

Teacher Introduction

These Common Core History Assessments have been designed to help your students develop key literacy and history thinking skills as they learn about the Colonial era. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical American history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- *A group of nine reading skills assessments and two writing tasks for each major era of American History*

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- *Based on primary or secondary sources*

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone.

- *Brief tasks promoting historical literacy*

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the student's mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- *Two versions of each of the nine reading standards assessments*

A *Basic* and an *Advanced* version of each assessment are provided. The *Basic* Assessment addresses the Common Core Standard for grades 6–8. The *Advanced* Assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *Basic* version.

- *Easy to use both as learning and assessment tools*

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess student historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- *Evaluating student responses*

Brief but specific suggestions are provided defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

The New Nation Assessment 1

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 6–8

★ Key Ideas and Details

1. **(6–8)** Cite specific textual evidence to support analysis of primary and secondary sources.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to this Assessment

[This section is not available for review on sample pages]

The New Nation: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

Sir I am sorry to have to inform your Excellency that a civil War has taken place in this County. Last Tuesday, Major Lenox, the Marshall of the Federal Court, in company with General Neville, ordered several persons in this county to appear in court. On the following day, at daylight, 100 men attacked General Neville's house, in which there was only the General and another man with the family. The General defended himself for an hour or better against them. He wounded one of the party mortally and three others badly. No person in the house received any damage. On his appeal, Major Butler sent out twenty federal troops at the garrison to protect him.

Yesterday another party of five hundred men from the upper part of this county and Washington County gathered together, and about 6 o'clock in the afternoon they made a second attack on General Neville's house. Luckily the General escaped a few minutes before they surrounded the house. Before the attack, they sent in a flag to inform General Neville that if he would resign his commission and give up his papers they would not injure him. Major Kirkpatrick, who remained in the house with his sister-in-law, Mrs. Neville, informed them that General Neville was not in the house. But this they would not believe. After permitting Mrs. Neville and the females of the family to leave, they commenced an attack on the house which the soldiers in the house responded to. Four of the rioters were killed and a number wounded, and three of the soldiers in the house were wounded. The party in the house then gave up, and the rioters burned the dwelling house, barn and all the out houses and everything in them. Among the rioters killed was a Captain James MacFarland, formerly a Revolutionary War officer in the Pennsylvania Line. Time will not permit me to give you more details of this unhappy business. General Neville has transmitted to the Executive of the United States a full account. I am sorry to find this unhappy disposition prevails too generally in our country, and God only knows where it will end.

Source Information: In the early 1790s, an uprising by some whiskey distillers took place in western Pennsylvania. This "Whiskey Rebellion" threatened the authority of the federal government just formed under the new U.S. Constitution. The distillers were angered by a tax on the sale of whiskey, which the government imposed to help it pay its debts. This document is adapted from a message sent by John Gibson, major general of the militia, to Pennsylvania Governor Thomas Mifflin. It is dated July 18, 1794. In it, Gibson informs the governor of what was the most violent incident of the uprising.

Source: Linn, John B. and William H. Egle, eds. 1896. "Papers Relating to What Is Known as the Whiskey Insurrection in Western Pennsylvania." Pennsylvania Archives. Vol. 4. Fold3. <http://www.fold3.com/image/3094192/>.

Document 2: A Secondary Source

The Constitution went into effect in 1789, with George Washington as the first President. His Treasury Secretary, Alexander Hamilton, wanted a strong national government. Under his plan, the federal government took over the states' debts along with its own debt. By paying all these debts fully, Hamilton hoped bond holders would become strong backers of the federal government. However, to pay the debts, a new source of revenue was needed. So in 1791, Congress imposed an excise tax on whiskey.

In western Pennsylvania in the late 1700s, farmers often made whiskey out of their extra grain and corn. Whiskey was easier to transport across the Appalachian mountains. It was also often a form of money in frontier regions where cash was scarce. The new whiskey tax sparked major protests in Pennsylvania. Rebels resorted to violence to frighten away federal tax collectors. They threatened and harassed officials, and even tarred and feathered a few. This so-called "Whiskey Rebellion" reached a high point in July 1794. U.S. officials had tried to force more than 60 distillers into court for failure to pay the tax. Several hundred armed men attacked the home of tax inspector General John Neville, himself a wealthy planter. Four or five men were killed in the fighting there. The government tried talking with the rebels. Meanwhile four states called up 13,000 soldiers to form a federalized militia, which Washington led into Pennsylvania. The rebels fled before it arrived. Only a few were arrested, and later they were pardoned. The episode did establish the federal government's right to impose such taxes, but this whiskey tax remained hard to collect.

