

Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about America during World War I. 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.

America in World War I 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

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America in World War I: 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]

America in World War I: 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 Written Primary Source

Mr. Creel dwelt, at length on the accomplishments of the Administration on the eve of the first anniversary of our war declaration. Mr. Creel dwelt on the necessity of giving the public the fullest information regarding the progress of the war and the preparations made by this country. His bureau, he said, put the accent on expression and not repression of news and information. Not only was the public in the United States kept in touch with all our war activities, Mr. Creel asserted, but for the first time in our history, the United States has launched on campaigns of public information in all the countries of the world. The scope of the Bureau of Public Information was world-wide, Mr. Creel said.

Information regarding America's aims in the war and her deeds is being spread through an army of 25,000 speakers—four-minute men in theatres throughout the land—other public speakers, moving pictures, artistic posters and through advertising agencies, Mr. Creel said. Staffs have been organized in all the great capitals of the world, outside the enemy countries, to tell the truth about the United States as a belligerent, he stated, while a vast system of telegraph, cable and wireless communication has been built up to serve foreign countries. The speaker said the enemy countries were reached by pamphlets and newspapers dropped by aviators.

"There is no activity of the committee of which we are ashamed," said Mr. Creel, "no dollar that is sent on furtive errand. No paper is subsidized, no official bought; no corruption is employed."

Source Information: This document is a portion of a news story about George Creel. During the war, Creel was head of the Committee on Public Information. It supervised news reports and tried in many ways to promote a spirit of patriotic support for the war effort. This document is adapted from an account of a speech Creel gave explaining the work of his committee.

Source: *New-York Tribune*. "Senators Call Creel Unfit to Censor Press." April 5, 1918. From Library of Congress, *Chronicling America*. Accessed September 23, 2013. <http://chroniclingamerica.loc.gov/lccn/sn83030214/1918-04-05/ed-1/seq-4/>.

Document 2: A Secondary Source

The Committee on Public Information was only one of several ways in which World War I led to a massive expansion of the power of the federal government. A military draft was used to recruit millions of men into the army. Railroads and coal mines were nationalized. Labor unions were enlisted to help support war production and the draft. The strict Espionage Act of 1917 and Sedition Act of 1918 punished many forms of criticism of government activity. Efforts were stepped up to “Americanize” German and other immigrant groups whose loyalty was seen as questionable.

As a part of this effort, the government undertook a major propaganda campaign supervised by the Committee on Public Information, headed by George Creel. Hundreds of artists were recruited by the CPI to create dramatic posters and paintings to promote patriotism and fear of the enemy. Thousands of “four-minute men” spoke in public settings all across the land, giving brief speeches promoting the draft, sales of government bonds, or the rationing of crucial goods. In his News Division, Creel guided the distribution of war news and ensured its patriotic bias. Creel claimed his organization avoided outright censorship, but it did act to limit or reshape what it saw as news damaging to the war effort. It had many critics of its threats to civil liberties even during the war, and it was officially abolished in June 1919.

Source Information: This document is a secondary source account of the role of the Committee on Public Information during World War I. 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 Committee on Public Information. 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. Highlight or underline at least three details or claims in Document 1 that support a positive view of the work of the Committee on Public Information.
2. Underline or highlight two details in Document 2 that back up Document 1’s account factually. Then highlight two details that differ from Document 1’s positive view of the committee. Explain your choices.

America in World War I 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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America in World War I: 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]

America in World War I: Assessment 7

Directions: This exercise asks you to study three primary source 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 next to 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 Primary Source

Main Allies	War Expenditures	Population	Military Deaths
United Kingdom	\$38 billion*	46 million	908,371
France	\$26 billion	39.6 million	1,357,800
Russian Empire	\$18 billion	167.0 million	1,700,000 (estimate)
United States	\$22 billion	103.0 million	116,708

* This figure is for Great Britain and Dominions.

Source Information: This table shows key statistics for the four major Allies during World War I. The expenditures information is adapted from “The War with Germany: A Statistical Summary” (U.S. Government Printing, 1919) chapter 10, Table 13.

