

Released Items  
from the 2009 Pilot  
Achievement Test

Social  
Studies

GRADE  
6

Government  
of Alberta ■

Alberta ■

This document contains a release of the English form of the 2009 Grade 6 Social Studies Achievement Test.

Released test items, which contained approximately 25% of the total number of test items from previously secured achievement tests, were mailed to school administrators each fall from 2004 to 2006 and were available to teachers in only print form because of copyright limitations. **Every second year**, as of the fall of 2007, **a complete test** for all achievement test subjects and grades (except grades 6 and 9 Social Studies; grades 3, 6, and 9 Français/French Language Arts; and Grade 9 Knowledge and Employability courses) will be **posted on the Alberta Education website**. A test blueprint and an answer key that includes the difficulty, reporting category, test section, and item description for each test item will also be included. These materials, along with the Program of Studies and Subject Bulletin, provide information that can be used to inform instructional practice.

Assessment highlights provide information about the overall test, the test blueprints, and student performance on the Grade 6 Social Studies Achievement Test. Also provided is commentary on student performance at the *acceptable standard* and the *standard of excellence* on the achievement test. This information is intended for teachers and is best used in conjunction with the multi-year and detailed school reports that are available to schools via the extranet. **Assessment Highlights reports** for all achievement test subjects and grades will be **posted on the Alberta Education website every year** in the fall.

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The Alberta Education Internet address is [education.alberta.ca](http://education.alberta.ca).

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## *2009 Achievement Test Sources and Questions*

The sources and questions presented in this document are from the previously secured English form of the 2009 Grade 6 Social Studies Achievement Test and are representative of the sources and questions that form the test. These sources and questions are released by Alberta Education.

# **Grade 6 Achievement Test**

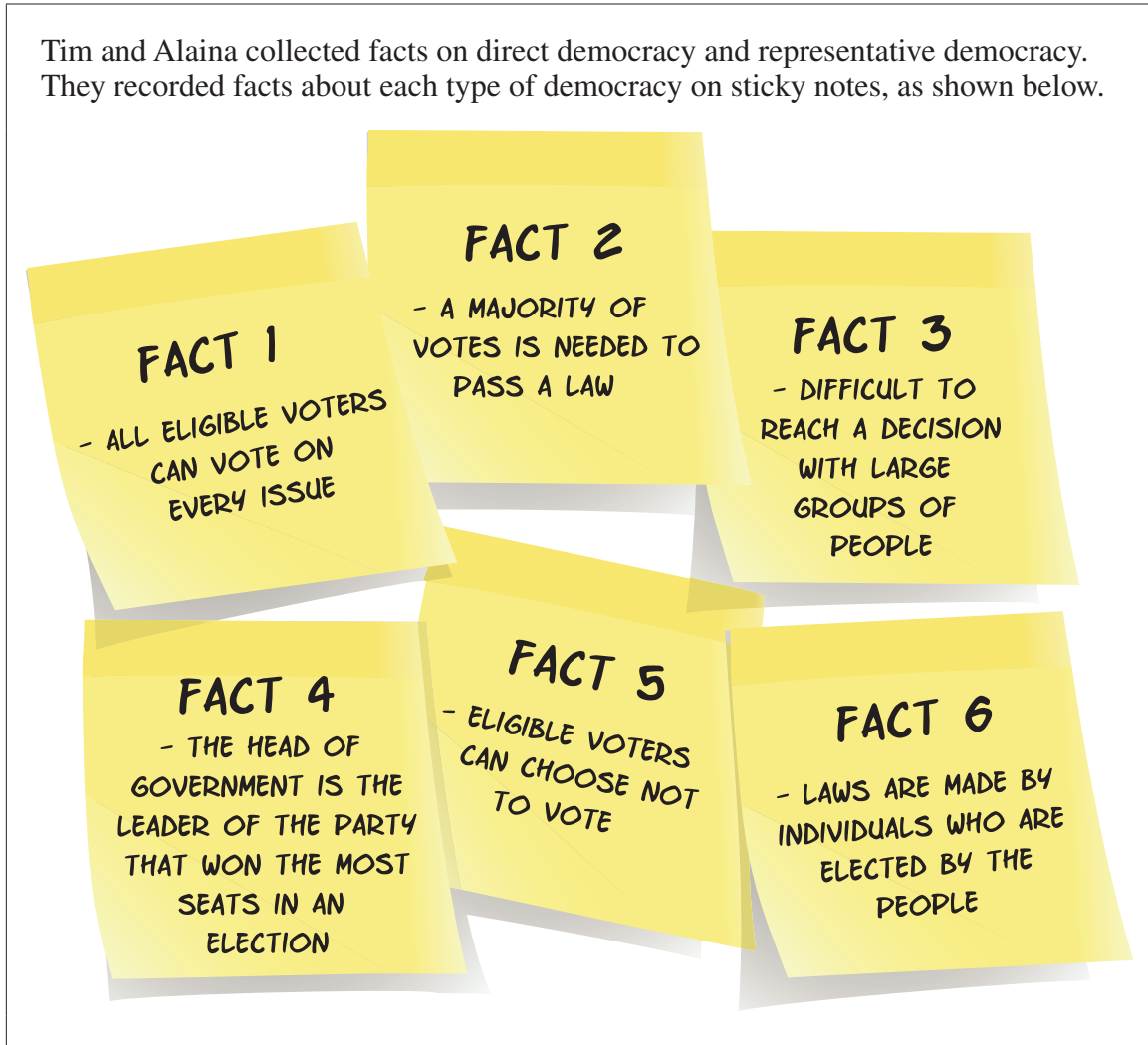
## **2009**

### **Social Studies**

1. Which group of words **best** describes features of Canada's democracy?
  - A. Lottery, participation, responsibilities
  - B. Consensus, participation, equality
  - C. Rights, voting, responsibilities
  - D. Voting, consensus, equality
  
