

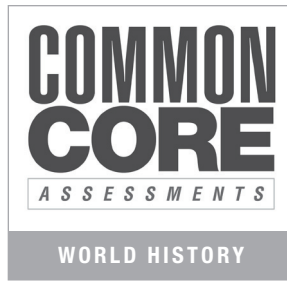
WORLD HISTORY

World War II

COMMON CORE

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



World War II

BY JONATHAN BURACK



Cover Design: Mark Gutierrez
Book Layout: Linda Deverich

©2015 MindSparks, a division of Social Studies School Service
All rights reserved.

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.mindsparks.com
access@mindsparks.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

ISBN: 978-1-57596-411-9
e-book ISBN: 978-1-57596-419-5
Product Code: HS896

Contents

Teacher Introduction	1
-----------------------------------	----------

Assessment 1

The Rise of the Totalitarians

Basic Level

Teacher Instructions	3
Student Handout	4

Advanced Level

Teacher Instructions	6
Student Handout	7

Assessment 2

The Munich Agreement, 1938

Basic Level

Teacher Instructions	9
Student Handout	10

Advanced Level

Teacher Instructions	11
Student Handout	12

Assessment 3

Einstein Writes a Letter

Basic Level

Teacher Instructions	13
Student Handout	14

Advanced Level

Teacher Instructions	16
Student Handout	17

Assessment 4

Goebbels’s “Dictatorship of the Best”

Basic Level

Teacher Instructions	19
Student Handout	20

Advanced Level

Teacher Instructions	22
Student Handout	23

Assessment 5

A German Soldier at Stalingrad

Basic Level

Teacher Instructions	25
Student Handout	26

Advanced Level

Teacher Instructions	28
Student Handout	29

Assessment 6

War Aims: Japan and Germany

Basic Level

Teacher Instructions	31
Student Handout	32

Advanced Level

Teacher Instructions	35
Student Handout	36

Assessment 7

Civilian Victims of Total War

Basic Level

Teacher Instructions	39
Student Handout	40

Advanced Level

Teacher Instructions	43
Student Handout	44

*Assessment 8***Judging the War Criminals****Basic Level**

Teacher Instructions	47
Student Handout	48

Advanced Level

Teacher Instructions	49
Student Handout	50

*Assessment 9***Germany at War's End****Basic Level**

Teacher Instructions	51
Student Handout	52

Advanced Level

Teacher Instructions	55
Student Handout	56

*Writing Assessment 1***World War II**

Teacher Instructions	59
Student Handout	60

*Writing Assessment 2***World War II**

Teacher Instructions	61
Student Handout	62

Bibliography	63
---------------------------	-----------

Teacher Introduction

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

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. 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. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

- **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 students' 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 as both 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 students' 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.

Assessment 1 *Basic Level*

The Rise of the Totalitarians

★ 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 world history coursework. 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.

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

Acceptable responses to the first assessment question should see that Price focuses on Hitler's skills as a demagogue, that is, his ability to incite a crowd by appealing to its fears and hatreds; his talent at organizing massive spectacles ("Hitler's 'shock troops' paraded across the platform beneath the banner of monarchist Germany"); and his readiness to blame his country's ills on democratic institutions, socialists and communists, and, especially, the Jews. Acceptable responses to the second assessment question should see that this passage depicts the early twentieth century as a time of confusing change and anxiety, one that produced in people a deep longing for order, security, and harmony. This anxiety led people to seek supposedly all-powerful enemies to blame, such as the Jews or the capitalists, and made them willing to accept the total control that ruthless leaders like Hitler were ready to impose.

The Rise of the Totalitarians

Directions: This exercise asks you to read one primary source document and one 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

Bavaria is seething with hatred—hatred of Protestant North Germany, of the French, Jews, Republicans, Liberals and, above all, Socialists. All are anathema. All will get short shrift when the hour of reckoning strikes. At least, so they say. Adolf Hitler, a native Austrian and a locksmith by trade [sic] has pushed his way to the leadership of the Bavarian counter-revolutionary movement. A skillful demagogue, who wins converts to Fascism by drinking beer with the common people, he has mastered the routine of whipping up popular passions.

“How can we help the Fatherland?” I heard Hitler ask his audience. “I’ll tell you how. By hanging the criminals of November 1918!” (These criminals are, of course, the republican workers of Germany.) “By punishing the worthies of the Republic we shall gain the respect of foreign nations,” cried Hitler. . . . At this point in his harangue a company of Hitler’s “shock troops” paraded across the platform beneath the banner of monarchist Germany. Such scenes are daily occurrences in Munich.

The reaction in Bavaria is intricate. It consists of numerous groups, all united in their determination to overthrow the republic and trample upon Labor, and yet divergent in the means which they propose to employ. One speaker will shout loudest when denouncing the French, another when excoriating the Jews and a third when damning the German constitution. But all are openly agreed that their common purpose is to fight organized Labor.

Source Information: This document is a passage written by British Journalist Morgan Philips Price for the *Manchester Guardian* about conditions in Bavaria, April 5, 1923. At that time, Adolf Hitler and his Nazi Party made an unsuccessful attempt to seize power in Bavaria. Price describes Hitler as an example of widespread right-wing hatred for Germany’s government, the Weimar Republic. Hitler’s use of the phrase “November Criminals” refers to the liberal and moderate socialist founders of the Weimar Republic who made peace and ended World War I. This excerpt is shortened and adapted from *Dispatches from the Weimar Republic, Versailles and German Fascism* by Morgan Philips Price (London: Pluto Press, 1999), pp. 155–56.

Document 2: A Secondary Source

The Nazis depicted Jews as a parasitical people who lived off the vital energies of other nations, particularly the German nation. Hitler and the Nazis also portrayed the Jews as both evil capitalists and as the force behind socialism and Soviet communism. This is ironic, for Jews also suffered greatly at the hands of the Soviet Union during and after Hitler's time. Under Stalin, the "Gulag," a vast apparatus of thousands of slave-labor prison camps, was filled with millions of innocent people. Millions died in such camps. Jews were among them. But in the case of Stalin's Gulag, the imprisoned were defined mainly by "class," as enemies who supposedly tried to sabotage the effort to build a perfect communist society of equality, justice, and happiness.

Ideals such as "equality," "justice," "patriotism," "the master race," etc., gave totalitarianism its appeal for millions. This was especially so during times of deep stress and confusing change. Such times were common throughout the 20th century. The intense propaganda programs of totalitarian regimes worked, in part, because people willingly longed for the peace, order, and harmony they promised. This longing, this "totalitarian temptation," is a part of what gave these regimes life.

Source Information: This document is a secondary source about the growing appeal of totalitarian political movements in Europe after 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. This particular secondary source account is a somewhat altered excerpt from the Introduction to *The Totalitarian Temptation*, Debating the Documents, by Jonathan Burack (Culver City, CA: MindSparks, 2008), p. 8.

Assessment Questions

1. Document 1 describes Adolf Hitler at a very early stage in his career. It suggests some of the qualities that enabled him to rise to power in Germany in the 1930s. What are some of those qualities? Cite details from the document to support your answer.
2. Hitler found many Germans eager to accept his way of thinking. How does Document 2 help to explain what such people were longing for in a leader? Cite details from the document to support your answer.

Assessment 1 *Advanced Level*

The Rise of the Totalitarians

★ Key Ideas and Details

1. (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1. (11–12) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ 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 world history coursework. 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.

Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. 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. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that Price focuses on Hitler as only one of several demagogues and extreme nationalists active in the 1920s in just one part of Germany, Bavaria. Price does identify Hitler's ability to incite a crowd by appealing to its fears and hatreds; his talent at organizing massive spectacles; and his readiness to blame his country's ills on democratic institutions, socialists and communists, and, especially, the Jews. However, some may sense that Price also depicts Hitler as a somewhat comical figure, winning converts “by drinking beer with the common people.” Acceptable responses to the second assessment question should see that this passage stresses broad conditions in the early twentieth century that disposed millions of people to hateful, even paranoid rhetoric directed at Jews, capitalists, and democratic systems. The era is described as a time of confusing change and anxiety, one that produced in people a deep longing for order, security, and harmony. This anxiety also made them willing to accept the total control ruthless leaders like Hitler were ready to impose.

The Rise of the Totalitarians

Directions: This exercise asks you to study one primary source document and one 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: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

Bavaria is seething with hatred—hatred of Protestant North Germany, of the French, Jews, Republicans, Liberals and, above all, Socialists. All are anathema. All will get short shrift when the hour of reckoning strikes. At least, so they say. Adolf Hitler, a native Austrian and a locksmith by trade [sic] has pushed his way to the leadership of the Bavarian counter-revolutionary movement. A skillful demagogue, who wins converts to Fascism by drinking beer with the common people, he has mastered the routine of whipping up popular passions.

“How can we help the Fatherland?” I heard Hitler ask his audience. “I’ll tell you how. By hanging the criminals of November 1918!” (These criminals are, of course, the republican workers of Germany.) “By punishing the worthies of the Republic we shall gain the respect of foreign nations,” cried Hitler. . . . At this point in his harangue a company of Hitler’s “shock troops” paraded across the platform beneath the banner of monarchist Germany. Such scenes are daily occurrences in Munich.

The reaction in Bavaria is intricate. It consists of numerous groups, all united in their determination to overthrow the republic and trample upon Labor, and yet divergent in the means which they propose to employ. One speaker will shout loudest when denouncing the French, another when excoriating the Jews and a third when damning the German constitution. But all are openly agreed that their common purpose is to fight organized Labor.

Source Information: This document is a passage written by British Journalist Morgan Philips Price for the *Manchester Guardian* about conditions in Bavaria, April 5, 1923. At that time, Adolf Hitler and his Nazi Party made an unsuccessful attempt to seize power in Bavaria. Price describes Hitler as an example of widespread right-wing hatred for Germany’s government, the Weimar Republic. Hitler’s use of the phrase “November Criminals” refers to the liberal and moderate socialist founders of the Weimar Republic who made peace and ended World War I. This excerpt is shortened and adapted from *Dispatches from the Weimar Republic, Versailles and German Fascism* by Morgan Philips Price (London: Pluto Press, 1999), pp. 155–56.