Sources: Ayres, Leonard P. *The War With Germany: A Statistical Summary*. 2nd ed. Washington, D.C.: Government Printing Office, 1919. Also available online at <http://net.lib.byu.edu/estu/wwi/memoir/docs/statistics/stats8on.htm#17>.

“The Great War Resources: WWI Casualties and Deaths.” *PBS: Public Broadcasting Service*. Accessed September 24, 2013. http://www.pbs.org/greatwar/resources/casdeath_pop.html.

History Group of the New Zealand Ministry for Culture and Heritage. “Republic of France.” *NZHistory*. Accessed September 24, 2013. <http://www.nzhistory.net.nz/war/republic-france-facts>.

———. “The Russian Empire.” *NZHistory*. Accessed September 24, 2013. <http://www.nzhistory.net.nz/war/russian-empire-facts>.

———. “United Kingdom of Great Britain and Ireland.” *NZHistory*. Accessed September 24, 2013. <http://www.nzhistory.net.nz/war/united-kingdom-facts>.

Leland, Anne and Mari-Jana Oboroceanu. *American War and Military Operations Casualties: Lists and Statistics*. CRS Report RL32492. Washington, DC: Library of Congress, Congressional Research Service, February 26, 2010. Accessed September 24, 2013. <http://www.fas.org/sgp/crs/natsec/RL32492.pdf>.

U.S. Bureau of the Census. “Historical National Population Estimates: July 1, 1900 to July 1, 1999.” Prepared by the Population Estimates Program, Population Division, Bureau of the Census. Washington DC, 2000. <http://www.census.gov/population/estimates/nation/popclockest.txt>.

Student Handout

Document 2: A Primary Source

OUR country prosperous can pay our war costs, as they come, and have enough left over to aid our allies... The one thing that might halt business now is an unpatriotic psychological feeling of panic and a false idea of patriotic economy. Patriotic economy means the elimination of waste and extravagance. It means the conservation of our food products, our natural wealth, our health, our energies, our labor, our very lives. It means putting more efficiency in everything we do so that each unit of money, energy and intelligence may accomplish the utmost.

Patriotic economy does not mean the lowering of America's standard of living, which would make us less efficient physically and mentally, nationally and individually, and would kill the spirit and the will to do the truly self-sacrificing things to be done.

Cities and communities must go on with their civic improvements. Road building and public work must proceed. Railroads must renew their equipment. Factories must be kept going to their full capacity. Labor must be employed. Homes must be kept up. Merchandise must be produced, distributed and used.

War duties and war expenditures must be in addition to peace duties and peace expenditures. The more we do the more we can do. The more money we spend the more we will have in our pockets to spend. Money creates money. In a word: The natural sane life of the country must proceed as though we were not at war, in order that we may have the necessary prosperity to promote the war to a quick and successful conclusion.

Source Information: John Wanamaker was an important businessman, religious leader and public figure. He strongly backed U.S. involvement in World War I. These excerpts are adapted from a newspaper article titled "Keep Business Going for Our Country's Sake."

Source: Wanamaker, John. "Keep Business Going for Our Country's Sake." Salt Lake City, U.T.: *Goodwin's Weekly: A Thinking Paper for Thinking People*, May 12, 1917. From Library of Congress, *Chronicling America*. Accessed September 23, 2013. <http://chroniclingamerica.loc.gov/lccn/2010218519/1917-05-12/ed-1/seq-4/>.



Courtesy of the Library of Congress

Document 3: A Visual Primary Source

Source Information: A poster issued in 1917 by authority of the Ordnance Department, U.S. Army. Its title is "Team work wins!" It shows a man making a machine gun and soldiers firing a machine gun.

Source: Still, Roy Hull. "Team Work Wins!" Lithograph. New York, N.Y.: John H. Eggers Co. Inc., 1917. From Library of Congress, *Posters: World War I Posters*. Accessed September 23, 2013. <http://www.loc.gov/pictures/item/00652947/>.