2. The Canadian Charter of Rights and Freedoms guarantees Canadian citizens the freedom to
  - A. seek medical services
  - B. practice a religion
  - C. sell property
  - D. pay taxes
  
3. The Canadian Charter of Rights and Freedoms is entrenched in the Canadian Constitution in order to
  - A. allow provinces to add their own rights and freedoms
  - B. ensure that rights and freedoms of Canadians are protected
  - C. permit the courts to make changes to the rights and freedoms
  - D. allow the rights and freedoms of Canadians to be easily changed

Use the following information to answer questions 4 and 5.

Tim and Alaina collected facts on direct democracy and representative democracy. They recorded facts about each type of democracy on sticky notes, as shown below.



4. Which of the following facts are features of a direct democracy?
- A. Fact 1 and Fact 3
  - B. Fact 1 and Fact 6
  - C. Fact 2 and Fact 4
  - D. Fact 5 and Fact 6
5. If Fact 4 referred to a provincial government, the person described would have the title of
- A. reeve
  - B. trustee
  - C. premier
  - D. councillor

Use the following information to answer questions 6 to 9.

The following fact cards list rights and freedoms found in four different countries labelled Country R, Country S, Country T, and Country U.

**Country R**

1. Citizens have the right to enter, remain in, and leave the country.
2. Citizens who are male and over 18 years of age have the right to vote.
3. Citizens may practise a religion of their choice.
4. Citizens who are arrested by police have the opportunity to speak to a lawyer if they can afford one.

**Country S**

1. Citizens have the right to enter, remain in, and leave the country.
2. Citizens 18 years of age and older have the right to vote.
3. Citizens may practise a religion of their choice.
4. Citizens who are arrested by police have the right to speak to a lawyer.

**Country T**

1. Citizens need special permission to leave and re-enter the country.
2. Citizens 18 years of age and older have the right to vote.
3. Citizens do not have the freedom to practise a religion of their choice.
4. Citizens who are arrested by police must represent themselves in court.

**Country U**

1. Citizens have the right to enter, remain in, and leave the country.
2. Citizens 18 years of age and older have the right to vote.
3. Citizens must practise the religion of their country.
4. Citizens who are arrested by police have the right to speak to a lawyer.

6. Country U does **not** allow its citizens the freedom to
- A. choose a religion
  - B. vote in an election
  - C. seek protection under the law
  - D. travel in and out of the country
7. Which three countries demonstrate equality rights based on gender?
- A. Country R, Country S, and Country T
  - B. Country R, Country S, and Country U
  - C. Country R, Country T, and Country U
  - D. Country S, Country T, and Country U

8. Which country has rights and freedoms **most** similar to those of Canada?
- A. Country R
  - B. Country S
  - C. Country T
  - D. Country U
9. Which country has voting rights **most** similar to the voting rights of people in Ancient Athens?
- A. Country R
  - B. Country S
  - C. Country T
  - D. Country U
- 

*Use the following information to answer question 10.*

**Events in the Electoral Process**

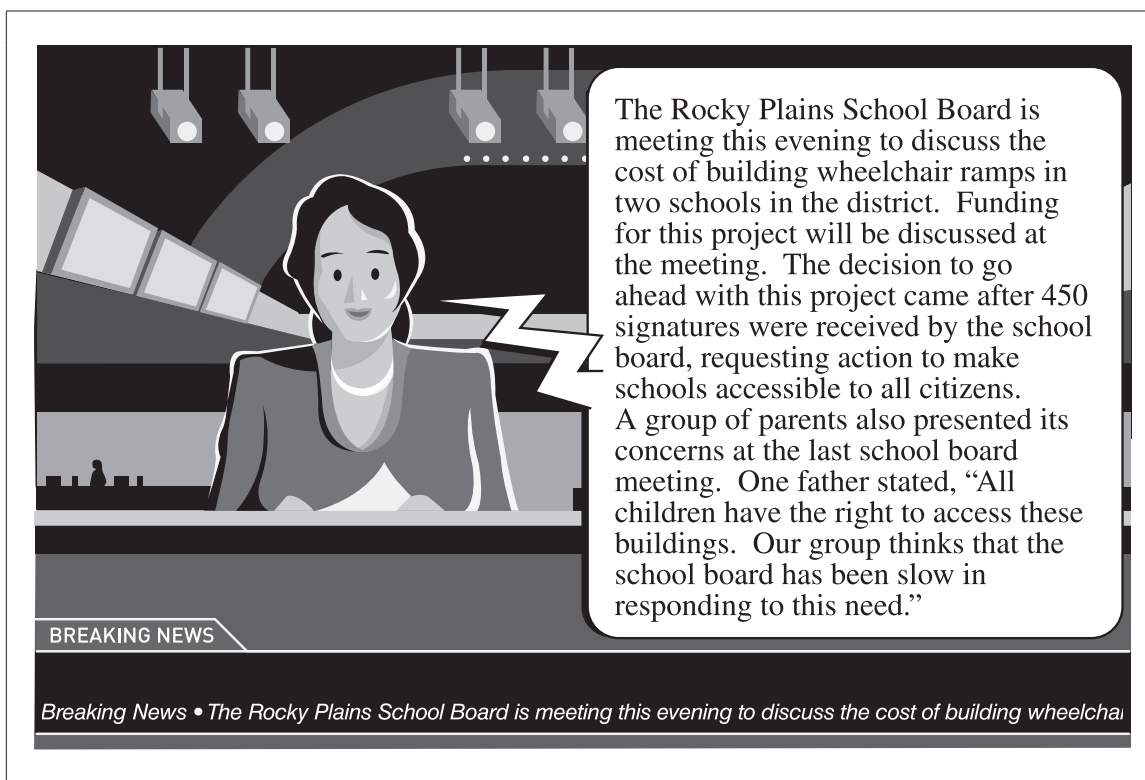
- 1 People who are eligible to vote cast their votes at polling stations.
- 2 Candidates campaign in an attempt to win people's votes.
- 3 The premier visits the lieutenant governor and asks for the session of the legislature to be dissolved.
- 4 The premier calls an election.
- 5 Elected officials are sworn in as members of the government.