Source Information: This document is a secondary source account of the Whiskey Rebellion. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Whiskey Rebellion. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. In Document 1, General Gibson is clearly upset about the attack on General Neville's house. Highlight or underline at least three details in his account that portray the rebels as in the wrong for their attack.
2. How does Document 2 add to your understanding of the attack on General Neville's house? Highlight or underline at least three details in this document that add to your understanding of the reasons the rebels attacked the house.

The New Nation Assessment 7

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using this Assessment*

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The New Nation: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to this Assessment*

[This section is not available for review on sample pages]

The New Nation: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information just below or beside each document itself. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Written Primary Source

As a bond of union between the Atlantic and Western states, it may prevent the dismemberment of the American Empire. As an organ of communication between the Hudson, the Mississippi, the St. Lawrence, the Great Lakes of the north and west and their tributary rivers, it will create the greatest inland trade ever witnessed. The most fertile and extensive regions of America will avail themselves of its facilities for a market. All their surplus productions, whether of the soil, the forest, the mines, or the water, their fabrics of art and their supplies of foreign commodities, will concentrate in the city of New York, for transportation abroad or consumption at home. Agriculture, manufactures, commerce, trade, navigation, and the arts will receive a correspondent encouragement. The city will, in the course of time, become the granary of the world, the emporium of commerce, the seat of manufactures, the focus of great moneyed operations and the concentrating point of vast disposable, and accumulating capita, which will stimulate, enliven, extend and reward the exertions of human labor and ingenuity, in all their processes and exhibitions. And before the revolution of a century, the whole island of Manhattan, covered with inhabitants and replenished with a dense population, will constitute one vast city.

Source Information: The 363-mile Erie Canal cuts across New York State, linking Albany on the Hudson River to Buffalo on Lake Erie. The canal opened in 1825, thereby connecting the entire Great Lakes region to New York City at the mouth of the Hudson. New York Governor De Witt Clinton backed the canal project in spite of strong opposition, even ridicule. This document is part of a statement Clinton wrote as a reply to a committee of leading New York citizens who supported him in his efforts to see that the Erie Canal was built. As reproduced in *Memoir of De Witt Clinton with an Appendix, Containing Numerous Documents Illustrative of the Principal Events of His Life*, by David Hosack (New York, 1829), pp. 476–480.

Source: Hosack, David, ed. 1829. *Memoir of De Witt Clinton*. Google Books. http://books.google.com/books/about/Memoir_of_De_Witt_Clinton.html?id=QV4C80-c6vUC.

Document 2: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction No LC-DIG-pga-03106.

Source Information: New York City's population in 1810 was 96,373. This bird's-eye view of New York was published around 1851, when New York City's population was more than 500,000. Lithograph created by John Bachmann and published c. 1851.

Source: Bachmann, John, photographer. "Bird's Eye View of New-York & Brooklyn." Lithograph. New York: A. Guerber & Co., c1851. From Library of Congress, *Popular Graphic Arts*. Accessed August 4, 2013. <http://www.loc.gov/pictures/item/90707101/>.

New York Shipping Tonnage		
Year	Entering	Departing
1821	170,349	168,894
1822	240,016	203,450
1823	226,972	216,074
1824	247,735	240,413
1825	294,772	275,729
1826	282,188	236,029
1827	300,543	273,343
1828	301,255	259,486
1829	289,601	252,529
1830	333,778	265,915
1831	393,691	326,775
1832	446,323	344,716
1833	616,167	537,741
1834	694,892	600,256

Document 3: Primary Source Table

Source Information: This table shows the tonnage of shipping into and out of New York City, 1821–1834. Adapted from *The Canal that Made New York*, by Stephanie Dueno.

Source: Dueno, Stephanie. "The Canal That Made New York." Museum of the City of New York. Accessed August 7, 2013. <http://www.mcnyc.org/images/content/1/5/15051.pdf>.

Assessment Questions

1. What can you infer from these documents about the economic and social impact of the Erie Canal? Use details from *all three* of these documents to support your answer.
2. Some historians might say other factors besides the Erie Canal could account for the changes suggested by Documents 2 and 3. What do you think they mean? Do you agree or disagree?