

### General Information

Please highlight in **blue** the Level for this item and the standards associated with this Item.

Author:	A Pass Educational Group
Subject and Grade:	ELA 6
Topic:	Texts and Non-Texts (RI)
Level A (title/ <b>skills</b> ):	Integrate information from texts and non-texts to draw conclusions about a topic.
Level B (title/ <b>skills</b> ):	
Level C (title/ <b>skills</b> ):	
Standard(s):	RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
DOK (range, item-specific):	2-3
Allowable Item Types:	EBSR
Allowable Tools:	Texts and Non-Texts (RI)
Notes:	Claim 1, Target 11: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).  Claim 1, Target 13: Relate knowledge of text structures or genre-specific features to analyze or integrate information.
Stumbling Blocks:	
Misconceptions:	

### Item

In the space provided on the following page, create a representation of the Item that the student would interact with. If you need a two-column layout, please include a table (see samples). Each item needs to include copy for the student to read, answer mechanism information for how to input their answer, and the correct answer. Read on for further instructions below.

### Stem

Be sure to include any directions to students on how to input their answer (e.g., click or tap on the sentence that...); this is called a *Mechanical Prompt*.

### **Stimulus**

When including a stimulus, please include the copy of a stimulus when possible (e.g., include the entire passage or insert the image). If this stimulus cannot be included in this document (e.g., audio file), then include a [file name and location] and consider including a description or notes for the reviewer.

### **Answer Mechanism(s) and Correct Answer**

Be sure to include any information about the student interactivity/functionality of the item (e.g., what is clickable in the highlight item?) and the correct response. For ease-of-use, try to be creative and innovative with Microsoft Word and screen grabs to fully layout the design that would best represent what it could look like when the student interacts with the Item. Use [bracket notes] to write any necessary information for the reviewer (i.e., media assets not included). Typically, the student is either making one or more selections (e.g., highlight text, multiple choice, multiple select, choice matrix, drag and drop target, etc.) or constructing an answer (e.g., text fields, drag and drop: sorting, ordering, graphing, etc.). Please reflect the correct answer in your representation of the answer mechanism(s).

## Item

### Stem

Read the article below. Then click or tap on the correct response option. Finally, click or tap on the quote that best supports your answer.

### Stimulus

#### Enclosure and the End of Village Life

For most of British history, people lived together in villages. Each family in the village rented a small amount of land. All other land around the village was called “common land” and was free for everyone to use. In the 16th century, this changed as rich landlords had “common land” legally changed to private land and then bought it. This destroyed the village way of life but led to new opportunities for many British people. It was called the process of “enclosure” because land was being enclosed in fences.

#### Why Enclosure Happened

Although many poorer peasants benefited from using free land, the land suffered from their usage. Imagine a common forest near a village. If everyone in the village only took as many trees as they needed, the forest would last forever. However, what if someone took more than they needed? Say, a carpenter cut down a tree a day to make furniture. Soon, the forest would be gone and the carpenter would be rich. Everyone else in the village would only have one option: take as many trees for themselves before the carpenter got around to them. In no time at all, the forest would be destroyed, making the village poorer forever. This happened all over Britain, and not just to forests. Marshes were cleared for fuel, meadows were mowed for hay, and ponds were stripped for fish, causing much of the land to become useless waste.

Enclosure, however made all land into someone’s property. A carpenter could only cut the trees he owned, and he would not want to completely destroy his own forest. When all land became someone’s responsibility, it was better protected, and it also produced much more food and money.

#### How Enclosure Happened

Enclosure happened because British politics were deeply unfair in that the rich had much more power than the poor. The rich could vote, could run for office, could give money to lords and kings, and could ask for favors. The poor could not. Starting in the late 1400s, the rich started to pressure the government to allow them to buy common land. Slowly, villages lost their common forests, marshes, and meadows to the large farms of the rich. Since this land was now protected from being overused, it