10. Which of the following sequences identifies the correct order of events in a provincial electoral process?
- A. 5, 1, 2, 3, 4
  - B. 2, 3, 4, 1, 5
  - C. 4, 2, 3, 5, 1
  - D. 3, 4, 2, 1, 5

11. Which of the following quotations reflects a responsibility of the provincial government?
- A. "A new skating rink needs to be built."
  - B. "Postal services are adequate in my neighbourhood."
  - C. "Enforcing bylaws is a challenge in my community."
  - D. "Providing funding for hiring doctors is a priority at this time."
12. The lieutenant governor of Alberta is responsible for
- A. debating bills in the Legislative Assembly
  - B. deciding which party leader is to be the premier of Alberta
  - C. giving royal assent to bills passed in the Legislative Assembly
  - D. making sure that the government in Alberta is run democratically
13. Which of the following services are the responsibility of a local government?
- A. Health care and libraries
  - B. Police services and courts
  - C. Fire protection and education
  - D. Garbage collection and recycling
14. A person running in an Alberta provincial election must be a Canadian citizen and be
- A. 18 years of age or older and a resident of Alberta for at least six months
  - B. 16 years of age or older and a resident of Alberta for at least three years
  - C. 18 years of age and the owner of property in Alberta
  - D. 21 years of age and a taxpayer in Alberta



Use the following information to answer questions 15 to 19.



The Rocky Plains School Board is meeting this evening to discuss the cost of building wheelchair ramps in two schools in the district. Funding for this project will be discussed at the meeting. The decision to go ahead with this project came after 450 signatures were received by the school board, requesting action to make schools accessible to all citizens. A group of parents also presented its concerns at the last school board meeting. One father stated, "All children have the right to access these buildings. Our group thinks that the school board has been slow in responding to this need."

**BREAKING NEWS**

*Breaking News • The Rocky Plains School Board is meeting this evening to discuss the cost of building wheelcha*

15. Providing wheelchair access to public buildings shows an attempt by the school board to ensure
- A. equity
  - B. justice
  - C. freedom
  - D. representation
16. Which of the following groups' perspectives is **most strongly** presented in the news broadcast?
- A. School-board members
  - B. Local council members
  - C. Taxpayers who live in the area
  - D. Parents of children with wheelchair needs

17. Which of the following quotations from the news broadcast states an opinion?
- A. “Funding for this project will be discussed at the meeting.”
  - B. “Our group thinks that the school board has been slow in responding to this need.”
  - C. “A group of parents also presented its concerns at the last school board meeting.”
  - D. “The decision to go ahead with this project came after 450 signatures were received.”
18. Parents of children using wheelchairs can **best** influence the decision by contacting their
- A. reeve
  - B. councillor
  - C. school trustee
  - D. school principal
19. By providing more information for one side of the issue, the news broadcast is demonstrating
- A. media bias
  - B. group consensus
  - C. collective identity
  - D. accurate reporting

Use the following sources of information to answer questions 20 to 24.



### Source I

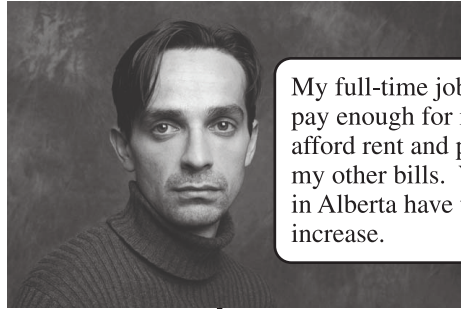
#### Business students go homeless for charity

By Scott Lingley,  
*ExpressNews* Staff

March 1, 2005 - As you're lifting your fork to your mouth at supper tonight, or pulling back the covers on your comfy bed, think of Clark Barr, Frank Callele and Rob Hart. The trio of University of Alberta business students will be scrounging whatever food they can for their evening meal, then unfurling their sleeping bags to bed down on a metal grate outside the Education Building.

