



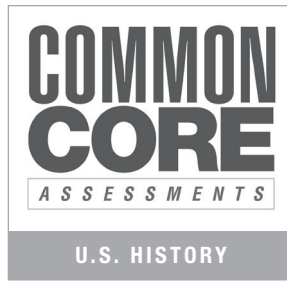
U.S. HISTORY

The
American Revolution

**COMMON
CORE**

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



The American Revolution

BY JONATHAN BURACK

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

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

Fax: (800) 944-5432
Fax: (310) 839-2249

www.mindsparks.com
access@mindsparks.com

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Teacher Introduction

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

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

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

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

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

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

★ *What Are These Assessments Like?*

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

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

- *Based on primary or secondary sources*

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

- *Brief tasks promoting historical literacy*

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

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

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

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

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

- *Evaluating student responses*

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

The American Revolution Assessment 1

Basic Level

Teacher Instructions

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

★ Key Ideas and Details

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

★ Using this Assessment

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The American Revolution: 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 refer to specific details that the two documents share—such as the outcome of the Seven Years' War, Great Britain's huge debt and its desire to raise more revenue from the colonists, the different opinions held by colonists and British officials as to the fairness of the taxes, etc. Responses to the second assessment question could cite several details. For example, that the colonists had benefited in the past from "salutary neglect," that the Sugar Act actually lowered the tax rate on molasses, that troops in America were there to protect Americans, that a key problem the British faced was colonial smuggling (which Document 1 ignored), etc.

The American Revolution: Assessment 1

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

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

Document 1: A Primary Source

The sad story of colonial oppression began in the year 1764. Great Britain then adopted new regulations for her colonies. Immediately after the Treaty of Paris, 1763, a new scene was opened. The national debt of Great Britain then amounted to 148 million pounds sterling, for which an interest of nearly 5 million was annually paid. As British Prime Minister George Grenville considered plans to reduce this amazing load of debt, he had the idea of raising substantial revenue in the British colonies from taxes laid by the British Parliament. British officials claimed that the late war originated on account of the colonies. Thus they said it was reasonable that the colonies should help pay its expenses, especially as the war ended in a manner so favorable to the colonists.

The common people in America reasoned on this subject this way: "If a British Parliament in which we are unrepresented, and over which we have no control, can take from us any part of our property by direct taxation, they may take as much as they please. We will have no security for anything that remains." On the other hand, the people of Great Britain reacted against the claims of the colonists. They said, "What? Shall we, who just defeated France and Spain, be dictated to by our own colonists? Shall our subjects, educated by our care and defended by our arms, be able to question the rights of Parliament, to which we must submit?" The love of power and property, on the one side of the Atlantic, were opposed by the same powerful passions on the other.

Source Information: South Carolina physician David Ramsay served as a surgeon in the Revolutionary Army. After the war, he served in the Continental Congress. He wrote a history of the American Revolution in the late 1780s. This excerpt is adapted from his history. It summarizes colonial views of British efforts to tax the colonies after 1763, the year when Great Britain defeated France in the Seven Years' War (also called The French and Indian War). In that war, the British won control of France's territories in Canada. This ended the danger to the American colonies from France and its Indian allies. The taxes Great Britain imposed were meant to force the colonies to help pay the costs of that war. This document is a history of the revolution, but it is also a primary source. That is, it offers evidence about past events by someone who experienced or took part in those events.

Source: "Colonists Respond to the Sugar Act & Currency Act of 1764." *National Humanities Center*. Accessed August 1, 2013. <http://www.national-humanitiescenter.org/pds/makingrev/crisis/text2/sugaractresponse1764.pdf>.

Document 2: A Secondary Source

For many decades, colonists in British North America benefitted from what is often called “salutary neglect.” That is, British officials did little to enforce trade restrictions, and they allowed the colonists to govern themselves in many ways. The Seven Years’ War (also called the French and Indian War) put a sudden end to that. Britain’s victory in that war in 1763 was a real turning point. Britain won control over most of North America east of the Mississippi River, including all of what had been French Canada. But it came out of the war with huge debts.

The Sugar Act of 1764 taxed sugar (molasses, actually) imported from Dutch, French and Spanish colonies in the Caribbean. To the colonists, the tax seemed completely unfair. But to Great Britain, it was money badly needed to pay the huge cost of the Seven Years’ War. Was this new form of taxation justified? In many ways, yes, it was. The act did not set a huge new tax on molasses. In fact, it lowered that tax. However, it provided for much greater control to stop colonial smuggling. Smuggling was very common among the colonists. The British were determined to stop it. The British also felt they needed to keep troops in America. Those troops were to protect the colonists, so the British felt the colonists should help care for them. As a result, the British reasonably set up a program to collect from the colonists about half of the expense of maintaining the troops among them.

Source Information: This document is a secondary source account of colonial protests against the British in the 1760s. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the American Revolution. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. Both of these accounts describe the same time period in American history. List at least three specific details about which both accounts agree.
2. Unlike Document 1, Document 2 claims that British taxation policies in 1764 were reasonable. Describe two key details Document 2 uses to back up this claim.

The American Revolution Assessment 1

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 9–12

★ *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 American 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.

The American Revolution: 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 note Document 1's assertion that 1764 began an era of “colonial oppression,” whereas Document 2 asserts that British taxation and regulations were “reasonable.” The two documents share many details—about taxes imposed, British debts, etc. However, Document 1 emphasizes colonial protests about Parliament's right to tax them, whereas Document 2 focuses on the mildness of the specific taxes and regulations. Answers should refer to details illustrating these differences. Answers to the second assessment question may vary. Responses should be judged on what specific details they cite from the documents to back up their claims.

The American Revolution: Assessment 1

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

CCS Standard 1: (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 Written Primary Source

The sad story of colonial oppression began in the year 1764. Great Britain then adopted new regulations for her colonies. Immediately after the Treaty of Paris, 1763, a new scene was opened. The national debt of Great Britain then amounted to 148 million pounds sterling, for which an interest of nearly 5 million was annually paid. As British Prime Minister George Grenville considered plans to reduce this amazing load of debt, he had the idea of raising substantial revenue in the British colonies from taxes laid by the British Parliament. British officials claimed that the late war originated on account of the colonies. Thus they said it was reasonable that the colonies should help pay its expenses, especially as the war ended in a manner so favorable to the colonists.

The common people in America reasoned on this subject this way: "If a British Parliament in which we are unrepresented, and over which we have no control, can take from us any part of our property by direct taxation, they may take as much as they please. We will have no security for anything that remains." On the other hand, the people of Great Britain reacted against the claims of the colonists. They said, "What? Shall we, who just defeated France and Spain, be dictated to by our own colonists? Shall our subjects, educated by our care and defended by our arms, be able to question the rights of Parliament, to which we must submit?" The love of power and property, on the one side of the Atlantic, were opposed by the same powerful passions on the other.

Source Information: South Carolina physician David Ramsay served as a surgeon in the Revolutionary Army. After the war, he served in the Continental Congress. He wrote a history of the American Revolution in the late 1780s. This excerpt is adapted from his history. It summarizes colonial views of British efforts to tax the colonies after 1763, the year when Great Britain defeated France in the Seven Years' War (also called The French and Indian War). In that war, the British won control of France's territories in Canada. This ended the danger to the American colonies from France and its Indian allies. The taxes Great Britain imposed were meant to force the colonies to help pay the costs of that war. This document is a history of the revolution, but it is also a primary source. That is, it offers evidence about past events by someone who experienced or took part in those events.

Source: "Colonists Respond to the Sugar Act & Currency Act of 1764." *National Humanities Center*. Accessed August 1, 2013. <http://www.national-humanitiescenter.org/pds/makingrev/crisis/text2/sugaractresponse1764.pdf>.

Document 2: A Secondary Source

For many decades, colonists in British North America benefitted from what is often called “salutary neglect.” That is, British officials did little to enforce trade restrictions, and they allowed the colonists to govern themselves in many ways. The Seven Years’ War (also called The French and Indian War) put a sudden end to that. Britain’s victory in that war in 1763 was a real turning point. Britain won control over most of North America east of the Mississippi River, including all of what had been French Canada. But it came out of the war with huge debts.

The Sugar Act of 1764 taxed sugar (molasses, actually) imported from Dutch, French and Spanish colonies in the Caribbean. To the colonists, the tax seemed completely unfair. But to Great Britain, it was money badly needed to pay the huge cost of the Seven Years’ War. Was this new form of taxation justified? In many ways, yes, it was. The act did not set a huge new tax on molasses. In fact, it lowered that tax. However, it provided for much greater control to stop colonial smuggling. Smuggling was very common among the colonists. The British were determined to stop it. The British also felt they needed to keep troops in America. Those troops were to protect the colonists, so the British felt the colonists should help care for them. As a result, the British reasonably set up a program to collect from the colonists about half of the expense of maintaining the troops among them.

Source Information: This document is a secondary source account of colonial protests against the British in the 1760s. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the American Revolution. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. These two accounts differ in their views as to how reasonable British taxation policies were in 1764. List some details from each account that help to make its case as to how reasonable these policies were.
2. Do the two accounts differ mainly by including different details or by expressing different opinions and feelings? Explain your answer by referring to one or two key sentences or phrases in each document.

The American Revolution Assessment 2

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 6–8

★ 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 American 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.

The American Revolution: 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 clearly sum up Waldo's Valley Forge experience as one of material deprivation, discomfort and longing for the comforts of civilian life. Answers to the second assessment question may vary, but they should note that Waldo does more than just describe miserable conditions at Valley Forge. He also compares the life of the soldiers to that of civilians who seem indifferent to the fate of the men at Valley Forge. Best answers should recognize that the central idea of Waldo's passage is about this contrast.

The American Revolution: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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.

Primary Source Document

December 14

The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this campaign. Yet they still show a spirit of eagerness and contentment not to be expected from such young troops. I am sick, discontented, and out of humor. Poor food, hard lodging, cold weather, fatigue, nasty cloths, nasty cookery, vomit half my time ... I can't endure it. Why are we sent here to starve and freeze? What sweet felicities have I left at home—a charming wife, pretty children, good beds, good food, good cookery, all agreeable, all harmonious. Here all is confusion, smoke and cold, hunger and filthiness. A pox on my bad luck. There comes a bowl of beef soup full of burnt leaves and dirt—away with it, boys. Your being sick covers your mind with a melancholic gloom, which makes everything about you appear gloomy.... People who live at home in luxury and ease, quietly possessing their habitations, enjoying their wives and families in peace, have but a very faint Idea of the unpleasing sensations and continual anxiety the man endures who is in camp, and is the husband and parent of an agreeable family. These same people are willing we should suffer everything for their benefit and advantage, and yet are the first to condemn us for not doing more!

Source Information: During the Revolutionary War, General George Washington led the American Continental Army in the fight for independence from Great Britain. In the winter of 1777-78, that army was forced to camp in a remote spot called Valley Forge, 20 miles north of Philadelphia. This diary entry is evidence of what conditions at Valley Forge were like during that winter. It is from the diary of Albigence Waldo, a surgeon at Valley Forge.

Source: Waldo, Albigence. "Albigence Waldo—From the Diary of a Surgeon at Valley Forge 1777." *American History: From Revolution to Reconstruction*. Accessed August 4, 2013. <http://www.let.rug.nl/usa/documents/1776-1785/albigence-waldo-from-the-diary-of-a-surgeon-at-valley-forge-1777.php>.

Assessment Questions

1. In just one or two sentences, sum up the overall view of life at Valley Forge that Waldo is describing in this account.
2. Is the central idea in this passage only about conditions at Valley Forge? Explain your answer.

The American Revolution Assessment 2

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 9–12

★ *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*

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The American Revolution: 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 grades 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 clearly sum up Waldo's Valley Forge experience as one of material deprivation, discomfort and longing for the comforts of civilian life. Students should cite his many references to cold, poor food, dirty clothing, sickness and longing for the simple joys of home life as civilians. Answers to the second assessment question should note that Waldo develops his central idea about the misery at Valley Forge into a more complex point about soldiers and the indifference of civilians who nevertheless benefit from the fight the soldiers are conducting.

The American Revolution: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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.

Primary Source Document

December 14

The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this campaign. Yet they still show a spirit of eagerness and contentment not to be expected from such young troops. I am sick, discontented, and out of humor. Poor food, hard lodging, cold weather, fatigue, nasty cloths, nasty cookery, vomit half my time ... I can't endure it. Why are we sent here to starve and freeze? What sweet felicities have I left at home—a charming wife, pretty children, good beds, good food, good cookery, all agreeable, all harmonious. Here all is confusion, smoke and cold, hunger and filthiness. A pox on my bad luck. There comes a bowl of beef soup full of burnt leaves and dirt—away with it, boys. Your being sick covers your mind with a melancholic gloom, which makes everything about you appear gloomy.... People who live at home in luxury and ease, quietly possessing their habitations, enjoying their wives and families in peace, have but a very faint idea of the unpleasing sensations and continual anxiety the man endures who is in camp, and is the husband and parent of an agreeable family. These same people are willing we should suffer everything for their benefit and advantage, and yet are the first to condemn us for not doing more!

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Assessment Questions

1. Briefly state Waldo's central idea or point about life at Valley Forge and identify several details that support this view.
2. How does the central idea in Waldo's account develop or change over the course of the passage?

The American Revolution Assessment 3

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 6–8

★ 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

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The American Revolution: 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

Acceptable responses to the first assessment question should explain that Thatcher disagrees with British officials who say the colonies should help pay for the Seven Years War because that war made those colonies more secure. Best Answers to the second assessment question should identify the following four points Thatcher makes, in this order: 1) Defeating the French was just as important to Great Britain as to the colonies. 2) The colonies have already helped in the fight against the French. 3) The colonies do not gain from the war because they do not get to annex any of the new territories. 4) Great Britain does gain greatly from taking these lands, through the fur trade, etc.

The American Revolution: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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).

Primary Source Document

The reason Great Britain gives for this extraordinary taxation [the Sugar Act] is that the recent war was undertaken for the security of the colonies, and the colonies ought therefore to be taxed to pay the costs incurred. This claim is without foundation. First, it was just as important to Great Britain as it was to the colonies that these colonies should not be overrun and conquered by the French. Suppose the French had prevailed and gotten all the English colonies into their possession. How long would Great Britain have survived their fate? Also, the colonies contributed their fair share to those conquests. Because of their expenses and exertions in the late war, all of the colonies incurred heavy debts, which it will take them many years to pay. Moreover, the colonies do not gain by these acquisitions. None of the conquered territory is annexed to them. All the acquisitions are controlled by the Crown. It is true that the colonies have more security from having their throats cut by the French, while the peace lasts. But so have also all his Majesty's subjects. Finally, Great Britain gains immensely from these acquisitions. The British now command the whole American fur trade and get the increased demand for their woolen manufactures from their numerous new subjects in a country too cold to keep sheep. These are the immense gains.

Source Information: Oxenbridge Thacher was a Boston lawyer and friend of John Adams. In 1764, he wrote a pamphlet entitled "The Sentiments of a British American." In it, he explained his opposition to the Sugar Act of 1764. This passage is from that pamphlet. The Sugar Act set a tax on imported molasses and provided for strict enforcement of laws against smuggling such goods into the colonies. It was an early target of those who claimed Parliament had no right to tax the colonies in this fashion. The "recent war" Thacher refers to was the Seven Years' War that had just ended in 1763 with the British takeover of all of France's territory in Canada.

Source: "Declaration of the Causes and Necessity of Taking Up Arms." *National Center for Public Policy Research*. Accessed August 4, 2013. <http://www.nationalcenter.org/1775DeclarationofArms.html>.

Assessment Questions

1. At the start of this passage, Thacher says British leaders are wrong about something. What does he say they are wrong about?
2. In the rest of the passage, Thacher backs up his claim that the British are wrong. List *in order* the specific details he offers to back up his claim.

The American Revolution Assessment 3

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 9–12

★ *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 American 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.

The American Revolution: 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 grades 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the student's 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*

Acceptable responses to the first assessment question should first explain that Thacher disagrees with British officials who say the colonies should help pay for the Seven Years' War because that war made those colonies more secure. Answers should then identify the following four points Thacher makes, in this order: 1) Defeating the French was just as important to Great Britain as to the colonies. 2) The colonies have already helped in the fight against the French. 3) The colonies do not gain from the war because they do not get to annex any of the new territories. 4) Great Britain does gain greatly from taking these lands, through the fur trade, etc. Answers to the second assessment question may vary, but could note that Thacher leaves out such matters as the new lands opened up to settlement by the colonists, the question of how much the war actually cost the British, or how much debt the colonies took on, etc.

The American Revolution: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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.

Primary Source Document

The reason Great Britain gives for this extraordinary taxation [the Sugar Act] is that the recent war was undertaken for the security of the colonies, and the colonies ought therefore to be taxed to pay the costs incurred. This claim is without foundation. First, it was just as important to Great Britain as it was to the colonies that these colonies should not be overrun and conquered by the French. Suppose the French had prevailed and gotten all the English colonies into their possession. How long would Great Britain have survived their fate? Also, the colonies contributed their fair share to those conquests. Because of their expenses and exertions in the late war, all of the colonies incurred heavy debts, which it will take them many years to pay. Moreover, the colonies do not gain by these acquisitions. None of the conquered territory is annexed to them. All the acquisitions are controlled by the Crown. It is true that the colonies have more security from having their throats cut by the French, while the peace lasts. But so have also all his Majesty's subjects. Finally, Great Britain gains immensely from these acquisitions. The British now command the whole American fur trade and get the increased demand for their woolen manufactures from their numerous new subjects in a country too cold to keep sheep. These are the immense gains.

Source Information: Oxenbridge Thacher was a Boston lawyer and friend of John Adams. In 1764, he wrote a pamphlet entitled “The Sentiments of a British American.” In it, he explained his opposition to the Sugar Act of 1764. This passage is from that pamphlet. The Sugar Act set a tax on imported molasses and provided for strict enforcement of laws against smuggling such goods into the colonies. It was an early target of those who claimed Parliament had no right to tax the colonies in this fashion. The “recent war” Thacher refers to was the Seven Years’ War that had just ended in 1763 with the British takeover of all of France’s territory in Canada.

Source: “Declaration of the Causes and Necessity of Taking Up Arms.” *National Center for Public Policy Research*. Accessed August 4, 2013. <http://www.nationalcenter.org/1775DeclarationofArms.html>.

Assessment Questions

1. Thacher’s central claim is a criticism of the British, which he makes at the start of this passage. He then includes several details to support his central claim. In your own words, state his claim about the British, and list *in order* the specific details Thacher offers to back it up.
2. Do you think the details as Thacher presents them in the text fully back up his claim? Why or why not?

The American Revolution Assessment 4

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 6–8

★ *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 American 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.

The American Revolution: 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*

Acceptable responses to the first assessment question should demonstrate that students understand the underlined phrases themselves. Good responses to the second assessment question will rewrite the paragraph and its phrases while maintaining their meaning in context. Here is one possible model of such a paragraph:

Our cause is just. We are united. Our wealth and other resources are great. Foreign nations are likely to help us. We gratefully recognize that as a sign of Divine favor towards us, God would not let us be called into this great conflict until we had grown strong, until we had previous experience fighting wars, and until we had the means to defend ourselves. Fortified by these thoughts, we solemnly declare before God and the world that, with all the energy God has given us, we will use the arms our enemies have forced us to take up to preserve our liberties despite every hazard and with complete firmness and endurance. We are all resolved to die as freemen rather than to live as slaves.

The American Revolution: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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.

Primary Source Document

Our cause is just. Our union is perfect. Our internal resources are great, and, if necessary, foreign assistance is undoubtedly attainable. We gratefully acknowledge, as signal instances of the Divine favor towards us, that his Providence would not permit us to be called into this severe controversy, until we were grown up to our present strength, had been previously exercised in warlike operation, and possessed of the means of defending ourselves. With hearts fortified with these animating reflections, we most solemnly, before God and the world, declare, that, exerting the utmost energy of those powers, which our beneficent Creator hath graciously bestowed upon us, the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die as freemen rather than to live as slaves.

Source Information The *Declaration of the Causes and Necessity of Taking up Arms* was issued by the Second Continental Congress on July 6, 1775. Its aim was to explain to the world why the British colonies had taken up arms against Great Britain. It is a combination of the work of Thomas Jefferson and Colonel John Dickinson. It was issued a few months after fighting broke out between colonists and British soldiers at Lexington and Concord, as well as at the Battle of Bunker Hill.

Source: "Declaration of the Causes and Necessity of Taking Up Arms." *National Center for Public Policy Research*. Accessed August 4, 2013. <http://www.nationalcenter.org/1775DeclarationofArms.html>.

Assessment Questions

1. Notice the underlined phrases in this document. Some of them may be confusing. As best you can, list the meanings of these phrases as they are used in the paragraph.
2. Rewrite the entire paragraph using your own words so that it is clear to you. Include as much of the original meaning as you can.

The American Revolution Assessment 4

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 9–12

★ *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*

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The American Revolution: 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 grades 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*

Acceptable responses to the first assessment question will rewrite the paragraph and its phrases while maintaining their meaning in context. Here is one possible model of such a paragraph:

Our cause is just. We are united. Our wealth and other resources are great. Foreign nations are likely to help us. We gratefully recognize that as a sign of Divine favor towards us, God would not let us be called into this great conflict until we had grown strong, until we had previous experience fighting wars, and until we had the means to defend ourselves. Fortified by these thoughts, we solemnly declare before God and the world that, with all the energy God has given us, we will use the arms our enemies have forced us to take up to preserve our liberties despite every hazard and with complete firmness and endurance. We are all resolved to die as freemen rather than to live as slaves.

Responses to the second assessment question may vary. Students should note the deeply religious and boldly confident tone, which might be intended to inspire the colonists themselves rather than intimidate the British.

The American Revolution: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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).

Primary Source Document

Our cause is just. Our union is perfect. Our internal resources are great, and, if necessary, foreign assistance is undoubtedly attainable. We gratefully acknowledge, as signal instances of the Divine favor towards us, that his Providence would not permit us to be called into this severe controversy, until we were grown up to our present strength, had been previously exercised in warlike operation, and possessed of the means of defending ourselves. With hearts fortified with these animating reflections, we most solemnly, before God and the world, declare, that, exerting the utmost energy of those powers, which our beneficent Creator hath graciously bestowed upon us, the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard, with unabating firmness and perseverance, employ for the preservation of our liberties; being with one mind resolved to die as freemen rather than to live as slaves.

Source Information: The *Declaration of the Causes and Necessity of Taking up Arms* was issued by the Second Continental Congress on July 6, 1775. Its aim was to explain to the world why the British colonies had taken up arms against Great Britain. It is a combination of the work of Thomas Jefferson and Colonel John Dickinson. It was issued a few months after fighting broke out between colonists and British soldiers at Lexington and Concord, as well as at the Battle of Bunker Hill.

Source: "Declaration of the Causes and Necessity of Taking Up Arms." *National Center for Public Policy Research*. Accessed August 4, 2013. <http://www.nationalcenter.org/1775DeclarationofArms.html>.

Assessment Questions

1. Notice all the underlined phrases in this paragraph. Rewrite the paragraph to include all its points in a way that ordinary readers today could more easily understand.
2. What purpose and what audience do you think led the authors to adopt the style and wording in this paragraph?

The American Revolution Assessment 5

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 6–8

★ *Craft and Structure*

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

★ *Using this Assessment*

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The American Revolution: 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, 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 both of these assessment questions may vary. As to the first, some may focus on the substance of some of the key charges on the list; others will focus on its length as a way by which colonial leaders could present their case fully. In either case, students should be evaluated on how well they recognize that the document's impact is shaped by the use of the list as a unique textual device. As to the second assessment question, answers may vary, but students should again demonstrate an awareness of how the list as a textual device might work most effectively.

The American Revolution: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer 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 two assessment questions that follow.

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

Primary Source Document

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

- *He has refused his assent to laws, the most wholesome and necessary for the public good.*
- *He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.*
- *He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature....*
- *He has called together legislative bodies at places unusual uncomfortable, and distant from the depository of their public records....*
- *He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.*
- *He has refused for a long time, after such dissolutions, to cause others to be elected...*
- *He has endeavored to prevent the population of these states....*
- *He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.*
- *He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.*
- *He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.*
- *He has kept among us, in times of peace, standing armies, without the consent of our legislatures.*
- *He has affected to render the military independent of, and superior to, the civil power.*
- *He has combined with others to subject us to a jurisdiction foreign to our Constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:*
 - *For quartering large bodies of armed troops among us;*
 - *For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;*

Primary Source Document (continued)

- *For cutting off our trade with all parts of the world;*
- *For imposing taxes on us without our consent;*
- *For depriving us, in many cases, of the benefits of trial by jury;*
- *For transporting us beyond seas, to be tried for pretended offenses;*
- *For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;*
- *For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;*
- *For suspending our own legislatures;*
- *He has abdicated government here, by declaring us out of his protection and waging war against us.*
- *He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.*
- *He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun....*
- *He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country....*
- *He has excited domestic insurrection among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages....*
- *In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.*

Source Information: In Philadelphia on July 4, 1776, the Continental Congress adopted the Declaration of Independence. In it, colonial leaders made the case for why it was right for the thirteen British colonies to declare themselves independent of Great Britain. People are most aware of the Declaration's famous second paragraph that starts, "We hold these truths to be self-evident, that all men are created equal." However, much of the Declaration is actually taken up with a list of grievances. It is this list that is included here.

Source: "Declaration of Independence, July 4, 1776." *Avalon Project*. Accessed August 4, 2013. http://avalon.law.yale.edu/18th_century/declare.asp.

Student Handout

Assessment Questions

1. Why do you think the signers of the Declaration wanted it to include this very long list of charges against the King of England?
2. Would this list have been more or less effective had it been much shorter? Why or why not?

The American Revolution Assessment 5

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 9–12

★ *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 American 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.

The American Revolution: 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 grades 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, 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 recognize that the concept of a lawyer's brief helps explain the use of the list as a textual device. That is, the list is a way to make a strong case against Great Britain and justify an act as extreme as a nation declaring its independence. Best responses will reflect on how textual elements are shaped to serve specific purposes and are directed at specific audiences. The Declaration's purpose was to make as strong a case as possible to a very broad audience—the colonies, Great Britain and to a degree, the entire world. As to the second assessment question, students should see that the specific charges against the King of England are no longer that relevant today whereas the general principles the Declaration announced are still meaningful. This could give students a chance to reflect on how textual elements serve purposes and are directed at audiences. When the purposes and audiences shift, the textual devices used may have very different impacts.

The American Revolution: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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.

Primary Source Document

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

- *He has refused his assent to laws, the most wholesome and necessary for the public good.*
- *He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.*
- *He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature....*
- *He has called together legislative bodies at places unusual uncomfortable, and distant from the depository of their public records....*
- *He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.*
- *He has refused for a long time, after such dissolutions, to cause others to be elected...*
- *He has endeavored to prevent the population of these states....*
- *He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.*
- *He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.*
- *He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.*
- *He has kept among us, in times of peace, standing armies, without the consent of our legislatures.*
- *He has affected to render the military independent of, and superior to, the civil power.*
- *He has combined with others to subject us to a jurisdiction foreign to our Constitution and unacknowledged by our laws, giving his assent to their acts of pretended legislation:*

Primary Source Document (continued)

- *For quartering large bodies of armed troops among us;*
- *For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;*
- *For cutting off our trade with all parts of the world;*
- *For imposing taxes on us without our consent;*
- *For depriving us, in many cases, of the benefits of trial by jury;*
- *For transporting us beyond seas, to be tried for pretended offenses;*
- *For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;*
- *For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;*
- *For suspending our own legislatures;*
- *He has abdicated government here, by declaring us out of his protection and waging war against us.*
- *He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.*
- *He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun....*
- *He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country....*
- *He has excited domestic insurrection among us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages....*
- *In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.*

Source Information: In Philadelphia on July 4, 1776, the Continental Congress adopted the Declaration of Independence. In it, colonial leaders made the case for why it was right for the thirteen British colonies to declare themselves independent of Great Britain. People are most aware of the Declaration's famous second paragraph that starts, "We hold these truths to be self-evident, that all men are created equal." However, much of the Declaration is actually taken up with a list of grievances. It is this list that is included here.

Source: "Declaration of Independence, July 4, 1776." *Avalon Project*. Accessed August 4, 2013. http://avalon.law.yale.edu/18th_century/declare.asp.

Student Handout

Assessment Questions

1. The Declaration has been compared to a lawyer's brief, which is an outline of the claims and the evidence the lawyer will present in a case. How does this list support the notion of the Declaration as a lawyer's brief?
2. Today, people remember the first two paragraphs of the Declaration much more than they remember this list. Why do you think that is so?

The American Revolution Assessment 6

Basic Level

Teacher Instructions

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

★ *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 American 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.

The American Revolution: 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 responses to the first assessment question should note some key differences in these accounts, such as Preston’s description of his efforts to calm the crowd or his report that he did not give an order to fire, compared with the newspaper account’s claim that he gave the order to fire forcefully. Responses to the second assessment question should note the many examples of loaded language, such as Preston’s description of an “outrageous mob” and its “cruel and horrible threats” against his men, as compared with the newspaper account’s claim that British soldiers engaged in a “degree of cruelty unknown to British troops” before. The best responses will note the newspaper account’s much more detailed and dramatic descriptions of the victims—an example of the use of loaded language as well as selective emphasis on certain facts over others.

The American Revolution: Assessment 6

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: 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).

Primary Source Document 1

I saw the people in great commotion and heard them use the most cruel and horrid threats against the troops.... They immediately surrounded the sentry and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him.... I immediately sent a non-commissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder.... The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, "come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare," and much more such language was used. At this time I was between the soldiers and the mob, talking with and trying everything in my power to persuade them to retire peaceably, but to no purpose....

The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

Source Information: By 1768, Boston, the capital of the colony of Massachusetts Bay, was a center of protest against Great Britain's unpopular taxation laws. Troubles in Boston that year led the British to station troops there. On March 5, 1770, some of these troops were involved in what came to be known as the Boston Massacre. A crowd had formed and was shouting and throwing things at a British sentry and several other soldiers. In this confusion, the soldiers fired into the crowd, killing five men and wounding six others. Some of the soldiers were arrested and put on trial for murder, including the man in charge, Captain Thomas Preston. This document is an excerpt from Preston's deposition of March 12, 1770. A deposition is a statement taken in writing, under oath, and used as testimony in court.

Source: Preston, Thomas. "Captain Thomas Preston's Account of the Boston Massacre." *Boston Massacre Historical Society*. Accessed August 4, 2013. <http://www.bostonmassacre.net/trial/acct-preston1.htm>.

Primary Source Document 2

Thirty or forty persons, mostly lads, being by this means gathered in King Street, Capt. Preston with a party of men with charged bayonets, came from the main guard to the commissioner's house, the soldiers pushing their bayonets, crying, make way! They took place by the custom house and, continuing to push to drive the people off pricked some in several places, in response to which they cried out and, it is said, threw snow balls. On this, the Captain commanded them to fire. And more snow balls coming, he again said, "damn you, fire, be the consequence what it will!" One soldier then fired, and a townsman with a cudgel struck him over the hands with such force that he dropped his firelock. And rushing forward, he aimed a blow at the Captain's head which grazed his hat and fell pretty heavy upon his arm. However, the soldiers continued the fire successively until seven, eight or, as some say, eleven guns were discharged.

By this fatal maneuver three men were laid dead on the spot and two more struggling for life. But what showed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operation, was an attempt to fire upon or push with their bayonets the persons who undertook to remove the slain and wounded!

... The dead are Mr. Samuel Gray, killed on the spot, the ball entering his head and beating off a large portion of his skull. A mulatto man named Crispus Attucks, who was born in Framingham, but lately belonged to New-Providence and was here in order to go for North Carolina, also killed instantly, two balls entering his breast, one of them in special goring the right lobe of the lungs and a great part of the liver most horribly. Mr. James Caldwell, mate of Capt. Morton's vessel, in like manner killed by two balls entering his back. Mr. Samuel Maverick, a promising youth of seventeen years of age, son of the widow Maverick, and an apprentice to Mr. Greenwood, ivory-turner, mortally wounded; a ball went through his belly and was cut out at his back. He died the next morning.

Source Information: These are excerpts from a newspaper account of the Boston Massacre that appeared in the *Boston Gazette and Country Journal*, a colonial newspaper, on Monday, March 12, 1770.

Source: Boston Gazette. "Boston Massacre as Reported in the Boston Gazette." *Boston Massacre Historical Society*. Accessed August 1, 2013. <http://www.bostonmassacre.net/gazette/index.htm>.

Assessment Questions

1. How do these two documents differ as to the basic facts of what happened in this incident? Support your answer with one or two details from each text.
2. Notice how the two documents differ in the words and phrases they use to describe the colonists and the soldiers. How do these differences of language reveal each author's point of view or purpose?

The American Revolution Assessment 6

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 9–12

★ *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 American 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.

The American Revolution: 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 grades 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 responses to the first assessment question should note key differences in these accounts, such as Preston's description of his efforts to calm the crowd or his report that he did not give an order to fire, compared with the newspaper's claim that he gave the order to fire forcefully. Also, there are different estimates of the crowd's size, different amounts of attention and detail devoted to victims of the shootings, etc. Examples of loaded language include Preston's description of a "mob" and its "cruel and horrible threats" against his men, as compared with the newspaper's claim that British soldiers engaged in a "degree of cruelty unknown to British troops" before. Answers to the second assessment question should point out the care people usually must take in completing a deposition under oath, compared with a newspaper clearly siding with the colonists in their dispute with Great Britain.

The American Revolution: Assessment 6

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 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 Written Primary Source

I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him.... I immediately sent a non-commissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act.... The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, "come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare..." and much more such language was used. At this time I was between the soldiers and the mob, talking with and trying everything in my power to persuade them to retire peaceably, but to no purpose.... While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired; one more is since dead, three others are dangerously, and four slightly wounded.

The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing.

Source Information: By 1768, Boston, the capitol of the colony of Massachusetts Bay, was a center of protest against Great Britain's unpopular taxation laws. Troubles in Boston that year led the British to station troops there. On March 5, 1770, some of these troops were involved in what came to be known as the Boston Massacre. A crowd had formed and was shouting and throwing things at a British sentry and several other soldiers. In the confusion, the soldiers fired into the crowd, killing five men and wounding six others. Some of the soldiers were arrested and put on trial for murder, including the man in charge,

Student Handout

Captain Thomas Preston. This document is an excerpt from Preston's deposition of March 12, 1770. A deposition is a statement taken in writing, under oath, and used as testimony in court.

Source: Preston, Thomas. "Captain Thomas Preston's Account of the Boston Massacre." *Boston Massacre Historical Society*. Accessed August 4, 2013. <http://www.bostonmassacre.net/trial/acct-preston1.htm>.

Document 2: A Written Primary Source

Thirty or forty persons, mostly lads, being by this means gathered in King Street, Capt. Preston with a party of men with charged bayonets, came from the main guard to the commissioner's house, the soldiers pushing their bayonets, crying, make way! They took place by the custom house and, continuing to push to drive the people off pricked some in several places, in response to which they cried out and, it is said, threw snow balls. On this, the Captain commanded them to fire. And more snow balls coming, he again said, "damn you, fire, be the consequence what it will!" One soldier then fired, and a townsman with a cudgel struck him over the hands with such force that he dropped his firelock. And rushing forward, he aimed a blow at the Captain's head which grazed his hat and fell pretty heavy upon his arm. However, the soldiers continued the fire successively until seven, eight or, as some say, eleven guns were discharged.

By this fatal maneuver three men were laid dead on the spot and two more struggling for life. But what showed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operation, was an attempt to fire upon or push with their bayonets the persons who undertook to remove the slain and wounded!

... The dead are Mr. Samuel Gray, killed on the spot, the ball entering his head and beating off a large portion of his skull. A mulatto man named Crispus Attucks, who was born in Framingham, but lately belonged to New-Providence and was here in order to go for North Carolina, also killed instantly, two balls entering his breast, one of them in special goring the right lobe of the lungs and a great part of the liver most horribly. Mr. James Caldwell, mate of Capt. Morton's vessel, in like manner killed by two balls entering his back. Mr. Samuel Maverick, a promising youth of seventeen years of age, son of the widow Maverick, and an apprentice to Mr. Greenwood, ivory-turner, mortally wounded; a ball went through his belly and was cut out at his back. He died the next morning.

Source Information: These are excerpts from a newspaper account of the Boston Massacre that appeared in the *Boston Gazette and Country Journal*, a colonial newspaper, on Monday, March 12, 1770.

Source: Boston Gazette. "Boston Massacre as Reported in the Boston Gazette." *Boston Massacre Historical Society*. Accessed August 1, 2013. <http://www.bostonmassacre.net/gazette/index.htm>.

Assessment Questions

1. Notice how these two accounts differ as to the facts of what happened and as to the character of the two clashing sides. Cite details about both of these things to support your answer to this question: How do these accounts differ in the point of view they express?
2. One of these documents is a legal deposition. The other is a colonial newspaper account. How might that fact help explain some of their differences in point of view or purpose?

The American Revolution Assessment 7

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 6–8

★ *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*

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The American Revolution: 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 responses to the assessment question should refer to specific details in the written texts and relevant features of the visual image and the table. For example: Document 1 illustrates one newspaper's willingness to appeal to its readers' sympathies by openly protesting the Stamp Act. Its dramatic skull and crossbones images express strong views, which it seems to assume its readers will share and understand. Document 2 is evidence of widespread opposition by merchants and retailers in a major port. Their agreement shows a willingness to endure a costly loss of business income from the boycott they are endorsing. It may also be evidence of strong public pressure on them to take this stand. Document 3 confirms that imports from Great Britain to all the colonies declined substantially during the years of the protest. This suggests resistance throughout the thirteen colonies was strong.

The American Revolution: Assessment 7

Directions: This exercise asks you to study three primary source documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information 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 Visual Primary Source



Courtesy of the Library of Congress, Prints and Photographs Online Catalog, Reproduction No: LC-USZ62-21637.

Source Information: This print shows the masthead for *The Pennsylvania Journal and Weekly Advertiser* for October 31, 1765, during the Stamp Act crisis. The Stamp Act required colonists to pay for and affix stamps to all sorts of printed documents. The skull and crossbones in the upper right are where the official stamp required by the Stamp Act was supposed to go. The words there read, "An emblem of the effects of the STAMP—O! the fatal Stamp." In the upper left corner, readers are told, "The TIMES are Dreadful, Dismal, Doleful, Dolorous, and Dollar-less." A statement by the publisher William Bradford says, "I am sorry to be obliged to acquaint my Readers, that as the STAMP Act, is feared to be obligatory upon us after the First of November ensuing, (the fatal Tomorrow) the Publisher of this Paper unable to bear the Burden, has thought it expedient to STOP awhile."

Source: Bradford, William. *The Pennsylvania Journal and Weekly Advertiser—Expiring: In Hopes of a Resurrection to Life Again*. Woodcut print. 1765. From Library of Congress, *Miscellaneous Items in High Demand*. Accessed August 4, 2013. <http://www.loc.gov/pictures/item/2004672607/>.

Document 2: A Written Primary Source

At a general meeting of the merchants of the city of New York, trading to Great Britain ... to consider what was necessary to be done in the present situation of affairs with respect to the Stamp Act, and the melancholy state of the North American commerce so greatly restricted by the duties established by the late acts of trade, they came to the following resolutions:

First: That in all orders to Great Britain for goods or merchandise of any nature, kind, or quality whatsoever, usually imported from Great Britain, they will direct their correspondents not to ship them unless the Stamp Act be repealed....

Secondly: It is further unanimously agreed that all orders already sent here from Great Britain shall be cancelled and the goods and merchandise ordered shall not be sent

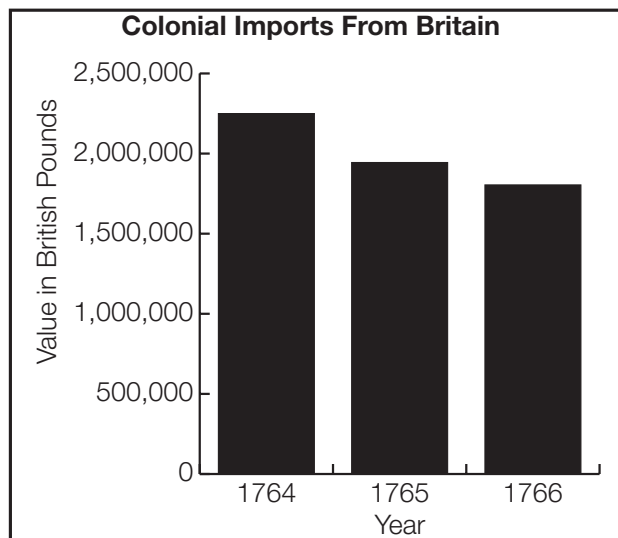
Thirdly: It is further unanimously agreed that no merchant will sell any goods or merchandise sent ... from Great Britain after the first day of January next

Fourthly: It is further unanimously agreed that these resolutions shall be binding until they are cancelled at a general meeting later to be held for that purpose. In witness whereof we have respectively subscribed our names. This was signed by upwards of two hundred principal merchants. In consequence of the foregoing resolutions the retailers of goods of the city of New York signed a paper which said the following:

"We, the underwritten, retailers of goods, promise and oblige ourselves not to buy any goods, wares, or merchandises of any person or persons whatsoever that shall be shipped from Great Britain after the first day of January next unless the Stamp Act shall be repealed-as witness our hands."

Source Information: This is an announcement of the "New York Merchants Non-importation Agreement; October 31, 1765." The announcement appeared in the *New York Mercury*, November 7, 1765.

Source: New York Mercury. "New York Merchants Non-importation Agreement." *Avalon Project*. Accessed August 4, 2013. http://avalon.law.yale.edu/18th_century/newyork_non_importation_1765.asp.



Document 3: A Bar Graph

Source Information: This table shows imports into the thirteen colonies from Great Britain. It is based on actual estimated figures for colonial imports from Britain, in pounds, from *Historical Statistics of the United States, Colonial Times to 1970, Part 2*, U.S. Department of Commerce, 1975, page 1176.

Source: *Historical Statistics of the United States: Colonial Times to 1970*. Bicentennial edition. Washington: U.S. Dept. of Commerce, Bureau of the Census, 1975.

Assessment Question

"The colonists were highly united to force the British to repeal the Stamp Act, which they did in 1766." Choose specific details in each document that support this statement. Explain your choices.

The American Revolution Assessment 7

Advanced Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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The American Revolution: 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 responses to the first assessment question should state a claim about the Stamp Act crisis that responds to all aspects of the prompt. It should then refer to specific details in the written text and relevant features of the visual image and the table to support this claim. Document 1 illustrates opposition to the Stamp Act in one region. It shows one newspaper's willingness to appeal to its readers' sympathies by openly protesting the Stamp Act. Its dramatic skull and crossbones images express strong views, which it seems to assume its readers will share and understand. Document 2 is evidence of widespread opposition by merchants and retailers (and perhaps other citizens in a major port. Document 3 suggests boycotts were successful in limiting imports from Great Britain and forcing it to repeal the act in 1766. In responding to the second assessment question, students should note that the graph shows British imports to all thirteen colonies declining, suggesting widespread resistance, whereas each of the other documents is about one colony only.

The American Revolution: Assessment 7

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

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

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Student Handout

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First: That in all orders to Great Britain for goods or merchandise of any nature, kind, or quality whatsoever, usually imported from Great Britain, they will direct their correspondents not to ship them unless the Stamp Act be repealed. It is nevertheless agreed that all such merchants as have vessels already gone and now cleared out for Great Britain, shall be at liberty to bring back in them, on their own accounts, crates and casks of earthen ware, grindstones, pipes, and such other bulky articles as owners usually fill up their vessels with.

Secondly: It is further unanimously agreed that all orders already sent here from Great Britain shall be cancelled and the goods and merchandise ordered shall not be sent unless upon the condition mentioned in the first resolution.

Thirdly: It is further unanimously agreed that no merchant will sell any goods or merchandise sent ... from Great Britain after the first day of January next unless upon the condition mentioned in the first resolution.

Fourthly: It is further unanimously agreed that these resolutions shall be binding until they are cancelled at a general meeting later to be held for that purpose. In witness whereof we have respectively subscribed our names. This was signed by upwards of two hundred principal merchants. In consequence of the foregoing resolutions the retailers of goods of the city of New York signed a paper which said the following:

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Source Information: This table shows imports into the thirteen colonies from Great Britain. It is based on actual estimated figures for colonial imports from Britain, in pounds, from *Historical Statistics of the United States, Colonial Times to 1970, Part 2*, U.S. Department of Commerce, 1975, page 1176.

Source: *Historical Statistics of the United States: Colonial Times to 1970*. Bicentennial edition. Washington: U.S. Dept. of Commerce, Bureau of the Census, 1975.

Assessment Questions

1. Make a claim about how colonists dealt with the Stamp Act of 1765. Use details from all three of these documents to support your claim.
2. Study Document 3 closely. What additional evidence about the colonial response to the Stamp Act does Document 3 provide that the other two do not?

The American Revolution Assessment 8

Basic Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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The American Revolution: 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 student's 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 highlight such emotional phrases as *“lying on our backs and hugging the delusive phantom of hope,” “sent over to bind and rivet upon us those chains,” “no retreat except through submission and slavery!”*, *“give me liberty or give me death.”* Responses to the second assessment question should explain Henry's reasoning, which is that the colonists are as strong as they ever will be (*“when shall we be stronger?”*, *“millions of people, armed”*), that they will have allies in the fight (*“we shall not fight our battles alone”*), and that they have no choice since the fight has already begun (*“Gentlemen may cry, ‘Peace, Peace,—but there is no peace. The war is actually begun!’”*).

The American Revolution: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer 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 two assessment questions that follow.

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

Primary Source Document

The people ask gentlemen, sir, what means this martial array [of British troops in the colonies], if its purpose be not to force us to submission? Can you assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging...

They tell us, sir, that we are weak, unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effective resistance by lying on our backs and hugging the delusive phantom of hope, until our enemies have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which God has placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as we possess, are invincible by any force which our enemy can send against us. Besides, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.... Besides, sir, we have no choice. If we were cowardly enough to desire it, it is now too late to retire from the contest. There is no retreat except through submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come.

It is in vain, sir, to diminish the matter. Gentlemen may cry, "Peace, Peace,"—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why do we stand here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Source Information: On March 23, 1775, Patrick Henry gave his famous "liberty or death" speech to a meeting of delegates for the colony of Virginia. Henry was a wealthy lawyer and plantation owner. The meeting was called to decide what to do about British efforts to punish Boston for the Boston Tea Party. In the speech, Henry tried to explain to the delegates why they should now arm themselves and prepare to fight the British. This passage is adapted from a part of that speech.

Source: Henry, Patrick. "Patrick Henry, March 23, 1775." *Colonial Williamsburg*. Accessed August 4, 2013. http://www.history.org/almanack/people/bios/pathenryspeech_short.html.

Student Handout

Assessment Questions

1. In this passage, Patrick Henry uses highly emotional language to win support for independence. Underline or highlight phrases that only make stirring and emotional appeals without stating reasons why the time is right to fight the British.
2. Now underline or highlight phrases that refer to facts or that help make a reasoned case for fighting the British. In other words, what is Henry's argument for fighting the British now?

The American Revolution Assessment 8

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 9–12

★ *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*

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The American Revolution: 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 grades 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 explain Henry's reasoning, which is that the colonist are as strong as they ever will be ("when shall we be stronger?", "millions of people, armed"), that they will have allies in the fight ("we shall not fight our battles alone"), and that they have no choice since the fight has already begun ("Gentlemen may cry, 'Peace, Peace,'—but there is no peace. The war is actually begun!"). Answers to the second assessment question will vary. Some may think the reasoned argument embedded in Henry's speech stands on its own. Some may feel that by itself it is weak. Yet others may see the expressions of strong opinion as part of the reasoning, in that Henry's case for fighting will be stronger to the extent to which colonists are inspired by rhetoric such as his.

The American Revolution: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer 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 two 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.

Primary Source Document

The people ask gentlemen, sir, what means this martial array [of British troops in the colonies], if its purpose be not to force us to submission? Can you assign any other possible motive for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging....

They tell us, sir, that we are weak, unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effective resistance by lying on our backs and hugging the delusive phantom of hope, until our enemies have bound us hand and foot? Sir, we are not weak if we make a proper use of those means which God has placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as we possess, are invincible by any force which our enemy can send against us. Besides, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us.... Besides, sir, we have no choice. If we were cowardly enough to desire it, it is now too late to retire from the contest. There is no retreat except through submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable and let it come! I repeat it, sir, let it come.

It is in vain, sir, to diminish the matter. Gentlemen may cry, “Peace, Peace,”—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why do we stand here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

Source Information: On March 23, 1775, Patrick Henry gave his famous “liberty or death” speech to a meeting of delegates for the colony of Virginia. Henry was a wealthy lawyer and plantation owner. The meeting was called to decide what to do about British efforts to punish Boston for the Boston Tea Party. In the speech, Henry tried to explain to the delegates why they should now arm themselves and prepare to fight the British. This passage is adapted from a part of that speech.

Source: Henry, Patrick. “Patrick Henry, March 23, 1775.” *Colonial Williamsburg*. Accessed August 4, 2013. http://www.history.org/almanack/people/bios/pathenryspeech_short.html.

The American Revolution Assessment 9

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 6–8

★ *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 American 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.

The American Revolution: 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*

Acceptable responses to the first assessment question should identify all three points Document 1 makes: That slavery contradicts the Massachusetts Charter, the word of God in the Bible, and Christ's commandment to treat others as we would have them treat us. Best responses will note that in general the author sees the overall contradiction between slavery and the idea of individual rights fostered by the revolutionary upheaval. As to the second assessment question, choices among the three options may vary. Some may feel Document 1 supports Document 2, in that the concept of individual rights was already undermining respect for slavery even before 1776. Some may feel Document 1 contradicts Document 2 by showing that slavery persisted despite this concept of individual rights. And others may feel Document 1 is too narrowly focused on a single colony, Massachusetts, or is only one man's views. Assess responses by how well they use details from each document.

The American Revolution: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is an historical primary source. 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 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Primary Source

GENTLEMEN,

I have seen a petition that is to be laid before you in the name of many slaves living in Boston and other towns in the Province. I pray that you would be pleased to take their unhappy state and condition under consideration and give them such relief as is consistent with your wisdom, justice, and goodness. Before you take it up, I am led to make a few observations on the subject, which I hope may be useful.

FIRST: We have been for a number of years struggling to recover our natural and [Massachusetts] Charter rights. Yet we have never appeared to consider that we act in direct opposition to them. I always understood that no laws could be enacted contrary to the Charter. And it is plain that in granting that Charter, it was intended that all people in the province should enjoy the same liberties and privileges as if in England. A recent memorable case at the highest Court of Common Law in England ruled that no person can be held as a slave unless by an express law of the colony he lives in. I absolutely deny that there is any such law in the Province of the Massachusetts Bay. Therefore I believe you cannot in justice to the negroes, your own consciences, and the spirit and intention of the Charter, find that they are justly and legally kept in bondage or that they will be so in future.

SECONDLY: The practice of making slaves here is expressly against the laws of GOD, which are of higher obligation than those of nations or provinces, as is mentioned in Exod. xxi. 16, Levit. &c.

THIRDLY: Slavery is incompatible with what CHRIST commanded concerning our duty one to another, which is agreeable to the rules of nature and society, "To do unto others as we would they should do to us." The very idea of slavery is detestable to every generous mind. So as we hear daily of town meetings considering the infringements lately made on our natural and Charter rights, what can we think of ourselves when there is hardly a head of a family that does not have one or more examples of bondage in his house?

Source Information: Several statements of support for the abolition of slavery were printed in Massachusetts during the years of the American Revolution. This one was printed in *The Massachusetts Spy*, 28 January 1773. It is presented here as published in 1777 in *The Appendix: Or, Some Observations on the Expediency of the Petition of the Africans ... lately presented to the General Assembly of this Province, Boston, 1777*. From the National Humanities Center Resource Toolbox: Making the Revolution: America, 1763–1791.

Source: "Does 'All Men Are Created Equal' Apply to Slaves?" *National Humanities Center*. Accessed August 4, 2013. <http://www.nationalhumanitiescenter.org/pds/makingrev/rebellion/text6/slaveryrights.pdf>.

Document 2: A Secondary Source

That declaration was built on an idea so daring that nothing like it had been heard in governments before. Governments are not made to make kings happy. They are for the benefit of the people who are being governed. Governments should have “the consent of the governed.” Jefferson’s words are worth reading, and rereading, and reading again. Especially the phrase “all men are created equal.” What does it mean? Are we all the same? Look around you. Of course we aren’t. Some of us are smarter; some are better athletes; some better looking; some nicer. But none of that matters, said the delegates. We are all equal in the eyes of God, and we are all entitled to equal rights. When Jefferson wrote, “all men are created equal,” he didn’t mention women. Did he mean to include women? No one knows; perhaps not. We do know that in the eighteenth century the words “men” and “mankind” included men and women. Did he mean to include black men when he said “all men”? Historians to this day argue about that. Jefferson himself was a complicated man—he said slavery was wrong, yet he owned slaves himself. But this is the important part: The Declaration of Independence has grown with time. Today, when people all over the world read its words, they understand them to mean all people—men, women, children—of all colors and beliefs.

Source Information: This is a passage from *Freedom: A History of US—Independence*. This book is a secondary source by Joy Hakim. In this passage, she discusses the problem of slavery and the long-term impact of the Declaration of Independence.

Source: Hakim, Joy. *Freedom: a History of US*. New York: Oxford University Press, 2003.

Assessment Questions

1. In one sentence for each point, sum up the three points Document 1 makes about slavery in Massachusetts in 1773.
2. Document 2 suggests that the concept of rights in the Declaration of Independence undermined slavery and doomed it in the long run. Does Document 1 support that claim, prove the claim wrong, or have nothing to do with the claim? Choose one of these three views and explain your choice by referring to details in both documents.

The American Revolution Assessment 9

Advanced Level

Teacher Instructions

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

★ *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 American 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.

The American Revolution: 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 grades 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*

Acceptable responses to the first assessment question should recognize that Document 2 claims that the Declaration's concept of individual rights undermined slavery and doomed it in the long run. Student choices among the three options may vary. Some may feel Document 1 is evidence in support of Document 2 in that the Declaration's concept of rights was already undermining respect for slavery even before 1776. Some may feel Document 1 is evidence instead that slavery persisted despite this concept of individual rights. And still others may feel Document 1 is too narrowly focused on a single colony. Assess responses by how well they use details from each document. Good responses to the second question should deal with the problem of generalizing from one example. The best responses will see the need for any secondary account to corroborate a source by comparing it with other, related sources. Some may note that Document 1 does imply the views it expresses about slavery are spreading.

The American Revolution: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is an historical primary source. In order to better understand the documents, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two 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

GENTLEMEN,

I have seen a petition that is to be laid before you in the name of many slaves living in Boston and other towns in the Province. I pray that you would be pleased to take their unhappy state and condition under consideration and give them such relief as is consistent with your wisdom, justice, and goodness. Before you take it up, I am led to make a few observations on the subject, which I hope may be useful.

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Document 2: A Secondary Source

That declaration was built on an idea so daring that nothing like it had been heard in governments before. Governments are not made to make kings happy. They are for the benefit of the people who are being governed. Governments should have “the consent of the governed.” Jefferson’s words are worth reading, and rereading, and reading again. Especially the phrase “all men are created equal.” What does it mean? Are we all the same? Look around you. Of course we aren’t. Some of us are smarter; some are better athletes; some better looking; some nicer. But none of that matters, said the delegates. We are all equal in the eyes of God, and we are all entitled to equal rights. When Jefferson wrote, “all men are created equal,” he didn’t mention women. Did he mean to include women? No one knows; perhaps not. We do know that in the eighteenth century the words “men” and “mankind” included men and women. Did he mean to include black men when he said “all men”? Historians to this day argue about that. Jefferson himself was a complicated man—he said slavery was wrong, yet he owned slaves himself. But this is the important part: The Declaration of Independence has grown with time. Today, when people all over the world read its words, they understand them to mean all people—men, women, children—of all colors and beliefs.

Source Information: This is a passage from *Freedom: A History of US—Independence*. This book is a secondary source by Joy Hakim. In this passage, she discusses the problem of slavery and the long-term impact of the Declaration of Independence.

Source: Hakim, Joy. *Freedom: a History of US*. New York: Oxford University Press, 2003.

Assessment Questions

1. Think about Document 2’s claim regarding slavery and the Declaration of Independence. Does Document 1 support that claim, prove the claim wrong, or have nothing to do with the claim? Choose one of these three views and explain your choice by referring to details in both documents.
2. Document 2 is a secondary source making a broad generalization about the Declaration. Document 1 is a primary source and is just the opinion of a single individual during the time of the Declaration. Is it fair to use this one primary source either to support or challenge a broad secondary source generalization? Explain your answer.

The American Revolution

Writing Assignment 1

Teacher Instructions

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 American 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.

The American Revolution: 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 develop 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 Assignment 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?

The American Revolution: Writing Assignment 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:

“The American Revolution was not just a fight for independence from Great Britain. It was also a social revolution that meant to change American society and make it far more equal socially and economically.”

Documents: Base your essay on the primary and secondary source documents from the American Revolution Assessments 1, 5, 6, 7, 8, and 9.

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.

The American Revolution

Writing Assignment 2

Teacher Instructions

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 American 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.

The American Revolution: 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 Assignment 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?

The American Revolution: Writing Assignment 2

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

The Question

Pretend you are a colonist living in Boston in 1776. You have relatives back in Great Britain who want to know why the British colonies of North America have decided to go to war for their independence. They do not so much want to know your views as just to better understand what has the colonists so upset. They have asked you to write a long letter back explaining the situation to them. Your task in this assignment is to write an essay in response to their request.

Documents: Base your essay on the primary and secondary source documents in all of the American Revolution 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.

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