankind.

Task:

Select ***two*** technological innovations and for ***each***

- Discuss why the technological innovation was important during a specific time period
- Discuss the positive ***and/or*** negative effects this technological innovation had on a society or on humankind

You may use any technological innovation from your study of global history. Some suggestions you might wish to consider include irrigation systems, stirrup, astrolabe, printing press, factory systems, nuclear weapons, chemical pesticides, and satellites launched into space.

You are *not* limited to these suggestions.

Do *not* use the United States as the focus of your answer.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

NAME _____ SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, governments have adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians**, **Cambodians**, and **Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select ***two*** groups mentioned in the historical context whose human rights have been denied and for ***each***

- Describe the historical circumstances that contributed to the denial of this group's human rights
- Explain how a specific policy or action contributed to the denial of this group's human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) describe means "to illustrate something in words or tell about it"

(b) explain means "to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of"

(c) discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

> ...Stalin came to power after Lenin's death in 1924, inheriting a government that was still struggling to control an unwieldy empire. The new premier [leader] soon turned his attention toward Ukraine, the largest and most troublesome of the non-Russian Soviet republics. The Ukrainians were a fiercely independent people, given to ignoring directives from Moscow and stubbornly maintaining their individualistic, agrarian way of life.
>
> That independent spirit made them a problem. At a time when Stalin wanted to build a strong industrial base, they clung to their rural peasant traditions. At a time when he wanted to abolish private ownership of land, they refused to surrender their farms. In short, the Ukrainians had become a threat to the revolution....

Source: Linda Jacobs Altman, Genocide: The Systematic Killing of a People, Enslow Publishers

1 What was ***one*** way in which the Ukrainian people were a threat to Stalin's power according to Linda Jacobs Altman? [1]

_____

_____

Score

Document 2

In 1929, Stalin's policy of all-out collectivization had disastrous effects on agricultural productivity. He increased the amount of grain to be exported from Ukraine. This action resulted in famine among the Ukrainian peasants and resistance among the landowners.

Addendum to the minutes of [December 6, 1932] Politburo [meeting] No. 93.

The Council of People's Commissars and the Central Committee resolve:

To place the following villages on the black list for overt disruption of the grain collection plan and for malicious sabotage, organized by kulak [wealthy Ukrainian farmers] and counterrevolutionary elements: ...

The following measures should be undertaken with respect to these villages:

1. Immediate cessation [stoppage] of delivery of goods, complete suspension of cooperative and state trade in the villages, and removal of all available goods from cooperative and state stores....

The Council of People's Commissars and the Central Committee call upon all collective and private farmers who are honest and dedicated to Soviet rule to organize all their efforts for a merciless struggle against kulaks and their accomplices in order to: defeat in their villages the kulak sabotage of grain collection; fulfill honestly and conscientiously their grain collection obligations to the Soviet authorities; and strengthen collective farms.

CHAIRMAN OF THE COUNCIL OF PEOPLE'S COMMISSARS OF THE UKRAINIAN SOVIET SOCIALIST REPUBLIC — V. CHUBAR.

SECRETARY OF THE CENTRAL COMMITTEE OF THE COMMUNIST PARTY (BOLSHEVIK) OF UKRAINE — S. KOSIOR.

6 December 1932.

Source: Soviet Archives Exhibit, Library of Congress (adapted)

2 According to this document, what was ***one*** action the Soviet government proposed to enforce its policies of collectivization and grain quotas? [1]

_____

_____

Score

Document 3

This is an excerpt from a speech given by Dr. Oleh W. Gerus in 2001 at the unveiling of a monument in Manitoba, Canada, to the victims of the famine-genocide in Ukraine.

> ...What have been the historical consequences of the Great Famine-Genocide?
>
> By ravaging the country side, the famine not only destroyed millions of innocent human beings—estimates range from 4 to 10 million—but also retarded [slowed] by generations the natural evolution [development] of Ukrainian nationhood. The traditional Ukrainian values of hope, individualism and hard work disappeared. Fear, apathy and alcoholism became the hallmarks of the collective farm. Cities of Ukraine remained bastions [strongholds] of Russification. In general, the traumatized survivors found themselves voiceless cogs in the huge bureaucratic machine that the Soviet Union had become....

Source: Dr. Oleh W. Gerus, "The Great Ukrainian Famine-Genocide," Centre for Ukrainian Canadian Studies, University of Manitoba, August 4, 2001 (adapted)

3 What were ***two*** consequences of the great famine-genocide in Ukraine according to Oleh W. Gerus? [2]

(1)_____

_____ Score

(2)_____

_____ Score

Document 4

In 1970, Lon Nol overthrew Prince Norodom Sihanouk and became the leader of Cambodia. The Vietnam War had destabilized Cambodia's government and Lon Nol used this situation to gain power.