Barr, Callele and Hart are spending the week of Feb. 28 - March 4 living as homeless people to raise money for Edmonton's Youth Emergency Shelter Society and to raise awareness around the issue of homelessness in Edmonton.

### Source II



My full-time job doesn't pay enough for me to afford rent and pay all my other bills. Wages in Alberta have to increase.

### Source III

#### Homeless in Alberta from *PovNet*

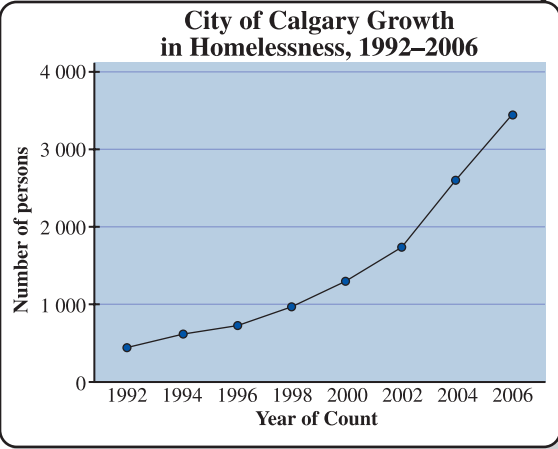
February 18, 2007 - 6:40 pm

The government of Alberta has created an Alberta Affordable Housing Task Force<sup>1</sup> to look at solutions to homelessness and rent subsidies.<sup>2</sup> The task force is going to travel across the province and visit the many Alberta cities and towns that are facing increasing homelessness. The first stop for the task force will be Grande Prairie.

<sup>1</sup>Task Force—a group organized to investigate a situation  
<sup>2</sup>rent subsidies—money given by the government to assist individuals with the cost of rent

**The issue is homelessness**

### Source V



### Source IV

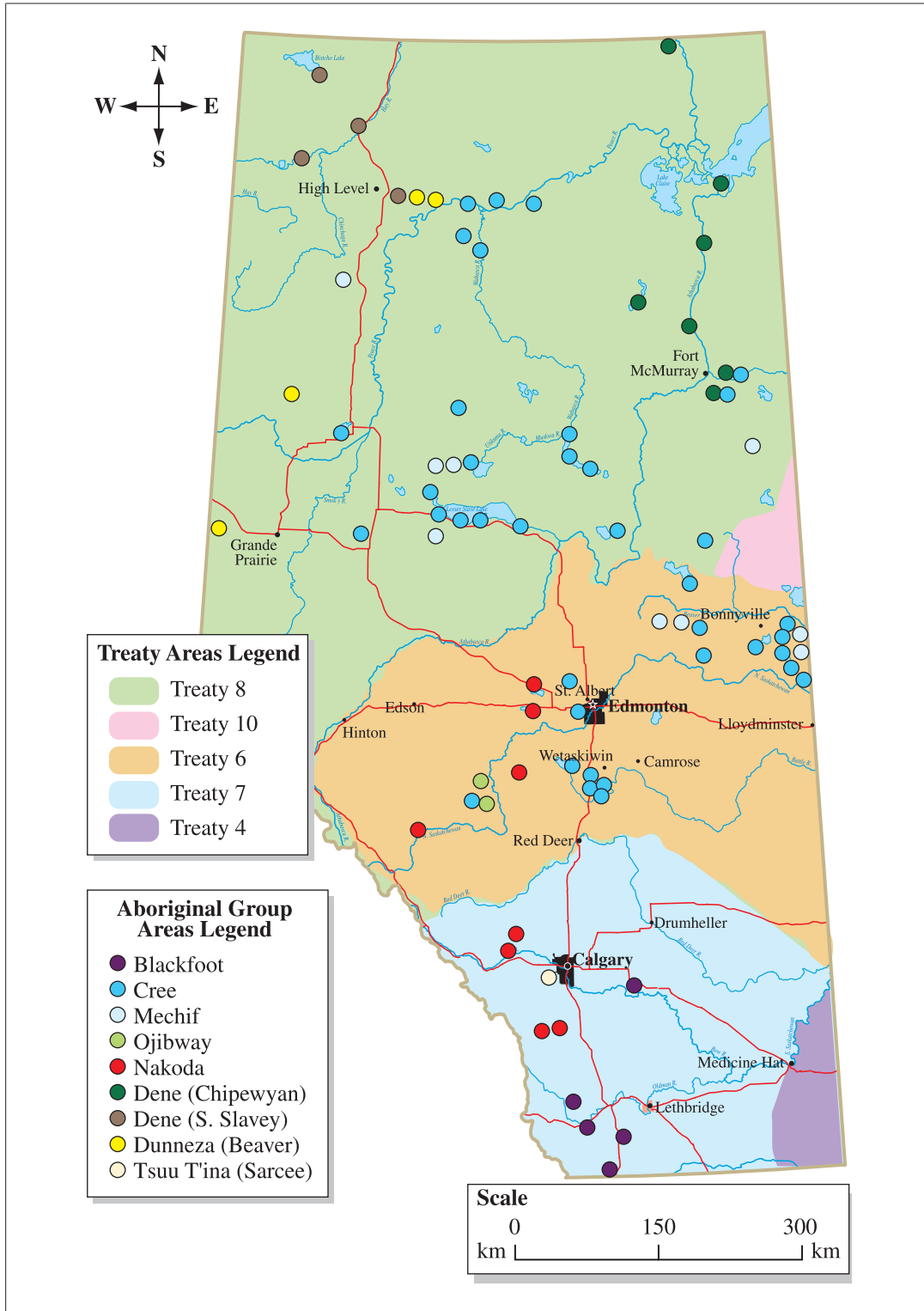


The greatest concerns about homelessness are in towns and cities in Alberta that are growing quickly. New government policy on housing needs to focus on those concerns. As a government committee, we will prepare a report to present to the minister of municipal affairs and housing.

