

# Task Models for Stimulus Based Multiple-Choice Question

Students are given a stimulus and asked to evaluate and classify (identify) best use. **TM.1**

**1** Students are given a stimulus and asked to evaluate and classify (identify) best use. **TM.1**

Students are given a stimulus and asked to identify point of view, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge. **TM.2**

**2.A** Students are given a stimulus and asked to identify context of sources using background knowledge. **TM.2.A**

**2.B** Students are given a stimulus and asked to identify purpose of sources using background knowledge. **TM.2.B**

**2.C** Students are given a stimulus and asked to identify point of view of sources using background knowledge. **TM.2.C**

**2.D** Students are given a stimulus and asked to identify the intended audience of sources using background knowledge. **TM.2.D**

**2.E** Students are given a stimulus and asked to identify bias of sources using background knowledge. **TM.2.E**

**2.F** Students are given a stimulus and asked to identify the format of the source of sources using background knowledge. **TM.2.F**

**2.G** Students are given a stimulus and asked to identify location of source in time and/or place of sources using background knowledge. **TM.2.G**

Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). **TM.3**

**3** Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). **TM.3**

Students are given a stimulus and asked to select a plausible claim

**4** Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented. **TM.4**

that logically flows from evidence presented. **TM.4**

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Students are given a stimulus and asked to identify the significance of a turning point in history. **TM.5**

**5** Students are given a stimulus and asked to identify the significance of a turning point in history. **TM.5**

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Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history. **TM.6**

**6** Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history. **TM.6**

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Students are given a stimulus and asked to identify a central cause of the described phenomenon. **TM.7**

**7** Students are given a stimulus and asked to identify a central cause of the described phenomenon. **TM.7**

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Students are given a stimulus and asked to identify a central effect of the described phenomenon. **TM.8**

**8** Students are given a stimulus and asked to identify a central effect of the described phenomenon. **TM.8**

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Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus. **TM.9**

**9** Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus. **TM.9**

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Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) **TM.10**

**10** Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) **TM.10**

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Students are given one stimulus or two stimuli and asked to identify a difference in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) **TM.11**

**11** Students are given one stimulus or two stimuli and asked to identify a difference in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) **TM.11**

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Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism. **TM.12**

**12** Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism. **TM.12**

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Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument. **TM.13**

**13** Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument. **TM.13**

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Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue. **TM.14**

**14** Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue. **TM.14**

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Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government. **TM.15**

**15** Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government. **TM.15**

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**Students are given a stimulus and asked to identify how historical events are related chronologically. TM.16**

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**16 Students are given a stimulus and asked to identify how historical events are related chronologically. TM.16**

**Students are given one stimulus or two stimuli and asked to identify a problem (issue) TM.17**

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**17 Students are given one stimulus or two stimuli and asked to identify a problem (issue) TM.17**

**Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue) TM.18**

**18 Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue) TM.18**