> ...Richard Nixon's May 1970 invasion of Cambodia (undertaken without informing Lon Nol's new government) followed simultaneous invasions by Saigon and Vietnamese Communist forces. It created 130,000 new Khmer [Cambodian mountain people] refugees, according to the Pentagon. By 1971, 60 percent of refugees surveyed in Cambodia's towns gave U.S. bombing as the main cause of their displacement. The U.S. bombardment of the Cambodian countryside continued until 1973, when Congress imposed a halt. Nearly half of the 540,000 tons of bombs were dropped in the last six months.
>
> From the ashes of rural Cambodia arose Pol Pot's Communist Party of Kampuchea (CPK). It used the bombing's devastation and massacre of civilians as recruitment propaganda and as an excuse for its brutal, radical policies and its purge of moderate Communists and Sihanoukists. This is clear from contemporary U.S. government documents and from interviews in Cambodia with peasant survivors of the bombing....

Source: Ben Kiernan, The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975–79, Yale University Press (adapted)

4 According to Ben Kiernan, what were ***two*** problems Cambodia faced during Lon Nol's rule that enabled Pol Pot to rise to power? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 5

Pol Pot came to power in April 1975. He overthrew Lon Nol in a coup d'état and attempted to create a utopian agrarian society.

> ...He [Pol Pot] began by declaring, "This is Year Zero," and that society was about to be "purified." Capitalism, Western culture, city life, religion, and all foreign influences were to be extinguished in favor of an extreme form of peasant Communism.
>
> All foreigners were thus expelled, embassies closed, and any foreign economic or medical assistance was refused. The use of foreign languages was banned. Newspapers and television stations were shut down, radios and bicycles confiscated, and mail and telephone usage curtailed. Money was forbidden. All businesses were shuttered, religion banned, education halted, health care eliminated, and parental authority revoked. Thus Cambodia was sealed off from the outside world.
>
> All of Cambodia's cities were then forcibly evacuated. At Phnom Penh, two million inhabitants were evacuated on foot into the countryside at gunpoint. As many as 20,000 died along the way....

Source: "Genocide in the 20th Century: Pol Pot in Cambodia 1975-1979," *The History Place*

5 Based on this *History Place* article, what was ***one*** action taken by Pol Pot's government that contributed directly to human rights violations against the Cambodian people? [1]

_____

_____

Score

Document 6

Teeda Butt Mam is a survivor of the Khmer Rouge. This excerpt is an eyewitness account of her experience in Cambodia.

> ...I traveled with my family from the heart of the country to the border of Thailand. It was devastating to witness the destruction of my homeland that had occurred in only four years. Buddhist temples were turned into prisons. Statues of Buddha and artwork were vandalized. Schools were turned into Khmer Rouge headquarters where people were interrogated, tortured, killed, and buried. School yards were turned into killing fields. Old marketplaces were empty. Books were burned. Factories were left to rust. Plantations were without tending and bore no fruit....
>
> — Teeda Butt Mam

Source: Teeda Butt Mam, "Worms from Our Skin," Children of Cambodia's Killing Fields, Yale University Press

6 According to this eyewitness account, what were ***two*** results of Khmer Rouge rule in Cambodia? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document 7

In 1998, President Bill Clinton traveled to Rwanda to pay America's respects to those who suffered and died in the Rwandan genocide. During the visit, a panel discussion was held and later aired by *Frontline*. This is an excerpt from the transcript of that broadcast.

> ...**NARRATOR:** In 1993, Rwanda, one of Africa's smallest countries with just seven million citizens, was a deeply troubled country with a deeply troubled past. Decades earlier, under colonial rule, the Belgians had used the Tutsis, Rwanda's aristocracy, to enforce their rule over the Hutu majority, who were mostly poor farmers.
>
> **PHILIP GOUREVITCH, "The New Yorker":**
> The Belgians created an idea whereby the Tutsi were a master race, the Hutu an inferior race. And ethnic identity cards were issued. Much like in South Africa, an apartheid-like system was imposed. All privileges went to the Tutsi minority, and the Hutu majority was almost in bondage.
>
> At independence in the late '50s and early '60s, this system was reversed. The majority Hutu rebelled, seized power, in the name of majority rule imposed an apartheid-like system in reverse and oppressed the Tutsi bitterly.
>
> **NARRATOR:** Faced with discrimination and increasing Hutu violence, most Tutsis fled to neighboring countries, where they formed a guerrilla army, the Rwandan Patriotic Front.
>
> In 1990, the rebel Tutsis invaded Rwanda and forced peace talks with Juvenal Habyarimana, the Hutu president. Anxious to stay in power himself, Habyarimana signed a peace treaty agreeing to share power with the Tutsis....