Lingley, Scott. "Business Students Go Homeless for Charity." *ExpressNews*, March 1, 2005. [www.expressnews.ualberta.ca](http://www.expressnews.ualberta.ca). Reproduced with permission from the University of Alberta, Office of External Relations. / PovNet. Homeless in Alberta. *News*. February 18, 2007. [www.povnet.org](http://www.povnet.org). / Information for graph: The City of Calgary, Community & Neighbourhood Services. "All Homeless Persons Enumerated by Location, 1992–2006, table 31." *Results of the 2006 Count of Homeless Persons in Calgary*. The City of Calgary. [www.calgary.ca](http://www.calgary.ca).

20. If the individuals in Source I want to directly influence the decision making of their local government, they could
- A. contact a local radio station about their event
  - B. make a presentation on homelessness to city council
  - C. continue to raise money for local charities that support the poor
  - D. encourage classmates to learn more about homelessness in the city
21. Which of the following statements from the sources is an opinion?
- A. “The trio of University of Alberta business students will be scrounging whatever food they can.”
  - B. “The government of Alberta has created an Alberta Affordable Housing Task Force.”
  - C. “The first stop for the task force will be Grande Prairie.”
  - D. “Wages in Alberta have to increase.”
22. The **most** important factor having an impact on the issue in Source IV is identified as the
- A. lack of support by charities
  - B. rapid growth in urban areas
  - C. cost of purchasing healthy food
  - D. lack of awareness about homelessness
23. Which two sources outline the provincial government’s attempt to deal with the issue of homelessness?
- A. Source I and Source III
  - B. Source I and Source V
  - C. Source III and Source IV
  - D. Source IV and Source V
24. Which one of the following research questions is **best** answered by the information in sources I to IV?
- A. Who are the homeless in Alberta?
  - B. When did homelessness become a problem in Alberta?
  - C. What are the difficulties in collecting facts on homelessness in Alberta?
  - D. How can the growing problem of homelessness be addressed in Alberta?

Use the map to answer questions 25 to 27.



25. According to the map, the majority of Aboriginal peoples who are governed through Treaty 8 belong to which of the following groups of people?
- A. Cree and Dene
  - B. Cree and Nakoda
  - C. Blackfoot and Nakoda
  - D. Blackfoot and Dunneza
26. According to the map, the majority of Aboriginal groups that live south of Calgary are the
- A. Cree and Mechif
  - B. Cree and Nakoda
  - C. Blackfoot and Nakoda
  - D. Blackfoot and Ojibway
27. Information provided by the map suggests that the locations of many communities were **most likely** chosen because
- A. the southern climate of the province was preferred
  - B. large cities that supplied goods and services were nearby
  - C. roads were accessible and allowed travel between neighbouring groups
  - D. rivers and lakes provided transportation and a supply of food and water

Use the information on this page to answer questions 28 to 30.

The map shows the Aegean Sea, Ionian Sea, and Sea of Crete. Key locations marked include Larissa, Delphi, Thebes, Athens, Corinth, Olympia, Sparta, Troy, and Knossos. A scale bar indicates 0 to 100 km. A compass rose shows North, South, East, and West.

**Theos**  
I am Theos, a math teacher in an Athenian school. I was born in a city 225 km northwest of Athens. I am married to an Athenian woman.

**Melitta**  
I was born in Delphi and was sold to my Athenian master when I was young.

**Alexandros**  
Between my pottery work here and my time spent on the Council of 500, I am very busy.

**Leonidas**  
At the next meeting at the Pnyx, I will speak on your behalf about encouraging trade with Troy.

28. The two individuals who would have been part of the decision-making process of the ancient Athenian democracy are
- A. Theos and Melitta
  - B. Theos and Leonidas
  - C. Alexandros and Melitta
  - D. Alexandros and Leonidas
29. The individual who had the lowest social status in ancient Athenian times was
- A. Theos
  - B. Melitta
  - C. Alexandros
  - D. Leonidas
30. Alexandros was selected for the Council of 500 by
- A. lottery
  - B. voting
  - C. nomination
  - D. volunteering
31. The citizens of Ancient Athens took action against individuals who did not vote **most likely** because they believed that
- A. obedience was more important than freedom
  - B. public life was more important than family life
  - C. citizens had the right to participate in government
  - D. citizens had the responsibility to participate in government
32. Which of the following factors of ancient Athenian society determined who could be involved in the decision-making process?
- A. Wealth
  - B. Profession
  - C. Class structure
  - D. Military service



33. Which of the following statements **best** reflects fairness in ancient Athenian democracy?
- A. All citizens were expected to attend the Assembly.
  - B. Citizens could serve on Council only twice in their lifetime.
  - C. The Council decided what would be discussed at the Assembly.
  - D. Only males born in Athens were allowed to vote at the Assembly.
34. Which of the following statements identifies a similarity between ancient Athenian democracy and present-day Canadian democracy?
- A. People who do not pay taxes cannot vote.
  - B. A majority of the people in the country vote.
  - C. Citizenship is necessary for a person to vote.
  - D. People who do not own property cannot vote.