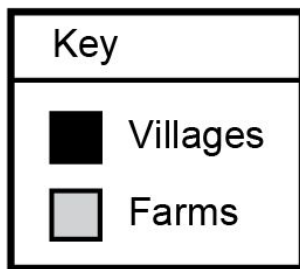
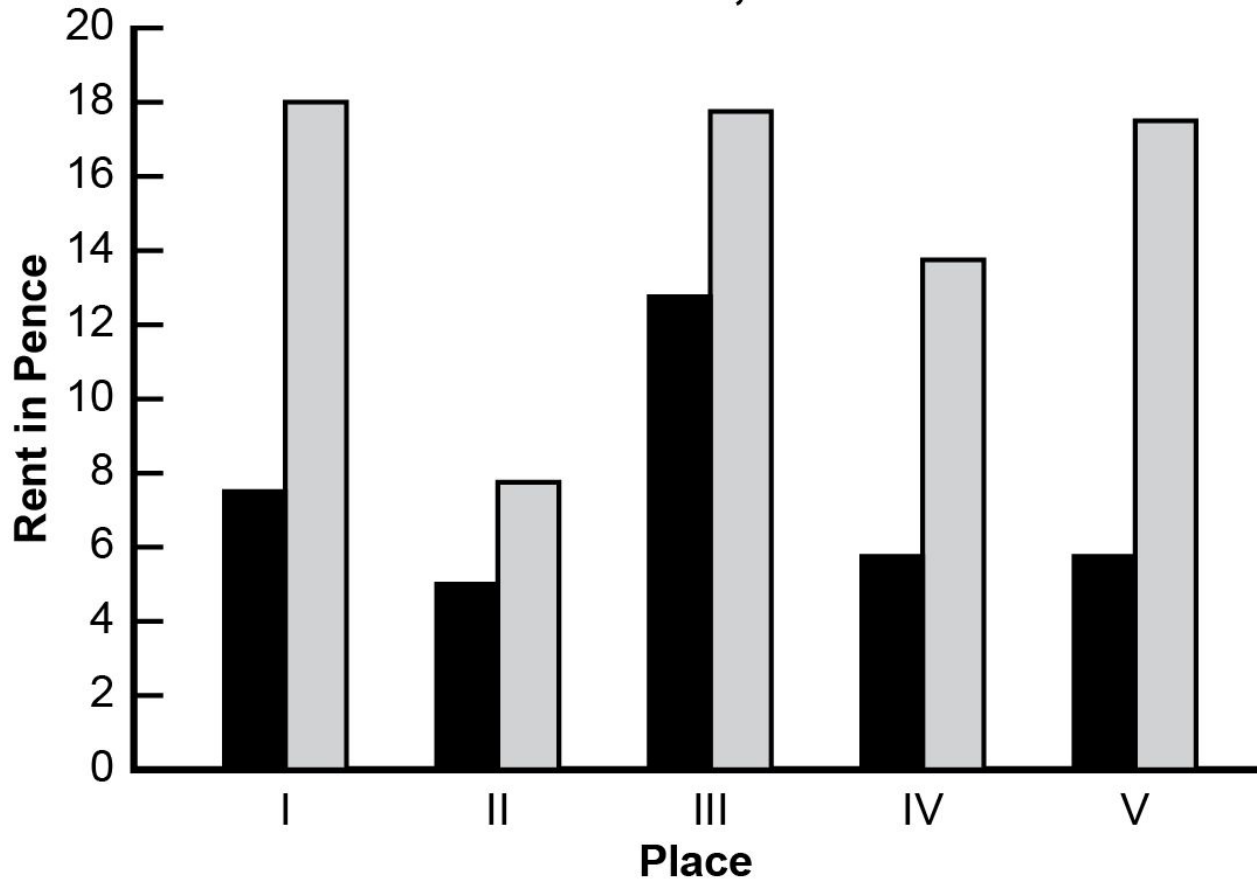
was more productive. This made the rich even richer, allowing them to buy more land. By the year 1600, most villages were surrounded by someone else's land. What happened to them?

What Enclosure Did

Traditional villages disappeared. Poor peasants could not support themselves without the commons, and so they packed up and left. Some rented land from the large farms. Others went to big towns to work in industries, like sewing and construction. Others had nowhere to go except across the ocean, to the American colonies. The old way of life had ended.

The new way of life had its advantages, though. There was, for example, a stark difference in the amount of rents that could be expected from farmers, as compared to villagers throughout Britain in 1568.

## Differences in Rents as a Result of Enclosures in Britain, 1568



Source: [https://www.gutenberg.org/files/29258/29258-h/29258-h.htm#CHAPTER\\_III](https://www.gutenberg.org/files/29258/29258-h/29258-h.htm#CHAPTER_III)

Another effect was that some villagers moved to big towns. Instead of working to make rich farmers richer. With more people in the big towns, there were both more workers and more customers. This made it easier for rich people to start a business and make money. The average person had less equality, but they had more food and wealth.