Document 2: A Secondary Source

The Nazis depicted Jews as a parasitical people who lived off the vital energies of other nations, particularly the German nation. Hitler and the Nazis also portrayed the Jews as both evil capitalists and as the force behind socialism and Soviet communism. This is ironic, for Jews also suffered greatly at the hands of the Soviet Union during and after Hitler's time. Under Stalin, the "Gulag," a vast apparatus of thousands of slave-labor prison camps, was filled with millions of innocent people. Millions died in such camps. Jews were among them. But in the case of Stalin's Gulag, the imprisoned were defined mainly by "class," as enemies who supposedly tried to sabotage the effort to build a perfect communist society of equality, justice, and happiness.

Ideals such as "equality," "justice," "patriotism," "the master race," etc., gave totalitarianism its appeal for millions. This was especially so during times of deep stress and confusing change. Such times were common throughout the 20th century. The intense propaganda programs of totalitarian regimes worked, in part, because people willingly longed for the peace, order, and harmony they promised. This longing, this "totalitarian temptation," is a part of what gave these regimes life.

Source Information: This document is a secondary source about the growing appeal of totalitarian political movements in Europe after 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. This particular secondary source account is a somewhat altered excerpt from the Introduction to *The Totalitarian Temptation*, *Debating the Documents*, by Jonathan Burack (Culver City, CA: MindSparks, 2008), p. 8.

Assessment Questions

1. Document 1 describes Adolf Hitler in 1923, at a very early stage of his rise to power. He was at the time a little-known figure outside of Germany. What details in the document show that he was then still only a minor fanatic in German politics?
2. What details in Document 2 help to make clear why Hitler's fanatical views were going to be far more important than they may have seemed in 1923?

Assessment 2 *Basic Level*

The Munich Agreement, 1938

★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ 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 world history coursework. 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.

Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that Chamberlain and Cooper differ primarily over whether it is possible to reason with Hitler and reach acceptable compromises with him. In Cooper's view, Chamberlain puts his faith in Hitler's "sweet reasonableness," whereas Cooper thinks Hitler only responds to force or the threat of force. According to Cooper, Chamberlain thinks Hitler is only trying to take care of Germany, whereas Cooper obviously thinks Hitler is a much bigger threat than that and cannot be trusted at all. Acceptable responses to the second assessment question should see that Cooper's evidence for mistrusting Hitler is a series of past promises Hitler made not to take further aggressive actions. Hitler betrayed each of those promises by soon engaging in another act of conquest.

The Munich Agreement, 1938

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

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

Here is the deep difference between the Prime Minister and myself throughout these days. The Prime Minister has believed in addressing Herr Hitler through the language of sweet reasonableness. I have believed that he was more open to the language of the mailed fist.

The Prime Minister has confidence in the good will and in the word of Herr Hitler, although when Herr Hitler broke the Treaty of Versailles he [promised] to keep the Treaty of Locarno, and when he broke the Treaty of Locarno he promised not to interfere further, or to have further territorial aims, in Europe. When he [then] entered Austria by force he authorized his henchmen to give an authoritative assurance that he would not interfere with Czechoslovakia. That was less than six months ago. Still, the Prime Minister believes that he can rely upon the good faith of Hitler; he believes that Hitler is interested only in Germany, as the Prime Minister was assured.

The Prime Minister may be right. I can assure you, Mr. Speaker, with the deepest sincerity, that I hope and pray that he is right, but I cannot believe what he believes. I wish I could.

Source Information: Alfred Duff Cooper resigned from the British Cabinet in protest against the Munich Agreement that Prime Minister Neville Chamberlain signed with Adolf Hitler on September 29, 1938. The agreement allowed Germany to annex part of Czechoslovakia. Many have viewed this as a key act of appeasement that only encouraged Hitler in his aggressive plans. On October 3, 1938, Cooper spoke against the Munich Agreement in the British House of Commons. This passage is a small portion of his remarks, recorded in *Parliamentary Debates*, 5th series, vol. 339, 1938.

Assessment Questions

1. Alfred Duff Cooper's central idea in this passage is a contrast between his view of Hitler and Prime Minister Neville Chamberlain's view. In a single sentence, explain how their views differ according to Cooper.
2. What kind of evidence does Cooper offer to support his own view of Hitler?

Assessment 2 *Advanced Level*

The Munich Agreement, 1938

★ Key Ideas and Details

- 2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ 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 world history coursework. 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.

Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that Cooper believes Chamberlain is mistaken in thinking he can reason and compromise with Hitler. Cooper thinks Hitler only responds to force or the threat of force. According to Cooper, Chamberlain also thinks Hitler is only concerned about Germany, whereas Cooper obviously thinks Hitler has much larger and more aggressive goals and cannot be trusted at all. Cooper's evidence takes the form of several past promises Hitler made to take no further aggressive actions; each promise was followed by another act of conquest. Acceptable responses to the second assessment question should note that the Munich analogy compares Chamberlain's appeasement of Hitler to some other conflict in which one side refuses to take a strong stand against an opponent who is acting aggressively. Historians tend to be skeptical about the use of this analogy because no two situations are ever alike—and especially because few conflict situations involve rulers as dangerous and irrational as Hitler was in 1938.

The Munich Agreement, 1938

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

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

(11–12) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

Here is the deep difference between the Prime Minister and myself throughout these days. The Prime Minister has believed in addressing Herr Hitler through the language of sweet reasonableness. I have believed that he was more open to the language of the mailed fist.

The Prime Minister has confidence in the good will and in the word of Herr Hitler, although when Herr Hitler broke the Treaty of Versailles he [promised] to keep the Treaty of Locarno, and when he broke the Treaty of Locarno he promised not to interfere further, or to have further territorial aims, in Europe. When he [then] entered Austria by force he authorized his henchmen to give an authoritative assurance that he would not interfere with Czechoslovakia. That was less than six months ago. Still, the Prime Minister believes that he can rely upon the good faith of Hitler; he believes that Hitler is interested only in Germany, as the Prime Minister was assured.

The Prime Minister may be right. I can assure you, Mr. Speaker, with the deepest sincerity, that I hope and pray that he is right, but I cannot believe what he believes. I wish I could.

Source Information: Alfred Duff Cooper resigned from the British Cabinet in protest against the Munich agreement that Prime Minister Neville Chamberlain signed with Adolf Hitler on September 29, 1938. The agreement allowed Germany to annex part of Czechoslovakia. Many have viewed this as a key act of appeasement that only encouraged Hitler in his aggressive plans. On October 3, 1938, Cooper spoke against the Munich agreement in the British House of Commons. This passage is a small portion of his remarks, recorded in *Parliamentary Debates*, 5th series, vol. 339, 1938.

Assessment Questions

1. Alfred Duff Cooper thinks Neville Chamberlain has made a terrible mistake. What is that mistake, and how does Cooper back up his claim that it is a mistake?
2. The Munich Agreement is often referred to by writers who use a so-called Munich analogy. Explain what the Munich analogy is and why many historians think it is often used unfairly.

Assessment 3 *Basic Level*

Einstein Writes a Letter

★ *Key Ideas and Details*

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ *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 world history coursework. 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.

Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. This activity assesses the students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should refer to all three of the topics this question mentions. First, Einstein tells the president that scientists have learned how to release energy in a nuclear chain reaction using uranium as the fuel. Second, he thinks this is important because it could lead to the production of very powerful new bombs—that is, atomic bombs. He is worried because Nazi Germany is also aware of this research. Third, he wants the president to aid in developing nuclear energy, apparently out of fear that Germany might build an atomic bomb first. Answers to the second assessment question should infer that Einstein’s fame and prestige would help get the president’s attention and make him realize the importance of speeding work on atomic weapons. This was a totally new, untried technology, so without Einstein’s word, Roosevelt might not have paid attention to the others working on it.

Einstein Writes a Letter

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

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

Some recent work by E. Fermi and L. Szilard . . . leads me to expect that the element uranium may be turned into a new and important source of energy in the immediate future. Certain aspects of the situation . . . seem to call for watchfulness and, if necessary, quick action on the part of the administration. I believe therefore that it is my duty to bring to your attention the following facts and recommendations:

In the course of the last four months it has been made probable—through the work of Joliot in France as well as Fermi and Szilard in America—that it may become possible to set up a nuclear chain reaction in a large mass of uranium, by which vast amounts of power and large quantities of new radium like elements would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

The United States has only very poor [ores] of uranium in moderate quantities.

In view of this situation you may think it desirable to have some permanent contact maintained between the Administration and the group of physicists working on chain reactions in America. One possible way of achieving this might be for you to entrust with this task a person who has your confidence and who could perhaps serve in an unofficial capacity. His task might comprise the following:

- a) To approach Government Departments, keep them informed of the further development, giving particular attention to the problem of uranium ore for the United States.
- b) To speed up the experimental work, which is at present being carried on within the limits of the budgets of University laboratories, by providing funds.

Continued on next page

Continued from previous page

I understand that Germany has actually stopped the sale of uranium from the Czechoslovakian mines, which she has taken over. That she should have taken such early action might perhaps be understood on the ground that the son of the German Under-Secretary of State is attached to the Kaiser Wilhelm Institute in Berlin where some of the American work on uranium is now being repeated.

Yours very truly,

Albert Einstein

Source Information: This is a shortened version of a letter Albert Einstein sent to U.S. president Franklin Delano Roosevelt in 1939. The letter discussed “a new and important source of energy,” which worried Einstein, given the danger Hitler presented to Europe and the world at that time. Scientist Leo Szilard actually wrote much of the letter, which Einstein signed. The letter is available from PBS.org’s American Experience Series.

Assessment Questions

1. What news does Einstein give to President Roosevelt, why does he think this news is so important and what does he want the president to do about it?
2. Leo Szilard and some other scientists thought it was important for Einstein in particular to write this letter to the president. Why do you think they felt that was important?

Assessment 3 *Advanced Level*

Einstein Writes a Letter

★ Key Ideas and Details

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ 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 world history coursework. 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.

Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that because of his great fame and prestige, Albert Einstein was able to get Roosevelt to pay attention to the early research into nuclear energy, understand its potential to produce nuclear bombs, and see how tragic it would be if Hitler developed a bomb first. As a result, Roosevelt launched the Manhattan Project which enabled the United States to develop the first atomic bombs, which were used to help end the war with Japan, in 1945. Answers to the second assessment question may vary. A few may see Einstein as hypocritical and reckless for taking part in this campaign to push the United States to develop nuclear weapons. Others may think his actions were understandable but mistaken, given that Hitler never did develop nuclear weapons. Still others may feel he was entirely right to do what he did, considering that the danger of Hitler getting the bomb was real and could have led to nuclear warfare on a large scale and to Hitler winning the war itself. There is much here to debate, and answers should only be judged by how well they state a position and defend it.

Einstein Writes a Letter

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

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

Some recent work by E. Fermi and L. Szilard . . . leads me to expect that the element uranium may be turned into a new and important source of energy in the immediate future. Certain aspects of the situation . . . seem to call for watchfulness and, if necessary, quick action on the part of the administration. I believe therefore that it is my duty to bring to your attention the following facts and recommendations:

In the course of the last four months it has been made probable—through the work of Joliot in France as well as Fermi and Szilard in America—that it may become possible to set up a nuclear chain reaction in a large mass of uranium, by which vast amounts of power and large quantities of new radium like elements would be generated. Now it appears almost certain that this could be achieved in the immediate future.

This new phenomenon would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may thus be constructed. A single bomb of this type, carried by boat and exploded in a port, might very well destroy the whole port together with some of the surrounding territory. However, such bombs might very well prove to be too heavy for transportation by air.

The United States has only very poor [ores] of uranium in moderate quantities.

In view of this situation you may think it desirable to have some permanent contact maintained between the Administration and the group of physicists working on chain reactions in America. One possible way of achieving this might be for you to entrust with this task a person who has your confidence and who could perhaps serve in an unofficial capacity. His task might comprise the following:

- a) To approach Government Departments, keep them informed of the further development, giving particular attention to the problem of uranium ore for the United States.
- b) To speed up the experimental work, which is at present being carried on within the limits of the budgets of University laboratories, by providing funds.

Continued on next page

Continued from previous page

I understand that Germany has actually stopped the sale of uranium from the Czechoslovakian mines, which she has taken over. That she should have taken such early action might perhaps be understood on the ground that the son of the German Under-Secretary of State is attached to the Kaiser Wilhelm Institute in Berlin where some of the American work on uranium is now being repeated.

Yours very truly,

Albert Einstein

Source Information: This is a shortened version of a letter Albert Einstein sent to U.S. president Franklin Delano Roosevelt in 1939. The letter discussed “a new and important source of energy,” which worried Einstein, given the danger Hitler presented to Europe and the world at that time. Scientist Leo Szilard actually wrote much of the letter, which Einstein signed. The letter is available from PBS.org’s American Experience Series.

Assessment Questions

1. This letter turned out to be one of the most important documents in all of World War II. Explain why by describing the main points of the letter and the impact it had on the war effort.
2. Einstein was himself a strong opponent of the use of violence of all sorts. Do you think it was consistent with those values for him to enlist the help of the U.S. president as he does here?

Assessment 4 *Basic Level*

Goebbels's “Dictatorship of the Best”

★ *Craft and Structure*

- 4. (6–8)** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *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 world history coursework. 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.

Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Goebbels first refers to the best as an “aristocracy.” That is, a group entitled to rule by virtue of birth, or inherited status. Yet he does not really mean an aristocracy in that sense. He means a “creative” and determined group ready to support a single ruling dictator. He associates certain qualities with “the best,” saying this ruling minority must “be more courageous, more clever, more radical, and have more character.” Best answers should note how this list uses positive-sounding terms for the aggressive behavior and attitudes Goebbels actually appears to favor. Answers to the second assessment question should note the contrast between Goebbels' noble sounding phrases for the ruling minority and his crude, almost violent language for the majority. Rule by a majority is “madness.” The idea is a “swindle” that would only deceive “a fool whose head is stuffed with straw.” It is rule by “social scum.” The opposite of the “dictatorship of the courageous” is a “democracy of cowards.” This language needs to be seen as essential for Goebbels, and for the Nazis, in defining the masses over whom they wish to establish a dictatorship of “the best.”

Goebbels's "Dictatorship of the Best"

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

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Primary Source Document

The battle that is raging through Europe today is the battle between newly emerging aristocratic classes.

Every history-making epoch has been created by aristocrats. Aristocracy = rule by the best.

Never do the people rule themselves. This madness has been invented by liberalism. Behind its concept of the sovereignty of the people hide the most corrupt rogues, who do not want to be recognized.

It is easy to see that it is all a cheap swindle, which can deceive only a fool whose head is stuffed with straw.

The mass is victorious: what madness! Just as if I were to say: marble makes the statue. No work of art without its creator. No people without a statesman. No world without God! . . .

A minority, if it includes the best, will turn the German fate.

We must, therefore, be more courageous, more clever, more radical, and have more character than the majority; then we will automatically be victorious.

That other peoples are ruled by their social scum should give us no headaches. The better the prospect of our success.

If the most courageous hold the helm, they shall openly pronounce: We practice dictatorship! We assume responsibility before history—who will cast the first stone at us?

But if the cowards have the helm in their hand, they say: The people rule. They avoid responsibility and stone all those who unite to turn against this hypocrisy.

Rule will always be an affair of a minority. The people have only the choice to live under the open dictatorship of the courageous, or to die under the hypocritical democracy of cowards.

Source Information: This document is excerpted and adapted from *Michael: A German Fate*, a novel written in 1926 by Joseph Goebbels, who was to become the Nazi propaganda chief. The passage expresses a radical discontent with democratic political systems in the West. This discontent fueled the Nazi drive for a revolutionary new order. Goebbels's novel is included in *Nazi Culture: Intellectual, Cultural and Social Life in the Third Reich*, edited by George Lachmann Mosse (Madison: University of Wisconsin Press, 1966), pp. 105–106.

Assessment Questions

1. Goebbels says rule by “the best” is the ideal form of rule. Based on this passage, what do you think he means by “the best”? Choose some phrases from the passage to support your answer.
2. Consider this statement: “Goebbels’s idea of ‘the best’ sounds nice—unless you look closely at the ugly language he uses for everyone else.” What support in the document do you find for this statement?

Assessment 4 *Advanced Level*

Goebbels's “Dictatorship of the Best”

★ *Craft and Structure*

4. (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
4. (11–12) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

★ *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 world history coursework. 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.

Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question may vary. Goebbels at first refers to the best as an “aristocracy.” However, he does not really seem to mean a group entitled to rule by virtue of birth, or inherited status. He seems to mean a determined minority ready to support a single ruling dictator. He associates certain qualities with that ruling minority—it must “be more courageous, more clever, more radical, and have more character.” However, many may feel that these positive-sounding terms actually mask the aggressive behavior and attitudes Goebbels really favors. Answers to the second assessment question may vary. Some will feel both ideas are logically connected; one cannot take priority over the other. This is a defensible view, given that rule by the best does automatically mean that the majority should not rule. However, others may note that Goebbels uses his strongest language to express his contempt for the majority. His language is crude and aggressive, as in his claim that majority rule is a “swindle” that would only deceive “a fool whose head is stuffed with straw.” Or when he says majority rule is rule by “social scum.” Moreover, his praise of rule by the best is somewhat undercut by his apparent longing for a lone dictator. In the end it is dictatorship he contrasts most favorably to rule by a “cowardly” majority.

Goebbels's "Dictatorship of the Best"

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

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

The battle that is raging through Europe today is the battle between newly emerging aristocratic classes.

Every history-making epoch has been created by aristocrats. Aristocracy = rule by the best.

Never do the people rule themselves. This madness has been invented by liberalism. Behind its concept of the sovereignty of the people hide the most corrupt rogues, who do not want to be recognized.

It is easy to see that it is all a cheap swindle, which can deceive only a fool whose head is stuffed with straw.

The mass is victorious: what madness! Just as if I were to say: marble makes the statue. No work of art without its creator. No people without a statesman. No world without God! . . .

A minority, if it includes the best, will turn the German fate.

We must, therefore, be more courageous, more clever, more radical, and have more character than the majority; then we will automatically be victorious.

That other peoples are ruled by their social scum should give us no headaches. The better the prospect of our success.

If the most courageous hold the helm, they shall openly pronounce: We practice dictatorship! We assume responsibility before history—who will cast the first stone at us?

But if the cowards have the helm in their hand, they say: The people rule. They avoid responsibility and stone all those who unite to turn against this hypocrisy.

Rule will always be an affair of a minority. The people have only the choice to live under the open dictatorship of the courageous, or to die under the hypocritical democracy of cowards.

Source Information: This document is excerpted and adapted from *Michael: A German Fate*, a novel written in 1926 by Joseph Goebbels, who was to become the Nazi propaganda chief. The passage expresses a radical discontent with democratic political systems in the West. This discontent fueled the Nazi drive for a revolutionary new order. Goebbels's novel is included in *Nazi Culture: Intellectual, Cultural and Social Life in the Third Reich*, edited by George Lachmann Mosse (Madison: University of Wisconsin Press, 1966), pp. 105–106.

Assessment Questions

1. Goebbels says he favors “rule by the best.” Do you think he clearly defines what he means by “the best”? Why or why not? Cite specific details from the text to support your answer.
2. Is Goebbels’s real passion here to defend the idea of “rule by the best” or to condemn democracy? Cite specific examples of his language and rhetoric to support your answer.

Assessment 5 *Basic Level*

A German Solider at Stalingrad

★ *Craft and Structure*

- 5. (6–8)** Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ *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 world history coursework. 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.

Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that, as a series of diary entries, the account William Hoffman provides through his diary as a whole is in strict chronological order. Events described unfold in the exact daily order in which they took place. Acceptable responses to the second assessment question should be able to explain that the chronological organization enables us to see the way the Battle of Stalingrad itself dramatically changed as it unfolded. It began with German troops on the march advancing rapidly toward Stalingrad, seemingly unstoppable, but then bogged down in intense street fighting, and finally ending with the German army surrounded and thwarted completely. The chronological order also enables us to see how Hoffman's own faith in Hitler, confidence in Germany's ability to win the war, and his patriotic certainty of the rightness of his cause slowly erode and vanish as he comes to recognize the courage of the Russians, the incompetence of Germany's military leaders, and the empty promises of the Führer himself.

A German Solider at Stalingrad

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

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Primary Source Document

July 29 (1942). The company commander says the Russian troops are completely broken, and cannot hold out any longer. To reach the Volga and take Stalingrad is not so difficult for us. The Führer knows where the Russians' weak point is. Victory is not far away.

August 2. What great spaces the Soviets occupy, what rich fields there are to be had here after the war's over! Only let's get it over with quickly. I believe that the Führer will carry the thing through to a successful end. . . .

August 23. Splendid news—north of Stalingrad our troops have reached the Volga and captured part of the city. The Russians have two alternatives, either to flee across the Volga or give themselves up. . . . Something incomprehensible is, in fact, going on. In the north our troops capture a part of Stalingrad and reach the Volga, but in the south the doomed Russian divisions are continuing to resist bitterly. Fanaticism. . . .

September 5. Our regiment has been ordered to attack Sadovaya station—that's nearly in Stalingrad. Are the Russians really thinking of holding out in the city itself? We had no peace all night from the Russian artillery and airplanes. Lots of wounded are being brought by. God protect me. . . .

September 20. The battle for [a grain storage] elevator is still going on. The Russians are firing on all sides. We stay in our cellar; you can't go out into the street. Sergeant-Major Nuschke was killed today running across a street. Poor fellow, he's got three children. . . .

October 5. Our battalion has gone into the attack four times, and got stopped each time. Russian snipers hit anyone who shows himself carelessly from behind shelter.

October 10. The Russians are so close to us that our planes cannot bomb them. We are preparing for a decisive attack. The Führer has ordered the whole of Stalingrad to be taken as rapidly as possible. . . .

October 22. Our regiment has failed to break into the factory. We have lost many men; every time you move you have to jump over bodies. You can scarcely breathe in the daytime: there is nowhere and no one to remove the bodies, so they are left there to rot. Who would have thought three months ago that instead of the joy of victory we would have to endure such sacrifice and torture, the end of which is nowhere in sight? . . .

Continued on next page

Continued from previous page

November 10. A letter from Elsa today. Everyone expects us home for Christmas. In Germany everyone believes we already hold Stalingrad. How wrong they are. If they could only see what Stalingrad has done to our army. . . .

November 21. The Russians have gone over to the offensive along the whole front. Fierce fighting is going on. So, there it is—the Volga, victory and soon home to our families! We shall obviously be seeing them next in the other world. . . .

December 3. We are on hunger rations and waiting for the rescue that the Führer promised. I send letters home, but there is no reply.

December 26. The horses have already been eaten. I would eat a cat; they say its meat is also tasty. The soldiers look like corpses or lunatics, looking for something to put in their mouths. They no longer take cover from Russian shells; they haven't the strength to walk, run away and hide. A curse on this war!

Source Information: These entries are from the diary of William Hoffman, a German soldier who fought and died in the Battle of Stalingrad. That battle lasted from August 1942 to February 1943. It was a major turning point in the war. After a devastating loss there, German forces never fully recovered and soon began their long retreat back toward Germany. Hoffman's diary records events from July to December of 1942. The battle finally ended on February 2, 1943. The part of the diary from which these entries are excerpted is quoted in Documents on U.S. History in the Age of the World Wars (1914–1945), syllabus for a course taught by John Moser, Ashland University.

Assessment Questions

1. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. This passage can best be described as having a "Time Order/Chronology" text structure. Briefly explain why?
2. What aspects of the Battle of Stalingrad does this text structure help us to see clearly and in a way that a less chronological pattern might not allow?

Assessment 5 *Advanced Level*

A German Soldier at Stalingrad

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *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 world history coursework. 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.

Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that the chronological organization makes clear the way the Battle of Stalingrad dramatically changed as it unfolded. It began with German troops on the march advancing rapidly toward Stalingrad, seemingly unstoppable, then bogged down in intense street fighting, and finally ending with the German army surrounded and thwarted completely. The chronological order also shows us how Hoffman's own faith in Hitler, confidence in Germany's ability to win the war, and patriotic certainty of the rightness of his cause slowly erode and vanish as he comes to recognize the courage of the Russians, the incompetence of Germany's military leaders, and the empty promises of the Führer himself. Acceptable responses to the second assessment question should note that this one soldier does offer insight regarding the overall confident mood in Germany before this battle. He speaks of a Russian army "completely broken" and says "victory is not far off." He speaks of the vast agricultural lands that Germany will resettle. Even as late as November, a letter from "Elsa" reports that "everyone expects us home for Christmas." The chronological order of Hoffmann's account makes dramatically clear how shattering Stalingrad was for Hoffman and would soon be to such illusions for Germans back home. Another text structure—say, a cause-and-effect account of the battle—would probably not convey the psychological dimension of this turning point so clearly.

A German Solider at Stalingrad

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

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

July 29 (1942). The company commander says the Russian troops are completely broken, and cannot hold out any longer. To reach the Volga and take Stalingrad is not so difficult for us. The Führer knows where the Russians' weak point is. Victory is not far away.

August 2. What great spaces the Soviets occupy, what rich fields there are to be had here after the war's over! Only let's get it over with quickly. I believe that the Führer will carry the thing through to a successful end.

August 23. Splendid news—north of Stalingrad our troops have reached the Volga and captured part of the city. The Russians have two alternatives, either to flee across the Volga or give themselves up. . . . Something incomprehensible is, in fact, going on. In the north our troops capture a part of Stalingrad and reach the Volga, but in the south the doomed Russian divisions are continuing to resist bitterly. Fanaticism. . . .

September 5. Our regiment has been ordered to attack Sadovaya station—that's nearly in Stalingrad. Are the Russians really thinking of holding out in the city itself? We had no peace all night from the Russian artillery and airplanes. Lots of wounded are being brought by. God protect me. . . .

September 20. The battle for [a grain storage] elevator is still going on. The Russians are firing on all sides. We stay in our cellar; you can't go out into the street. Sergeant-Major Nuschke was killed today running across a street. Poor fellow, he's got three children. . . .

October 5. Our battalion has gone into the attack four times, and got stopped each time. Russian snipers hit anyone who shows himself carelessly from behind shelter.

October 10. The Russians are so close to us that our planes cannot bomb them. We are preparing for a decisive attack. The Führer has ordered the whole of Stalingrad to be taken as rapidly as possible. . . .

Continued on next page

Continued from previous page

October 22. Our regiment has failed to break into the factory. We have lost many men; every time you move you have to jump over bodies. You can scarcely breathe in the daytime: there is nowhere and no one to remove the bodies, so they are left there to rot. Who would have thought three months ago that instead of the joy of victory we would have to endure such sacrifice and torture, the end of which is nowhere in sight? . . .

November 10. A letter from Elsa today. Everyone expects us home for Christmas. In Germany everyone believes we already hold Stalingrad. How wrong they are. If they could only see what Stalingrad has done to our army. . . .

November 21. The Russians have gone over to the offensive along the whole front. Fierce fighting is going on. So, there it is—the Volga, victory and soon home to our families! We shall obviously be seeing them next in the other world. . . .

December 3. We are on hunger rations and waiting for the rescue that the Führer promised. I send letters home, but there is no reply.

December 26. The horses have already been eaten. I would eat a cat; they say its meat is also tasty. The soldiers look like corpses or lunatics, looking for something to put in their mouths. They no longer take cover from Russian shells; they haven't the strength to walk, run away and hide. A curse on this war!

Source Information: These entries are from the diary of William Hoffman, a German soldier who fought and died in the Battle of Stalingrad. That battle lasted from August 1942 to February 1943. It was a major turning point in the war. After a devastating loss there, German forces never fully recovered and soon began their long retreat back toward Germany. Hoffman's diary records events from July to December of 1942. The battle finally ended on February 2, 1943. The part of the diary from which these entries are excerpted is quoted in Documents on U.S. History in the Age of the World Wars (1914–1945), syllabus for a course taught by John Moser, Ashland University.

Assessment Questions

1. This passage can best be described as having a “Time Order/Chronology” text structure. What aspects of the Battle of Stalingrad does this text structure help us to see clearly and in a way that other text patterns might not allow?
2. Some historians say the Battle of Stalingrad was the biggest military turning point of the war in Europe. From this document, what, if anything, can you infer in support of this view?

Assessment 6 *Basic Level*

War Aims: Japan and Germany

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *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 world history coursework. 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.

Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view, they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see that Hashimoto Kingoro claims Japan has been blocked from growing in two ways. It cannot relieve population pressure because others won’t accept Japanese immigrants. It also cannot get more natural resources through trade because of high tariffs and other severe trade restrictions. As a result, he says, Japan has been forced to turn to conquest instead. Acceptable answers to the second assessment question may see several points of agreement between Hashimoto Kingoro in Document 1 and Hitler in Document 2. Both justify expansion by the need for economic resources—and by asserting a right as a superior civilization to take over other lands. However, Hashimoto insists Japan’s conquests will benefit the natives in the areas conquered. He claims that Japan’s conquest of Manchuria actually created an independent nation, not a colony. Hitler, on the other hand, plans to replace the people of Eastern Europe and Russia with German settlers. He is openly contemptuous of the groups he will conquer and proudly says he will “cold bloodedly” proceed to “Germanize” the conquered lands. Best answers still may speculate as to whether Hashimoto feels just as Hitler does but is just too cautious to say so publicly.

War Aims: Japan and Germany

Directions: This exercise asks you to read two primary source documents carefully and answer two questions about specific details in them. In order to better understand these documents as historical primary sources, 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 assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

We have already said that there are only three ways left to Japan to escape from the pressure of surplus population. We are like a great crowd of people packed into a small and narrow room, and there are only three doors through which we might escape, namely emigration, advance into world markets, and expansion of territory. The first door, emigration, has been barred to us by the anti-Japanese immigration policies of other countries. The second door, advance into world markets, is being pushed shut by tariff barriers and the abrogation of commercial treaties. What should Japan do when two of the three doors have been closed against her?

It is quite natural that Japan should rush upon the last remaining door.

It may sound dangerous when we speak of territorial expansion, but the territorial expansion of which we speak does not in any sense of the word involve the occupation of the possessions of other countries, the planting of the Japanese flag thereon, and the declaration of their annexation to Japan. . . .

At the time of the Manchurian incident, the entire world joined in criticism of Japan. They said that Japan was an untrustworthy nation. They said that she had recklessly brought cannon and machine guns into Manchuria, which was the territory of another country, flown airplanes over it, and finally occupied it. But the military action taken by Japan was not in the least a selfish one. Moreover, we do not recall ever having taken so much as an inch of territory belonging to another nation. The result of this incident was the establishment of the splendid new nation of Manchuria [Manchukuo]. . . .

And if it is still protested that our actions in Manchuria were excessively violent, we may wish to ask the white race just which country it was that sent warships and troops to India, South Africa, and Australia and slaughtered innocent natives, bound their hands and feet with iron chains, lashed their backs with iron whips, proclaimed these territories as their own, and still continues to hold them to this very day?

Continued on next page

Continued from previous page

They still invariably reply, these were all lands inhabited by untamed savages. These people did not know how to develop the abundant resources of their land for the benefit of mankind. Therefore it was the wish of God, who created heaven and earth for mankind, for us to develop those undeveloped lands and to promote the happiness of mankind in their stead. God wills it. . . .

Suppose that there is still on this earth land endowed with abundant natural resources that have not been developed at all by the white race. Would it not then be God's will and the will of Providence that Japan go there and develop those resources for the benefit of mankind?

And there still remain many such lands on this earth.

Source Information: Hashimoto Kingoro was an army officer and politician in Japan in the 1930s. He was involved in various plots to establish a more dictatorial, single-party government. He was a strong advocate of an aggressive Japanese policy of expansion. He was later elected to Japan's legislature. This passage is an excerpt from a speech he gave in 1939 justifying Japan's takeover of Manchuria. This passage is quoted in Documents in U.S. History in the Age of the World Wars (1914–1945), syllabus for a course taught by John Moser, Ashland University.

Document 2: A Primary Source

This Russian desert, we shall populate it. The immense spaces of the Eastern Front will have been the field of the greatest battles in history. We'll give this country a past.

We'll take away its character of an Asiatic steppe, we'll Europeanize it. With this object, we have undertaken the construction of roads that will lead to the southernmost point of the Crimea and to the Caucasus. These roads will be studded along their whole length with German towns, and around these towns our colonists will settle.

As for the two or three million men whom we need to accomplish this task, we'll find them quicker than we think. They'll come from Germany, Scandinavia, the Western countries and America. I shall no longer be here to see all that, but in twenty years the Ukraine will already be a home for twenty million inhabitants besides the natives. In three hundred years, the country will be one of the loveliest gardens in the world.

As for the natives, we'll have to screen them carefully. The Jew, that destroyer, we shall drive out. As far as the population is concerned, I get a better impression in White Russia than in the Ukraine.

Continued on next page

Continued from previous page

We shan't settle in the Russian towns, and we'll let them fall to pieces without intervening. And, above all, no remorse on this subject! We're not going to play at children's nurses; we're absolutely without obligations as far as these people are concerned. To struggle against the hovels, chase away the fleas, provide German teachers, bring out newspapers—very little of that for us! . . .

There's only one duty: to Germanize this country by the immigration of Germans, and to look upon the natives as Redskins. If these people had defeated us, Heaven have mercy! But we don't hate them. That sentiment is unknown to us. We are guided only by reason. They, on the other hand, have an inferiority complex. They have a real hatred towards a conqueror whose crushing superiority they can feel. The *intelligentsia*? We have too many of them at home. . . .

In this business I shall go straight ahead, cold-bloodedly. What they may think about me, at this juncture, is to me a matter of complete indifference. I don't see why a German who eats a piece of bread should torment himself with the idea that the soil that produces this bread has been won by the sword. When we eat wheat from Canada, we don't think about the despoiled Indians.

Source Information: Hitler's private secretary Martin Bormann recorded many of Hitler's private talks to dinner guests. This document is excerpted and adapted from remarks Hitler made on October 17, 1941. With the German invasion of Russia still advancing, Hitler here expresses his views about how Germany will deal with the lands it was conquering in the east. The passage including these excerpts can be found in *Hitler's Table Talk, 1941–1944: His Private Conversations*, introduction and preface by Hugh Trevor-Roper, translated by Norman Cameron and R. H. Stevens (New York: Enigma Books, 2000), pp. 68–69.

Assessment Questions

1. Each of these documents tries to justify plans to expand its nation's territory. How does Document 1 justify Japan's expansionist goals throughout Asia?
2. Think about Hitler's way of justifying German expansion. Do you think his point of view and Hashimoto Kingoro's are the same or different? Explain your answer by citing details in the documents.

Assessment 6 *Advanced Level*

War Aims: Japan and Germany

★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *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 world history coursework. 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.

Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see that Hashimoto Kingoro justifies expansion by saying Japan is only doing what the “white races”—that is, the Western imperial powers—have done for a long time. His reference to “untamed savages” could be racially biased, but he attributes this phrase to the Western colonial powers. It is not clear how much Hashimoto's support for Japan's right to conquer other lands is based on ideas about race. For Hitler, however, it is very clear that he does regard non-Germans as racially inferior—Jews and East European Slavic peoples in particular. He refers to them as “redskins,” and insists that Germany's “crushing superiority” gives it the right to neglect these groups or eliminate them. Acceptable answers to the second assessment question may vary. Despite Hashimoto's differences with Hitler regarding race, both shared a view that their countries had a need and a right to seize territory from others. Nevertheless, some may feel that this shared attitude would actually have led them to clash with one another had they won the war as allies. Moreover, Hitler's contempt for non-Europeans would likely make it impossible for him to share world power for long with Japan.

War Aims: Japan and Germany

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, 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 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

We have already said that there are only three ways left to Japan to escape from the pressure of surplus population. We are like a great crowd of people packed into a small and narrow room, and there are only three doors through which we might escape, namely emigration, advance into world markets, and expansion of territory. The first door, emigration, has been barred to us by the anti-Japanese immigration policies of other countries. The second door, advance into world markets, is being pushed shut by tariff barriers and the abrogation of commercial treaties. What should Japan do when two of the three doors have been closed against her?

It is quite natural that Japan should rush upon the last remaining door.

It may sound dangerous when we speak of territorial expansion, but the territorial expansion of which we speak does not in any sense of the word involve the occupation of the possessions of other countries, the planting of the Japanese flag thereon, and the declaration of their annexation to Japan. . . .

At the time of the Manchurian incident, the entire world joined in criticism of Japan. They said that Japan was an untrustworthy nation. They said that she had recklessly brought cannon and machine guns into Manchuria, which was the territory of another country, flown airplanes over it, and finally occupied it. But the military action taken by Japan was not in the least a selfish one. Moreover, we do not recall ever having taken so much as an inch of territory belonging to another nation. The result of this incident was the establishment of the splendid new nation of Manchuria [Manchukuo]. . . .

And if it is still protested that our actions in Manchuria were excessively violent, we may wish to ask the white race just which country it was that sent warships and troops to India, South Africa, and Australia and slaughtered innocent natives, bound their hands and feet with iron chains, lashed their backs with iron whips, proclaimed these territories as their own, and still continues to hold them to this very day?

Continued on next page

Continued from previous page

They still invariably reply, these were all lands inhabited by untamed savages. These people did not know how to develop the abundant resources of their land for the benefit of mankind. Therefore it was the wish of God, who created heaven and earth for mankind, for us to develop those undeveloped lands and to promote the happiness of mankind in their stead. God wills it. . . .

Suppose that there is still on this earth land endowed with abundant natural resources that have not been developed at all by the white race. Would it not then be God's will and the will of Providence that Japan go there and develop those resources for the benefit of mankind?

And there still remain many such lands on this earth.

Source Information: Hashimoto Kingoro was an army officer and politician in Japan in the 1930s. He was involved in various plots to establish a more dictatorial, single-party government. He was a strong advocate of an aggressive Japanese policy of expansion. He was later elected to Japan's legislature. This passage is an excerpt from a speech he gave in 1939 justifying Japan's takeover of Manchuria. This passage is quoted in Documents in U.S. History in the Age of the World Wars (1914–1945), syllabus for a course taught by John Moser, Ashland University.

Document 2: A Primary Source

This Russian desert, we shall populate it. The immense spaces of the Eastern Front will have been the field of the greatest battles in history. We'll give this country a past.

We'll take away its character of an Asiatic steppe, we'll Europeanize it. With this object, we have undertaken the construction of roads that will lead to the southernmost point of the Crimea and to the Caucasus. These roads will be studded along their whole length with German towns, and around these towns our colonists will settle.

As for the two or three million men whom we need to accomplish this task, we'll find them quicker than we think. They'll come from Germany, Scandinavia, the Western countries and America. I shall no longer be here to see all that, but in twenty years the Ukraine will already be a home for twenty million inhabitants besides the natives. In three hundred years, the country will be one of the loveliest gardens in the world.

As for the natives, we'll have to screen them carefully. The Jew, that destroyer, we shall drive out. As far as the population is concerned, I get a better impression in White Russia than in the Ukraine.

Continued on next page

Continued from previous page

We shan't settle in the Russian towns, and we'll let them fall to pieces without intervening. And, above all, no remorse on this subject! We're not going to play at children's nurses; we're absolutely without obligations as far as these people are concerned. To struggle against the hovels, chase away the fleas, provide German teachers, bring out newspapers—very little of that for us! . . .

There's only one duty: to Germanize this country by the immigration of Germans, and to look upon the natives as Redskins. If these people had defeated us, Heaven have mercy! But we don't hate them. That sentiment is unknown to us. We are guided only by reason. They, on the other hand, have an inferiority complex. They have a real hatred towards a conqueror whose crushing superiority they can feel. The *intelligentsia*? We have too many of them at home. . . .

In this business I shall go straight ahead, cold-bloodedly. What they may think about me, at this juncture, is to me a matter of complete indifference. I don't see why a German who eats a piece of bread should torment himself with the idea that the soil that produces this bread has been won by the sword. When we eat wheat from Canada, we don't think about the despoiled Indians.

Source Information: Hitler's private secretary Martin Bormann recorded many of Hitler's private talks to dinner guests. This document is excerpted and adapted from remarks Hitler made on October 17, 1941. With the German invasion of Russia still advancing, Hitler here expresses his views about how Germany will deal with the lands it was conquering in the east. The passage including these excerpts can be found in *Hitler's Table Talk, 1941–1944: His Private Conversations*, introduction and preface by Hugh Trevor-Roper, translated by Norman Cameron and R. H. Stevens (New York: Enigma Books, 2000), pp. 68–69.

Assessment Questions

1. Both of these justifications of expansion use the concept of race at various points. How does their use of the concept of race differ?
2. Japan and Germany were allies in World War II. Based on these two documents, did they actually share a worldview that could have united them as allies for a long time? Why or why not?

Assessment 7 *Basic Level*

Civilian Victims of Total War

★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ *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 world history coursework. 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.

Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see that Document 1 makes it clear that the Nazi slaughter of the Jews was systematic and that it had no real relationship to any military campaign or to any military-related objective. This was true of the entire Holocaust, in which six million Jews and as many others perished. The table (Document 3) is further evidence for this, showing the huge number of civilian deaths, both as a result of genocidal “crimes against humanity” and because of military actions that civilians happened to get caught up in. Document 2 adds to the picture of eroding distinctions between civilians and military personnel in another way: It was impossible to distinguish civilians from soldiers when bombing settled areas from high altitudes, especially through clouds. In addition, terrorizing and demoralizing entire populations was often a specific objective of such bombing raids.

Civilian Victims of Total War

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

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Primary Source

On October 5, 1942, at the time of my visit to the construction offices in Dubno, my foreman, Hubert Moennikes told me that some Dubno Jews had been shot near the building in three huge ditches about 30 meters long and 3 meters deep. The number of people killed daily was about 1,500. The 5,000 Jews who had lived in Dubno before the Pogrom were all marked for liquidation. . . .

Moennikes and I went straight toward the ditches without being stopped. When we neared the mound, I heard a series of rifle shots close by. The people from the trucks—men, women and children—were forced to undress under the supervision of an SS soldier with a whip in his hand. They were obliged to put their effects in certain spots: shoes, clothing, and underwear separately. I saw a pile of shoes, about 800–1,000 pairs, great heaps of underwear and clothing. Without weeping or crying out, these people undressed and stood together in family groups, embracing each other and saying goodbye while waiting for a sign from the SS soldier, who stood on the edge of the ditch, a whip in his hand, too. During the fifteen minutes I stayed there, I did not hear a single complaint, or plea for mercy. . . . The ditch was two-thirds full. I estimate that it held a thousand bodies.

Source Information: Most accounts of the Holocaust describe the mass murders carried out in gas chambers at Nazi death camps such as Auschwitz. In fact, the Nazis also conducted mass shootings of unarmed Jews and others in Ukraine and other parts of Eastern Europe as they advanced into Russia. This document is part of an eyewitness account by construction company engineer Hermann Friedrich Graebe, who was sent to the front to help build grain warehouses. Graebe describes mass shootings carried out by elite Nazi SS soldiers in Dubro, Ukraine. The account can be found in *Harvest of Hate* by Leon Poliakov (Syracuse, NY: Syracuse University Press, 1954), pp. 125–26.

Document 2: A Primary Source



Photo source: By U.S. Air Force (Public domain)

Source Information: A U.S. Boeing B-17F using radar to bomb through cloud cover over Bremen, Germany, on November 13, 1943.

Document 3: A Primary Source

COUNTRY	MILITARY DEATHS*	CIVILIAN DEATHS** (result of military activity and crimes against humanity)	CIVILIAN DEATHS** (result of famine and disease)
GERMANY	5,533,000	1,100,000	400,000 to 2,400,000
JAPAN	2,120,000	500,000	500,000
ITALY	301,400	153,200	—
SOVIET UNION	8,800,000 to 10,700,000	7,000,000 to 12,000,000	6,000,000
CHINA	3,000,000 to 4,000,000	7,000,000 to 11,000,000	5,000,000
POLAND	240,000	4,880,000 to 5,080,000	500,000
FRANCE	217,600	350,000	—
UNITED STATES	407,000	12,000	—
GREAT BRITAIN	383,000	67,100	—

*Data from website of the National WWII Museum, New Orleans

**Data from table in "World War II Casualties," Wikipedia

Source Information: This table presents estimates of military and civilian deaths in World War II for several of the major countries involved in the war. The estimates vary because of the difficulty of fully accounting for all those lost in the war.

Assessment Question

Consider this statement: "World War II saw a dramatic weakening of the idea that civilians should not be targeted or unnecessarily endangered during military conflicts." How do all three of these documents offer evidence in support of this statement?

Assessment 7 *Advanced Level*

Civilian Victims of Total War

★ *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*

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 world history coursework. 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.

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*

Acceptable answers to the first assessment question should be able to see that the massive and indiscriminate violence of World War II is the common factor connecting these documents. Document 1 is evidence of the slaughter of millions of Jews and others carried out by the Nazis independently of any actual military engagement. Document 2 calls attention to the difficulty of distinguishing civilians from soldiers when bombing from high altitudes, especially through clouds. The table (Document 3) makes it clear how huge the numbers of civilian deaths were in general, both as a result of genocidal “crimes against humanity” and because of military actions civilians happened to get caught up in. Acceptable answers to the second assessment question may vary. Some could say that Document 2 touches on the use of bombing to terrorize and demoralize entire civilian populations. Along with the fire bombings of some cities by such bombing raids, the atomic bombings of Japan could be seen by some as equivalent to Axis war crimes. Others could say that the vast difference in intentions undercuts such claims of equivalence. The United States and Britain fought a war that others started, and they did not engage in purely genocidal murder for its own sake on a massive scale. Obviously, this is a question that needs to be debated thoroughly.

Civilian Victims of Total War

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

On October 5, 1942, at the time of my visit to the construction offices in Dubno, my foreman, Hubert Moennikes told me that some Dubno Jews had been shot near the building in three huge ditches about 30 meters long and 3 meters deep. The number of people killed daily was about 1,500. The 5,000 Jews who had lived in Dubno before the Pogrom were all marked for liquidation. . . .

Moennikes and I went straight toward the ditches without being stopped. When we neared the mound, I heard a series of rifle shots close by. The people from the trucks—men, women and children—were forced to undress under the supervision of an SS soldier with a whip in his hand. They were obliged to put their effects in certain spots: shoes, clothing, and underwear separately. I saw a pile of shoes, about 800–1,000 pairs, great heaps of underwear and clothing. Without weeping or crying out, these people undressed and stood together in family groups, embracing each other and saying goodbye while waiting for a sign from the SS soldier, who stood on the edge of the ditch, a whip in his hand, too. During the fifteen minutes I stayed there, I did not hear a single complaint, or plea for mercy. . . . The ditch was two-thirds full. I estimate that it held a thousand bodies.

Source Information: Most accounts of the Holocaust describe the mass murders carried out in gas chambers at Nazi death camps such as Auschwitz. In fact, the Nazis also conducted mass shootings of unarmed Jews and others in Ukraine and other parts of Eastern Europe as they advanced into Russia. This document is part of an eyewitness account by construction company engineer Hermann Friedrich Graebe, who was sent to the front to help build grain warehouses. Graebe describes mass shootings carried out by elite Nazi SS soldiers in Dubro, Ukraine. The account can be found in *Harvest of Hate* by Leon Poliakov (Syracuse, NY: Syracuse University Press, 1954), pp. 125–26.

Document 2: A Primary Source



Photo source: By U.S. Air Force (Public domain)

Source Information: A U.S. Boeing B-17F using radar to bomb through cloud cover over Bremen, Germany, on November 13, 1943.

Document 3: A Primary Source

COUNTRY	MILITARY DEATHS*	CIVILIAN DEATHS** (result of military activity and crimes against humanity)	CIVILIAN DEATHS** (result of famine and disease)
GERMANY	5,533,000	1,100,000	400,000 to 2,400,000
JAPAN	2,120,000	500,000	500,000
ITALY	301,400	153,200	—
SOVIET UNION	8,800,000 to 10,700,000	7,000,000 to 12,000,000	6,000,000
CHINA	3,000,000 to 4,000,000	7,000,000 to 11,000,000	5,000,000
POLAND	240,000	4,880,000 to 5,080,000	500,000
FRANCE	217,600	350,000	—
UNITED STATES	407,000	12,000	—
GREAT BRITAIN	383,000	67,100	—

*Data from website of the National WWII Museum, New Orleans

**Data from table in "World War II Casualties," Wikipedia

Source Information: This table presents estimates of military and civilian deaths in World War II for several of the major countries involved in the war. The estimates vary because of the difficulty of fully accounting for all those lost in the war.

Assessment Questions

1. Make a general claim about World War II that can be supported by evidence in all three of these documents. Explain how each document supports the claim you make.
2. Some people say the indifference of the United States and Britain regarding civilian deaths during World War II was as bad as that of their enemies. Do these documents support that view? Why or why not?

Assessment 8 *Basic Level*

Judging the War Criminals

★ *Integration of Knowledge and Ideas*

- 8. (6–8)** Distinguish among fact, opinion, and reasoned judgment in a text.

★ *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 world history coursework. 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.

Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should identify the “hard doctrine” as the rule that people charged with certain war crimes cannot use the excuse that they were acting under orders. As Wyzanski explains it, what makes the doctrine so severe is that this excuse (“I was just following orders”) is not acceptable even if the person faced death for disobeying the order. Answers to the second assessment question may vary and should be discussed. Wyzanski’s justification for his hard doctrine is not argued out in great detail. Hence, some may find it weak. Nevertheless, responses to this question should address the two reasons offered in the last sentence of the passage. First, if following orders is accepted as an excuse, this will only encourage ruthless regimes to give people such orders and threaten them harshly for not carrying them out. Secondly, Wyzanski says that allowing such an excuse would make justice depend on “the quicksand of self-interest.” In other words, this would make it permissible to do great wrong when it serves a selfish purpose. Wyzanski uses the image of quicksand to make the point as to how shifting and unreliable justice would then become.

Judging the War Criminals

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

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

It is sometimes said that there is no international law of war crimes. But most jurists would agree that there is at least an abbreviated list of war crimes upon which the nations of the world have agreed. Thus in Articles 46 and 47 of the Hague Convention of 1907 the United States and many other countries accepted the rules that in an occupied territory of a hostile state “family honor and rights, the lives of persons, and private property, as well as religious conviction and practice, must be respected. Private property cannot be confiscated. Pillage is formally forbidden.” . . .

In connection with war crimes of this sort there is only one question of law worth discussing here: Is it a defense to a soldier or civilian defendant that he acted under the order of a superior? . . .

The refusal to recognize the superior-order defense . . . is consonant with our ideas of justice. Basically, we cannot admit that military efficiency is the paramount consideration. And we cannot even admit that individual self-preservation is the highest value. This is not a new question. Just as it is settled that X is guilty of murder if, in order that he and Y, who are adrift on a raft, may not die of starvation, he kills their companion, Z; so a German soldier is guilty of murder if, in order that he may not be shot for disobedience and his wife tortured in a concentration camp, he shoots a Catholic priest. This is hard doctrine, but the law cannot recognize as an absolute excuse for a killing that the killer was acting under compulsion—for such a recognition not only would leave the structure of society at the mercy of criminals of sufficient ruthlessness, but also would place the cornerstone of justice on the quicksand of self-interest.

Source Information: After the war, the Allies held a series of military tribunals to try top Nazi officials and others as war criminals. Charles Wyzanski, a U.S. federal judge, was at first somewhat critical of these Nuremberg trials. He later decided they had been conducted fairly. In this passage from a longer article, he deals with just one issue related to the idea of trying people for war crimes. From “Nuremberg: A Fair Trial? A Dangerous Precedent” by Charles E. Wyzanski, *The Atlantic Monthly*, April 1946, pp. 66–70.

Assessment Questions

1. Charles Wyzanski says he supports “a hard doctrine.” What is this doctrine, and what makes it such a hard one?
2. Do you think Wyzanski makes his case in favor of this hard doctrine effectively? Why or why not?

Assessment 8 *Advanced Level*

Judging the War Criminals

★ *Integration of Knowledge and Ideas*

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ *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 world history coursework. 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.

Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should identify the “hard doctrine” as the rule that people charged with war crimes cannot use the excuse that they were acting under orders. What makes the doctrine so severe is that the “just following orders” excuse is not acceptable even if the soldier or civilian faces death for disobeying the order. Wyzanski's justification for his hard doctrine is not argued out in great detail. Nevertheless, he does offer two reasons for it in the last sentence of the passage. First, if following orders is accepted as an excuse, this will only encourage ruthless regimes to give people such orders and threaten them harshly for not carrying them out. Secondly, Wyzanski says allowing such an excuse would make justice depend on “the quicksand of self-interest”—in other words, it would make it permissible to do great wrong when it serves some selfish purpose. Answers to the second assessment question may vary and should be discussed. Wyzanski cites some international laws already in effect before Hitler came to power. These did not stop Hitler from carrying out such war crimes. However, these international laws were limited and not entirely relevant to atrocities such as the Holocaust. The challenge to debate here is how such norms can ever be enforced against a ruthless dictator determined to ignore them.

Judging the War Criminals

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

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

It is sometimes said that there is no international law of war crimes. But most jurists would agree that there is at least an abbreviated list of war crimes upon which the nations of the world have agreed. Thus in Articles 46 and 47 of the Hague Convention of 1907 the United States and many other countries accepted the rules that in an occupied territory of a hostile state “family honor and rights, the lives of persons, and private property, as well as religious conviction and practice, must be respected. Private property cannot be confiscated. Pillage is formally forbidden.” . . .

In connection with war crimes of this sort there is only one question of law worth discussing here: Is it a defense to a soldier or civilian defendant that he acted under the order of a superior? . . .

The refusal to recognize the superior-order defense . . . is consonant with our ideas of justice. Basically, we cannot admit that military efficiency is the paramount consideration. And we cannot even admit that individual self-preservation is the highest value. This is not a new question. Just as it is settled that X is guilty of murder if, in order that he and Y, who are adrift on a raft, may not die of starvation, he kills their companion, Z; so a German soldier is guilty of murder if, in order that he may not be shot for disobedience and his wife tortured in a concentration camp, he shoots a Catholic priest. This is hard doctrine, but the law cannot recognize as an absolute excuse for a killing that the killer was acting under compulsion—for such a recognition not only would leave the structure of society at the mercy of criminals of sufficient ruthlessness, but also would place the cornerstone of justice on the quicksand of self-interest.

Source Information: After the war, the Allies held a series of military tribunals to try top Nazi officials and others as war criminals. Charles Wyzanski, a U.S. federal judge, was at first somewhat critical of these Nuremburg trials. He later decided they had been conducted fairly. In this passage from a longer article, he deals with just one issue related to the idea of trying people for war crimes. From “Nuremberg: A Fair Trial? A Dangerous Precedent” by Charles E. Wyzanski, *The Atlantic Monthly*, April 1946, pp. 66–70.

Assessment Questions

1. Charles Wyzanski supports “a hard doctrine” that he says is necessary. Describe Wyzanski’s claim and explain why he thinks this doctrine is necessary.
2. Do you think rules of this sort are effective ways to prevent future genocides like the Holocaust? Why or why not?

Assessment 9 *Basic Level*

Germany at War's End

★ *Integration of Knowledge and Ideas*

9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

★ *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 world history coursework. 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.

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that aside from his own personal story, Worgul offers evidence as to several broad trends in German-American relations just after the war. One has to do with the restrictions on fraternization, which at least some soldiers felt to be burdensome. The official U.S. suspicion shown toward the entire German adult population was deep, but Worgul's story suggests not all individual soldiers felt this way in their daily interactions with Germans. The sufferings of the German population may have contributed to a softening of the views of at least some and perhaps many U.S. soldiers. It certainly seems to have played a part in shaping Worgul's attitudes. The story also suggests that although official U.S. policies disapproved of fraternization, soldiers like Worgul did not feel the official stance to be so restrictive that they could not push back against it to some degree. Answers to the second assessment question should see that U.S. policy toward Germany was heavily influenced by reactions of disgust as the scale of the Holocaust became known. It was felt that because Hitler had enjoyed widespread support in Germany, all Germans were to some degree culpable. Added to this was a purely practical determination not to let Germany ever again threaten Europe militarily. It was mainly the emerging Cold War rivalry with the Soviet Union that led policy makers to change their emphasis drastically and seek to strengthen Germany as a democratic bulwark against communism.

Germany at War's End

Directions: This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in them. 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 assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Primary Source

I met my future wife through a little girl four years old. Those of us who spoke German were encouraged to talk to the children. But we were discouraged from talking to civilians, except of course in the line of duty, like hiring somebody to work at the general hospital. Germans were the former enemy—and the reason why there was the so-called non-fraternization ban was very simply that it was imposed by none other than General Eisenhower. That was due to his being highly offended by what he saw in the death camps. Highly offended.

So I actually meet my wife through this little girl. I was invited into where she lived, which was also forbidden. We weren't supposed do that; that was out-and-out fraternizing. But I noticed the coast was clear; there were no MPs around, no military police. So I had a very nice visit with the family and noticed this pretty young woman sitting in the room who spoke limited English. She was the little girl's aunt. My buddy and I were there, but I was doing the interpreting because he didn't understand any German. We had a nice visit with the family and a nice piece of cake, which we were very reluctant to take because they were hard up for food. That's how I met my future wife the first time.

I learned that the little girl's father who invited me in, that he had an agenda, that he needed food and had relatives living in New York. He wanted to know if I would accept packages through my APO [Army Post Office] address, a form of care packages of food. I said I would be glad to, and so that is how that relationship started. Conditions for Germans were very poor. There was not enough food to go around. People were on very strict rations. The ration for an adult was normally 1,500 calories per day. The problem was that very often the food wasn't there to buy. A person could not even get all of their ration.

After my relationship developed into a romance and when I proposed marriage to her, I had the full understanding that it could not be consummated without permission from the military authorities. That was not allowed at first. The marriage ban did finally end, but it took a while. On December 19th, 1946, it was revealed in the "Stars and Stripes" [a Defense Department newspaper] that the ban, the marriage ban between American soldiers and officers and German civilians, German girls, would be lifted. Marriages were going to be accepted, but with military approval. Several things had to happen. First we had to apply. Those of us with officers' status actually had to apply to the next higher headquarters, which we did of course, and once we got permission there was still a waiting period of three months before we could officially marry.

Continued on next page

Continued from previous page

We got married, with the stipulation that we would go to a German civilian office where they issue marriage licenses. But once we had the official written permission and we presented it to someone who was authorized to conduct civil ceremonies, we could be married by him. It was required that we would have an official marriage through the German civil authorities. And that a marriage license in the German language would be issued.

After permission was granted, of course, there was a stipulation that those of us that did get that permission that we were not desirable in the military government any more. Because I think the Morgenthau Plan, which was rather harsh, later softened, I think that it did not want people like me who had a knowledge of the language and a sympathy for their postwar plight, that they didn't want us at that time in the government. So the stipulation in getting permission to marry, was also understood that I would be sent home. Of course my wife was able to accompany me, so that worked out very nicely.

Source Information: William Worgul was a U.S. army staff sergeant who was stationed in Germany from June 1945 to June 1947. He was one of thousands of American soldiers who brought German war brides back to the United States. This occurred even though U.S. officials discouraged fraternization with German civilians in occupied Germany and refused to permit soldiers to marry German civilians until December of 1946. This document is made up of excerpts adapted from an interview between William Worgul and the author on July 9, 2014, with specific permission for its use as a part of this assessment.

Document 2: A Secondary Source

The end of World War II left the victorious Allies in control of the two main enemy nations, Japan and Germany. Germany was divided up into four zones, with Britain, France, the United States, and the Soviet Union each in control of one zone. At first, U.S. policy toward Germany was fairly harsh. The extreme nature of Nazi genocidal war crimes influenced many U.S. officials in a feeling that the entire German nation should pay a price. General Lucius Clay said, "I feel that the Germans should suffer from hunger and from cold as I believe such suffering is necessary to make them realize the consequences of a war which they caused." Clay was deputy to General Dwight Eisenhower, who was then military governor in charge of the American zone in Germany. Eisenhower shared Clay's anger, especially after his shock at seeing the Nazi death camps.

Continued on next page

Continued from previous page

An extremely punitive plan had been drawn up by Henry Morgenthau, then secretary of the treasury. It would have turned Germany into an agricultural nation by dismantling its industrial system entirely. This plan was never implemented. Nevertheless, horrible conditions inside Germany were allowed to fester. Food shortages, malnutrition, infant mortality, and disease were rampant. Strict non-fraternization rules were imposed to keep American soldiers from developing any feelings of sympathy for the German people. A marriage ban was in place until December of 1946. Nevertheless, thousands of GIs did marry German war brides when they were finally allowed to do so. By late 1946, U.S. policy toward Germany was changing. As fears of Soviet expansion began to replace wartime attitudes, U.S. efforts turned to the need to strengthen a new Germany, foster a democratic system, rebuild its industrial base and help its people recover.

Source Information: This is a secondary source document. It briefly discusses U.S. policy toward occupied Germany after World War II. As a secondary source, this document is not evidence from Germany at the end of the war. It is a later account by someone writing about that time. This particular historical account was written in 2014 specifically for use as part of this activity.

Assessment Questions

1. In Document 1, what does William Worgul's experience suggest about relations in general between Americans and Germans in Germany just after World War II?
2. How does Document 2 help to explain the challenges Worgul faced as an occupying soldier in Germany in those years?

Assessment 9 *Advanced Level*

Germany at War's End

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among 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 world history coursework. 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.

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Document 2 describes the fairly harsh policies the United States put in place for dealing with post-war Germany. These included resistance to allowing a full German industrial recovery and attempts to prevent U.S. soldiers from fraternizing with German civilians. These policies in part reflected a sense that the entire German nation bore some responsibility for Hitler's horrifying impact on history. This suspicious official attitude toward all Germans is revealed in Worgul's account of his difficulties in befriending a German family and in pursuing a romance with a German woman. His account adds to our understanding by showing us the impact of official policies on individual soldiers whose direct experience of post-war German life did not always confirm policymakers' assumptions or fit with their agendas. Answers to the second assessment question are likely to vary. Some may defend General Lucius Clay's view, as expressed in Document 2. They may feel Worgul's experience was unique and does not bear on the validity of the concept of the German collective guilt. Others may see Worgul's experience as undercutting Clay by showing how ordinary Germans and Americans were able to rise above past political tragedies and deal with one another compassionately. The entire question of collective war guilt is complex and should be discussed thoroughly.

Germany at War's End

Directions: This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in them. 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 assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Primary Source

I met my future wife through a little girl four years old. Those of us who spoke German were encouraged to talk to the children. But we were discouraged from talking to civilians, except of course in the line of duty, like hiring somebody to work at the general hospital. Germans were the former enemy—and the reason why there was the so-called non-fraternization ban was very simply that it was imposed by none other than General Eisenhower. That was due to his being highly offended by what he saw in the death camps. Highly offended.

So I actually meet my wife through this little girl. I was invited into where she lived, which was also forbidden. We weren't supposed do that; that was out-and-out fraternizing. But I noticed the coast was clear; there were no MPs around, no military police. So I had a very nice visit with the family and noticed this pretty young woman sitting in the room who spoke limited English. She was the little girl's aunt. My buddy and I were there, but I was doing the interpreting because he didn't understand any German. We had a nice visit with the family and a nice piece of cake, which we were very reluctant to take because they were hard up for food. That's how I met my future wife the first time.

I learned that the little girl's father who invited me in, that he had an agenda, that he needed food and had relatives living in New York. He wanted to know if I would accept packages through my APO [Army Post Office] address, a form of care packages of food. I said I would be glad to, and so that is how that relationship started. Conditions for Germans were very poor. There was not enough food to go around. People were on very strict rations. The ration for an adult was normally 1,500 calories per day. The problem was that very often the food wasn't there to buy. A person could not even get all of their ration.

Continued on next page

Continued from previous page

After my relationship developed into a romance and when I proposed marriage to her, I had the full understanding that it could not be consummated without permission from the military authorities. That was not allowed at first. The marriage ban did finally end, but it took a while. On December 19th, 1946, it was revealed in the "Stars and Stripes" [a Defense Department newspaper] that the ban, the marriage ban between American soldiers and officers and German civilians, German girls, would be lifted. Marriages were going to be accepted, but with military approval. Several things had to happen. First we had to apply. Those of us with officers' status actually had to apply to the next higher headquarters, which we did of course, and once we got permission there was still a waiting period of three months before we could officially marry.

We got married, with the stipulation that we would go to a German civilian office where they issue marriage licenses. But once we had the official written permission and we presented it to someone who was authorized to conduct civil ceremonies, we could be married by him. It was required that we would have an official marriage through the German civil authorities. And that a marriage license in the German language would be issued.

After permission was granted, of course, there was a stipulation that those of us that did get that permission that we were not desirable in the military government any more. Because I think the Morgenthau Plan, which was rather harsh, later softened, I think that it did not want people like me who had a knowledge of the language and a sympathy for their postwar plight, that they didn't want us at that time in the government. So the stipulation in getting permission to marry, was also understood that I would be sent home. Of course my wife was able to accompany me, so that worked out very nicely.

Source Information: William Worgul was a U.S. army staff sergeant who was stationed in Germany from June 1945 to June 1947. He was one of thousands of American soldiers who brought German war brides back to the United States. This occurred even though U.S. officials discouraged fraternization with German civilians in occupied Germany and refused to permit soldiers to marry German civilians until December of 1946. This document is made up of excerpts adapted from an interview between William Worgul and the author on July 9, 2014, with specific permission for its use as a part of this assessment.

Document 2: A Secondary Source

The end of World War II left the victorious Allies in control of the two main enemy nations, Japan and Germany. Germany was divided up into four zones, with Britain, France, the United States, and the Soviet Union each in control of one zone. At first, U.S. policy toward Germany was fairly harsh. The extreme nature of Nazi genocidal war crimes influenced many U.S. officials in a feeling that the entire German nation should pay a price. General Lucius Clay said, "I feel that the Germans should suffer from hunger and from cold as I believe such suffering is necessary to make them realize the consequences of a war which they caused." Clay was deputy to General Dwight Eisenhower, who was then military governor in charge of the American zone in Germany. Eisenhower shared Clay's anger, especially after his shock at seeing the Nazi death camps.

An extremely punitive plan had been drawn up by Henry Morgenthau, then secretary of the treasury. It would have turned Germany into an agricultural nation by dismantling its industrial system entirely. This plan was never implemented. Nevertheless, horrible conditions inside Germany were allowed to fester. Food shortages, malnutrition, infant mortality, and disease were rampant. Strict non-fraternization rules were imposed to keep American soldiers from developing any feelings of sympathy for the German people. A marriage ban was in place until December of 1946. Nevertheless, thousands of GIs did marry German war brides when they were finally allowed to do so. By late 1946, U.S. policy toward Germany was changing. As fears of Soviet expansion began to replace wartime attitudes, U.S. efforts turned to the need to strengthen a new Germany, foster a democratic system, rebuild its industrial base and help its people recover.

Source Information: This is a secondary source document. It briefly discusses U.S. policy toward occupied Germany after World War II. As a secondary source, this document is not evidence from Germany at the end of the war. It is a later account by someone writing about that time. This particular historical account was written in 2014 specifically for use as part of this activity.

Assessment Questions

1. In what ways does William Worgul's experience (Document 1) support Document 2's view of post-war American-German relations? What, if anything, does Worgul's account add to what you can learn from Document 2?
2. The concept of German collective guilt was the idea that all Germans bore some responsibility for the Holocaust and for World War II. How do these two documents affect your thinking about the fairness of the concept of German collective guilt?

Writing Assessment 1

World War II

★ The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ 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 world history coursework. 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.

Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develops those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

Writing Assessment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you do or do not agree with the following statement:

“World War II was not brought about by economic or political realities. It was brought on primarily by ideas—warped ideas and the fanatics who were guided by those ideas.”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *World War II* assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

Writing Assessment 2

World War II

★ The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ 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 world history coursework. 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.

Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ Evaluating Student Responses to Writing Assessment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

Writing Assessment 2

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

Was World War II inevitable? That is, could it have been avoided? Few historians believe events in history are absolutely inevitable. Yet it is often hard to explain how they could have turned out differently. The documents for this set of *World War II* assessments cannot fully explain whether or not World War II was inevitable. However, they do offer some evidence of what caused the war—and perhaps of what might have helped to prevent it. Write an essay explaining why you believe the war was or was not inevitable. From the documents in this set, choose four that best support your views and explain why you choose these four documents.

Documents: Base your essay on your general background knowledge and on your selection of sources from all the primary source documents in the *World War II* assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea, and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

Bibliography

- Burack, Jonathan. Introduction to *The Totalitarian Temptation*. Debating the Documents. Culver City, CA: MindSparks, 2008.
- “By the Numbers: The U.S. Military.” National WWII Museum, New Orleans. <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/ww2-by-the-numbers/us-military.html>.
- “By the Numbers: World-Wide Deaths.” National WWII Museum, New Orleans. <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/ww2-by-the-numbers/world-wide-deaths.html>.
- Cooper, Alfred Duff. “On the Munich Agreement.” Speech delivered at the House of Commons, October 3, 1938. In *Parliamentary Debates*, 5th series, vol. 339. Great Britain: H. M. Stationery Office, 1938. Quoted in International Relations Program, Mount Holyoke College, <http://138.110.28.9/acad/intrel/munich.htm>.
- Einstein, Albert. Albert Einstein to Franklin Delano Roosevelt, Long Island, New York, August 2, 1939. Quoted in Primary Sources, PBS, <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-ein39/>.
- Goebbels, Joseph. *Michael: A German Fate*. In *Nazi Culture: Intellectual, Cultural and Social Life in the Third Reich*. Edited by George Lachmann Mosse. Madison: University of Wisconsin Press, 1966. http://books.google.com/books?id=_cyR3QyuSdIC&printsec=frontcover#v=onepage&q&f=false.
- Hitler, Adolf. “17th October 1941, Evening.” In *Hitler’s Table Talk, 1941–1944: His Private Conversations*. Introduction and preface by Hugh Trevor-Roper. Translated by Norman Cameron and R. H. Stevens. New York: Enigma Books, 2000. <https://archive.org/details/HitlersTableTalk>.
- Hoffman, William. “Diary of a German Soldier.” Quoted in Documents on U.S. History in the Age of the World Wars (1914–1945), syllabus for a course taught by John Moser, Ashland University, <http://personal.ashland.edu/~jmoser1/stalingrad.htm>.
- Kingoro, Hashimoto. “On the Need for Emigration and Expansion.” Speech delivered 1938. Quoted in Documents on U.S. History in the Age of the World Wars (1914–1945), syllabus for a course taught by John Moser, Ashland University, <http://personal.ashland.edu/~jmoser1/japan/hashimoto.htm>.
- Poliakov, Leon. *Harvest of Hate*. Syracuse, NY: Syracuse University Press, 1954. Quoted in Internet Modern History Sourcebook, edited by Paul Halsall, Fordham University, <http://www.fordham.edu/halsall/mod/1942graebe.asp>.
- Price, Morgan Philips. *Dispatches from the Weimar Republic, Versailles and German Fascism*. London: Pluto Press, 1999. Quoted in German History Documents and Images, http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=4050.
- “World War II Casualties.” Wikipedia. Last modified August 2, 2014. http://en.wikipedia.org/wiki/World_War_II_casualties.
- Wyzanski, Charles E. “Nuremberg: A Fair Trial? A Dangerous Precedent.” *The Atlantic Monthly*. April 1946, 66–70. <http://www.theatlantic.com/magazine/archive/1946/04/nuremberg-a-fair-trial-a-dangerous-precedent/306492/>.