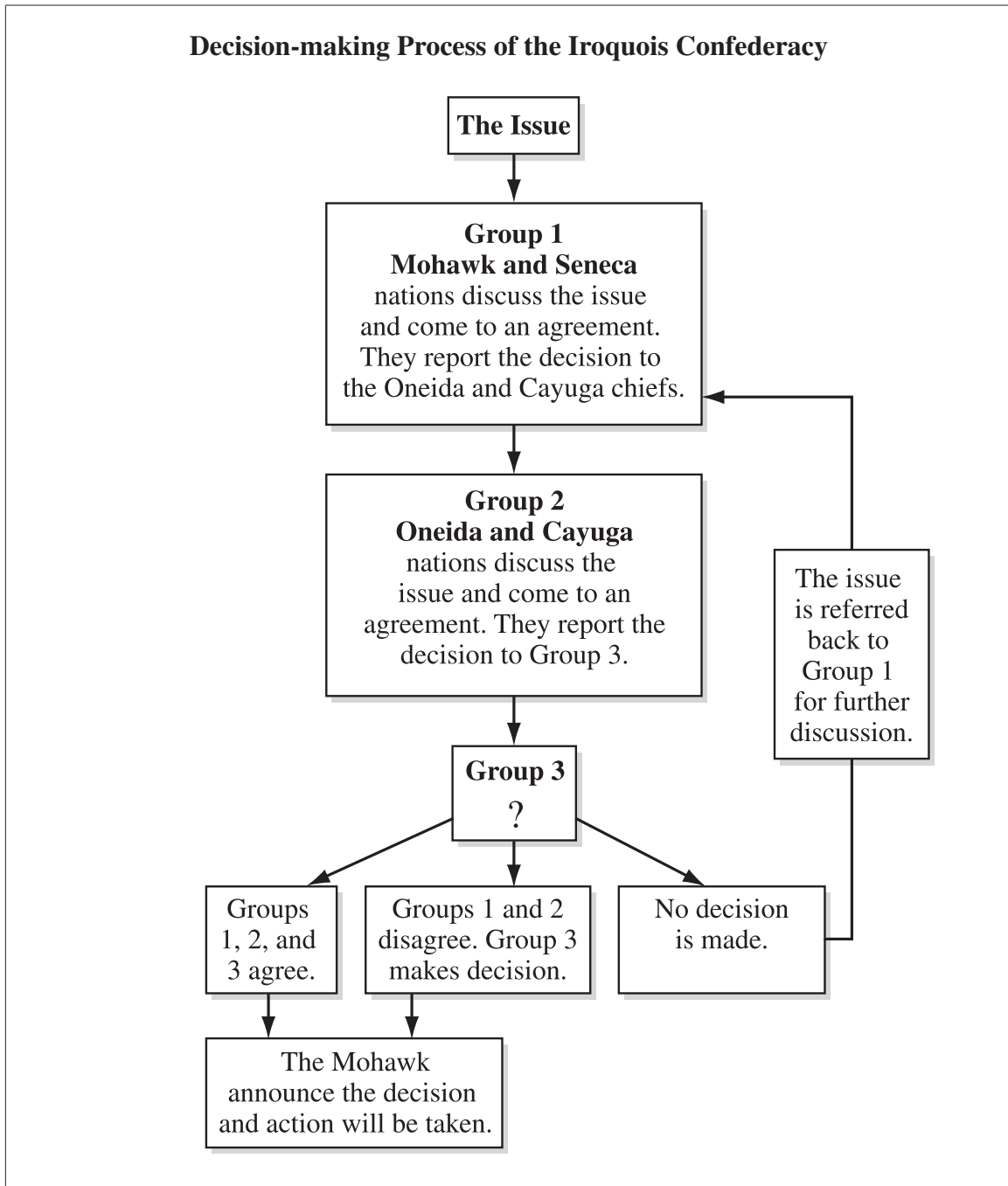
Use the following information to answer questions 35 and 36.

**Title: \_\_\_\_\_ ?**

	<b>Female Citizens in Ancient Athens</b>	<b>Female Citizens in Canada Today</b>
<b>Education</b>	<ul style="list-style-type: none"> <li>• stayed at home and were taught housekeeping skills</li> <li>• were not taught to read or write</li> </ul>	<ul style="list-style-type: none"> <li>• are taught many subjects, usually from Kindergarten to Grade 12</li> <li>• have the opportunity to continue their education after Grade 12</li> </ul>
<b>Government</b>	<ul style="list-style-type: none"> <li>• could not vote</li> <li>• could not hold government positions</li> </ul>	<ul style="list-style-type: none"> <li>• can vote at age 18</li> <li>• can hold government positions</li> </ul>
<b>Occupations</b>	<ul style="list-style-type: none"> <li>• were responsible for managing the household</li> <li>• were limited to a few jobs outside the home</li> </ul>	<ul style="list-style-type: none"> <li>• often share responsibility for managing the household</li> <li>• can choose any occupation</li> </ul>
<b>Family role</b>	<ul style="list-style-type: none"> <li>• were responsible for raising children</li> </ul>	<ul style="list-style-type: none"> <li>• share responsibility for raising children</li> </ul>

35. Information in the chart indicates that female citizens in Ancient Athens
- A. were unable to work outside the home unless their husbands approved
  - B. stayed at home and shared the duty of raising children with males
  - C. stayed at home and were responsible for the household chores
  - D. were unable to read and write, and therefore could not vote
36. Which of the following titles **best** summarizes the information in the chart?
- A. “Changes in Family Roles Since Ancient Athenian Times”
  - B. “A Comparison of Women’s Lives in Ancient Athens and in Canada Today”
  - C. “The Influence of Ancient Athenian Values on Canadian Women’s Lives Today”
  - D. “The Effect of Education on Women’s Lives in Ancient Athens and Canada Today”

Use the following chart to answer questions 37 to 41.



37. The type of decision-making process that is illustrated in the chart can be described as
- A. consensus
  - B. majority rule
  - C. matrilineal process
  - D. treaty-making process
38. According to the chart, if groups 1 and 2 disagree, Group 3 must either make a decision and break the tie or
- A. refer the decision back to the Mohawk and Seneca to start the discussion again
  - B. ask the Oneida and Cayuga nations to make a decision
  - C. hold a meeting with members of all the nations
  - D. ask the advice of the women of the nations
39. According to the chart, which nation was responsible for letting others know that a solution to the issue had been found?
- A. The Seneca
  - B. The Oneida
  - C. The Cayuga
  - D. The Mohawk
40. The chiefs of each nation named in the chart were selected by
- A. popular vote of each clan
  - B. female elders of each clan
  - C. former chiefs of each clan
  - D. male members of each clan
41. One advantage to using the decision-making process shown in the chart is that
- A. each nation has its voice heard
  - B. nations can resolve issues quickly
  - C. decisions are announced to nations
  - D. some nations have more power than other nations

42. If a chief from one of the Iroquois Confederacy nations was frequently absent without good reason or did not represent the views of his clan, he would be
- A. given a warning by the Mohawk chiefs
  - B. required to report to the Onondaga chiefs
  - C. removed from the position by the clan mother
  - D. banished from the longhouse by the clan mother
43. Some agreements and treaties were recorded by oral tradition and by
- A. sketching pictures on paper
  - B. weaving a wampum belt
  - C. writing on birch bark
  - D. creating a myth
44. Which of the following statements about Iroquois Confederacy chiefs is **most** accurate?
- A. They were from the same clan.
  - B. They were all part of the Grand Council.
  - C. They often voted on issues affecting their nation at the Grand Council.
  - D. They became chiefs by getting a majority of the votes from their nation.
45. A photograph is classified as a primary source because it
- A. can be found on the Internet
  - B. can be found in a library collection
  - C. is an actual recording of a historical event
  - D. is easy to tell what is going on in the picture

## ***Blueprint for the Grade 6 Social Studies Achievement Test 2009***

The following blueprint shows the reporting categories and test sections (curricular content areas) by which questions were classified on the 2009 Grade 6 Social Studies Achievement Test.

		<b>Knowledge and Understanding</b>	<b>Skills and Processes</b>	<b>Number (Percentage) of Questions</b>
<b>Citizens Participating in Decision Making</b>	<b>Democratic Principles and Ideals</b>	<b>1, 2, 3</b>	<b>4, 5, 6, 7, 8, 9</b>	<b>9 (20%)</b>
	<b>Structure and Function of Local and Provincial Government</b>	<b>11, 12, 13, 14</b>	<b>10, 23, 24, 25, 26, 27</b>	<b>10 (22%)</b>
	<b>Individual, Group, and Community Involvement</b>	<b>15, 17, 19</b>	<b>16, 18, 20, 21, 22</b>	<b>8 (18%)</b>
<b>Historical Models of Democracy</b>	<b>Ancient Athens</b>	<b>30, 32, 34</b>	<b>28, 29, 31, 33, 35, 36</b>	<b>9 (20%)</b>
	<b>Iroquois Confederacy</b>	<b>42, 43, 44, 45</b>	<b>37, 38, 39, 40, 41</b>	<b>9 (20%)</b>
<b>Number (Percentage) of Questions</b>		<b>17 (33%)</b>	<b>28 (67%)</b>	<b>45 (100%)</b>

**Knowledge and Understanding**—includes ideas, information, and concepts identified in the *Grade 6 Social Studies Program of Studies*

**Skills and Processes**—include critical and creative thinking, historical thinking, geographic thinking, and media literacy as identified in the *Grade 6 Social Studies Program of Studies*

The table below provides information about each question: the keyed response, the difficulty of the item (the percentage of students who answered the question correctly on the English form of the test), the reporting category, the curricular content area (concept), and the item description.

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
1	C	78	Knowledge & Understanding	Democratic Principles	Identify principles of Canadian democracy
2	B	77.1	Knowledge & Understanding	Democratic Principles	Identify a freedom in the Canadian Charter of Rights and Freedoms
3	B	83.5	Knowledge & Understanding	Democratic Principles	Recognize the relationship between the Canadian Charter of Rights and Freedoms and the Canadian constitution
4	A	37.4	Skills & Processes	Democratic Principles	Analyze facts to determine features of a direct democracy
5	C	80.4	Skills & Processes	Democratic Principles	Determine the title of a member of provincial government, given a description
6	A	83.5	Skills & Processes	Democratic Principles	Interpret facts to determine the rights of citizens of an unidentified country
7	D	63.2	Skills & Processes	Democratic Principles	Compare the rights of multiple unidentified countries
8	B	84.9	Skills & Processes	Democratic Principles	Analyze facts to compare similarities between an unidentified country and Canada
9	A	84.1	Skills & Processes	Democratic Principles	Analyze facts to compare similarities between an unidentified country and ancient Athens"
10	D	44.5	Skills & Processes	Local & Provincial Government	Identify the correct order of the electoral process
11	D	65.3	Knowledge & Understanding	Local & Provincial Government	Identify a responsibility of provincial government
12	C	57.6	Knowledge & Understanding	Local & Provincial Government	Recognize a responsibility of the lieutenant governor
13	D	60.4	Knowledge & Understanding	Local & Provincial Government	Identify services that are the responsibility of a local government
14	A	78.4	Knowledge & Understanding	Local & Provincial Government	Identify necessary requirements for running in a provincial election
15	A	78.9	Knowledge & Understanding	Community Involvement	Recognize equity given a specific context
16	D	62.2	Skills & Processes	Community Involvement	Analyze a news broadcast to identify perspective
17	B	81.3	Knowledge & Understanding	Community Involvement	Distinguish between fact and opinion in a news broadcast

Question	Key	Diff. %	Reporting Category	Curricular Content Area (Concept)	Item Description
18	C	52.9	Skills & Processes	Community Involvement	Determine the best way to influence the outcome of a specific issue in a local government
19	A	42.4	Knowledge & Understanding	Community Involvement	Recognize media bias in a news broadcast
20	B	59.8	Skills & Processes	Community Involvement	Identify the manner in which an individual may directly influence the decision making of local government
21	D	78.3	Skills & Processes	Community Involvement	Analyze quotes to identify an opinion
22	B	49.2	Skills & Processes	Community Involvement	Analyze a source to identify an impact on an issue
23	C	50.8	Skills & Processes	Local & Provincial Government	Analyze multiple sources to determine which contain similar information
24	D	70.6	Skills & Processes	Local & Provincial Government	Synthesize source information to formulate a research question
25	A	87.2	Skills & Processes	Local & Provincial Government	Synthesize information presented on a map
26	C	88	Skills & Processes	Local & Provincial Government	Apply cardinal directions on a map to identify the location of groups of peoples
27	D	71.3	Skills & Processes	Local & Provincial Government	Draw a conclusion by applying geographical thinking to a map
28	D	75.8	Skills & Processes	Ancient Athens	Interpret text to determine political status in ancient Athens
29	B	84.9	Skills & Processes	Ancient Athens	Interpret text to determine social status in ancient Athens
30	A	55.6	Knowledge & Understanding	Ancient Athens	Recall a government process in ancient Athens
31	D	63.9	Skills & Processes	Ancient Athens	Evaluate information to determine the democratic ideal demonstrated by citizens in ancient Athens
32	C	51.9	Knowledge & Understanding	Ancient Athens	"Recall the importance of class structure in the decision-making process in ancient Athens"
33	B	35.6	Skills & Processes	Ancient Athens	Analyze statements to identify an example of fairness in ancient Athens
34	C	69.9	Knowledge & Understanding	Ancient Athens	Identify a similarity between government of ancient Athens and government of present day Canada
35	C	68.7	Skills & Processes	Ancient Athens	Evaluate information in a chart to draw a conclusion about roles in ancient Athens
36	B	65.7	Skills & Processes	Ancient Athens	Synthesize information in a chart to identify a summary statement



<b>Question</b>	<b>Key</b>	<b>Diff. %</b>	<b>Reporting Category</b>	<b>Curricular Content Area (Concept)</b>	<b>Item Description</b>
37	A	69.8	Skills & Processes	Iroquois Confederacy	Draw a conclusion about decision making from information in a chart
38	A	69.8	Skills & Processes	Iroquois Confederacy	Synthesize details from a chart about the decision-making process of the Iroquois Confederacy
39	D	83.1	Skills & Processes	Iroquois Confederacy	Identify information from a chart regarding the decision-making process of the Iroquois Confederacy"
40	B	65.4	Skills & Processes	Iroquois Confederacy	Recall the selection process for leaders in the Iroquois Confederacy
41	A	75.9	Skills & Processes	Iroquois Confederacy	Synthesize information from a chart to recognize an advantage of a decision-making process
42	C	78.1	Knowledge & Understanding	Iroquois Confederacy	Recall political processes within the Iroquois Confederacy
43	B	84.8	Knowledge & Understanding	Iroquois Confederacy	Recall the purpose of wampum belts
44	B	52.2	Knowledge & Understanding	Iroquois Confederacy	Identify a fact regarding the organization of the Iroquois Confederacy
45	C	73.2	Knowledge & Understanding	Iroquois Confederacy	Identify the reason that a photograph is a primary source