These changes helped start the modern world. Britain's wealth was a model for the world, causing the rest of Europe, and the American colonies, to also choose private property over common land and found

similar advantages. Towns grew, production increased, and the stage was set for the new age, where everything is owned by someone.

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617 Words

**Answer Mechanism(s) and Correct Answer**

Place answers arranged vertically in two tables. Students may select one and only one answer from each.

The only correct answers are “The land that the rich rented out became more productive” and “There was, for example, a stark difference in the amount of rents that could be expected from farmers, as compared to villagers.”

**[NOTE:** Depending on the functionality of the Edgenuity platform, it could be feasible to approach the second part of the EBSR as either: a) a Hot Spot/Highlight, wherein the test-taker highlights or clicks on the sentence which best supports the first answer, or, b) a drag/drop, wherein the test-taker selects the supporting sentence and drags it to a landing area.]

This question has two parts. Make sure to answer both parts of the question.  
Click or tap the correct response options.

Which of the following statements best describes how enclosure made the rich even more wealthy?

- |   |
|---|
| A. Politicians favored the rich over the poor.                              |
| B. The land that the rich rented out became more valuable.                  |
| C. Villagers in newly enclosed areas left to work for lower wages in towns. |
| D. The rich could buy and cut down entire forests.                          |

Which evidence from the passage best supports the answer above?

- |  |
|--|
| A. “Soon, the forest would be gone and the carpenter would be rich.” |
|--|

B. "Starting in the late 1400s, the rich started to pressure the government to allow them to buy common land."
C. "There was, for example, a stark difference in the amount of rents that could be expected from farmers, as compared to villagers."
D. "The average person had less equality, but they had more food and wealth."

**Hint**

*Include the student-facing copy that appears in a progression from First Hint to Last Hint—items have between 3 and 5 Hints. Include images associated with these Hints inline with copy.*

<b>Hint 1:</b>	Try to find the most direct evidence possible. Where does the article state how the wealthy got more money?
<b>Hint 2:</b>	The graph shows clear evidence. What does this evidence show?
<b>Hint 3:</b>	The graph shows a difference in rents paid on enclosed farms and non-enclosed villages. Where does the text describe the trend shown in the graph?
Hint 4:	
Hint 5:	

**Feedback**

**Answer-Specific Feedback (ASF)**

*Author at least two pieces of ASF, along with the incorrect answer that triggers each one; there is no maximum number of ASF. Include images associated with these ASFs inline with copy. For multiple-choice items, write 3 ASFs—one ASF for each distractor.*

	Trigger	Student-Facing ASF Copy (and optional images)
<b>ASF 1</b>	Student selects "Politicians favored the rich over the poor."	While true, this describes how enclosure happened, not precisely how it helped the rich.
<b>ASF 2</b>	Student selects "Villagers left to work for lower wages in towns."	This might have helped businessmen in towns. The article is about a much larger benefit to the rich in rural areas, though.
<b>ASF 3</b>	Student selects "The rich could buy and cut down entire forests."	When people own forests, they are more likely to protect them.
<b>ASF 4</b>	Student selects "Soon, the forest	This would have been common before enclosure, not after.

	would be gone and the carpenter would be rich.”	
<b>ASF 5</b>	“Starting in the late 1400s, the rich started to pressure the government to allow them to buy common land.”	This describes the process of enclosure, not its benefits.
<b>ASF 6</b>	Student selects “The average person had less equality, but they had more food and wealth.”	This describes the effects on average people, not on the rich.

**Generic Incorrect Feedback**

*Include student-facing copy that appears for any incorrect answer not identified by the ASF listed above (not a trigger from above). Include images associated with this inline with copy. This is not required for multiple-choice items, but is required for all other item types.*

n/a

**Answer Explanation**

*Include student-facing copy that shows the answer with roll over text/phrases for short copy of explanation. Indicate a term/phrase that requires roll over copy like **this**, including the copy for the roll over in the table below this field. Include images associated with the AE inline with copy; note that roll overs can overlay an image (consolidated shapes in Word with yellow transparency).*

The graph shows that the **rents** paid to rich landlords greatly increased after enclosure.



**Roll Over Copy**

*Include student-facing copy that appears when student hovers or rolls over a highlighted term in the table above. Include images associated with these inline with copy.*

rents	money, services, or goods due to the owner of the land for its usage