Source: "The Triumph of Evil," Frontline, January 26, 1999

7 According to this *Frontline* transcript excerpt, what were ***two*** causes of conflict between the Hutus and the Tutsi in Rwanda? [2]

(1)_____

_____ Score ☐

(2)_____

_____ Score ☐

Document 8

After the assassination of President Juvenal Habyarimana on April 6, 1994, radical Hutus attempted to exert control over Rwanda.

> ...The Hutu officials who took over the government organized the murders [of Tutsis] nationwide. They used the government-run radio and press to do this. They also used the private newspapers and a private radio station, known as Radio Television des Mille Collines (RTLM). RTLM told the population to look for the "enemies" and to kill them. Those Tutsi and Hutu [opposing the government] who could, fled to safety in neighboring countries, to Europe, or to Canada and the United States. Meanwhile, when the murders started, the RPF [Tutsi-led Rwandan Patriotic Front] in Uganda invaded Rwanda again....

Source: Aimable Twagilimana, Teenage Refugees from Rwanda Speak Out, Globe Fearon Educational Publisher

8 According to Aimable Twagilimana, what was ***one*** action taken by Hutu officials against their "enemies"? [1]

_____

_____

Score

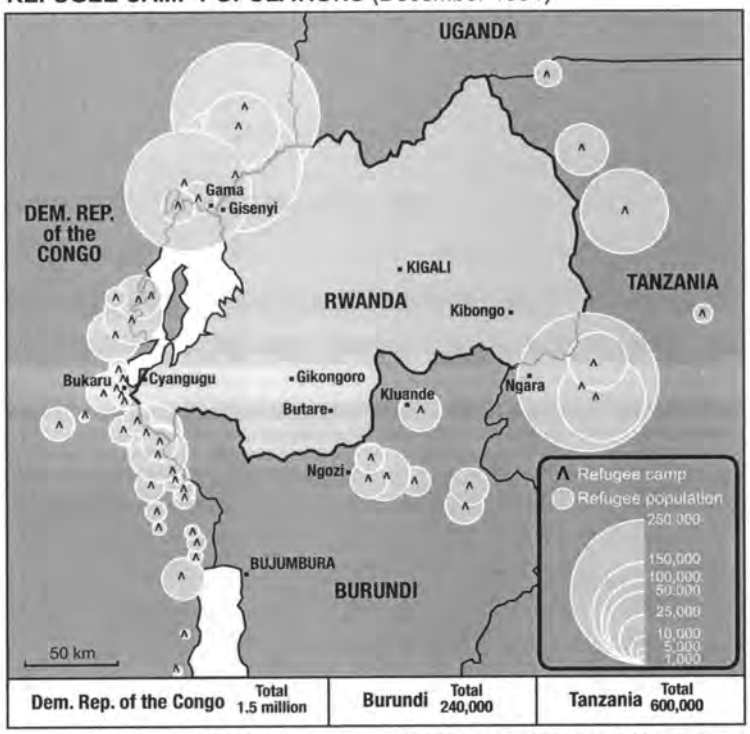
Document 9a

> ...Over the course of the genocide nearly one million people were killed, and more than three million fled to other countries, creating the world's worst ever refugee crisis. Only then did the West respond, launching the largest aid effort in human history, which finally concluded two years later in March of 1996. Soon after, war broke out in several neighboring countries causing almost all of the refugees to return home by 1997.
>
> Post-genocide, a Unity government was formed [in Rwanda], and in 2000, Paul Kagame, former head of the RPF, was elected transition president. Kagame was then elected to a regular term in the country's first standard elections in 2003. The United Nations established the International Criminal Tribunal for Rwanda, which has been trying high-level Hutu officials for crimes against humanity, while local governments have resorted to tribal councils, called *gacaca*, to sanction the estimated 80,000 people involved in the genocide....

Source: Terry George, ed., Hotel Rwanda, Newmarket Press

Document 9b

REFUGEE CAMP POPULATIONS (December 1994)



Source: UN High Commissioner for Refugees, December 1994 (adapted)

9 Based on these documents, state ***two*** effects of genocide on Rwanda. [2]

(1)_____

_____

Score

(2)_____

_____

Score

Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least **four*** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, governments have adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians**, **Cambodians**, and **Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Select ***two*** groups mentioned in the historical context whose human rights have been denied and for ***each***

- Describe the historical circumstances that contributed to the denial of this group's human rights
- Explain how a specific policy or action contributed to the denial of this group's human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least **four*** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme