# America in World War I

# COMMIN

ASSESSMENTS





# America in World War I

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# **Teacher Introduction**

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

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

# \*Historical Thinking and the Challenge of the Common Core

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

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

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



### **INTRODUCTION**

# \*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.

Basic Level

# **Teacher Instructions**

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



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

# ★Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *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.

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

# \* Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that Document 1 basically reports the positive views of George Creel, head of the Committee on Public Information. The committee, as Creel sees it, has been "giving the public the fullest information," putting "the accent on expression and not repression." It has provided "campaigns of public information in all the countries of the world," through 25,000 speakers who are sent "to tell the truth about the United States as a belligerent." Creel proudly asserts that a "vast system of telegraph, cable and wireless communication has been built up to serve foreign countries" and that there has been "no activity of the committee of which we are ashamed." Acceptable responses to the second assessment question should note that Document 2 agrees on the size and scope of the committee's activities, its four-minute men, its artists and news services, but it stresses that it used its power to shape opinion as part of a larger effort to expand the reach of government during the war. It notes the committee's bias and its efforts to thwart any negative reporting, as well as the fact that it had many critics on civil liberties grounds even during the war.

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

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

### **Document 1: A Written Primary Source**

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

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

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

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

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

### **Document 2: A Secondary Source**

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

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

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

### **Assessment Questions**

1. Highlight or underline at least three details or claims in Document 1 that support a positive view of the work of the Committee on Public Information.

2. Underline or highlight two details in Document 2 that back up Document 1's account factually. Then highlight two details that differ from Document 1's positive view of the committee. Explain your choices.



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.

America in World War I: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 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 positive way of wording the committee's activities, as in the claim that it is "giving the public the fullest information" and putting "the accent on expression and not repression." It also stresses the size and reach of the committee's activities, its 25,000 speakers, its "vast system of telegraph, cable and wireless communication," etc. Responses should question the reliability of the source, given that it is basically the view of the committee's head, himself a public relations official, who insists there was "no activity of the committee of which we are ashamed." Acceptable responses to the second assessment question should note that, first, Document 2 places the committee's power to shape opinion in the context of a vast and broader effort to expand the reach of government during the war. Secondly, it calls attention to the committee's bias, its efforts to thwart negative reporting, and the suspicions it aroused in critics even during the war.

**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**

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

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

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

# Student Handout

### **Document 2: A Secondary Source**

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

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

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

### **Assessment Questions**

1. Highlight or underline several details in Document 1 that present the Committee on Public Information in a favorable light. Why might a historian be somewhat skeptical about the favorable way these details are presented in this news account?

2. What specific details in Document 2 alter George Creel's claims about the committee in Document 1? Explain why these details alter Creel's conclusions.

Basic Level

# **Teacher Instructions**

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



**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.

America in World War I: 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 recognize that Catt's central idea is that women are now certain to win the right to vote very soon. Acceptable answers to the second assessment question should create an outline referring to the three main points the passage makes in support of Catt's claim:

- 1. That the nation has always accepted the idea that governments must be based on "the consent of the governed." Catt implies this must include the consent of women.
- 2. Some states already allow women's suffrage. The nation can't reasonably go on denying to some women what it allows to others.
- 3. U.S. world leadership also means we must grant women's suffrage. Catt seems to imply that we must do this if we are to live up to the principles we want other nations to adopt.

**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.

### **A Primary Source Document**

Woman suffrage is inevitable. Three distinct causes make it inevitable.

First, the history of our country. Ours is a nation born of revolution, of rebellion against a system of government so securely entrenched in the customs and traditions of human society that in 1776 it seemed impregnable. From the beginning of things, nations had been ruled by kings and for kings, while the people served and paid the cost. The American Revolutionists boldly proclaimed the heresies: "Taxation without representation is tyranny." "Governments derive their just powers from the consent of the governed."

Second, the suffrage for women already established in the United States makes women suffrage for the nation inevitable. Our nation cannot long continue a condition under which government in half its territory rests upon the consent of half of the people and in the other half upon the consent of all the people.

Third, the leadership of the United States in world democracy compels the enfranchisement of its own women. The maxims of the Declaration were once called "fundamental principles of government." They are now called "American principles" or even "Americanisms."

Do you realize that in no other country in the world with democratic tendencies is suffrage so completely denied as in a considerable number of our own states? There are thirteen black states where no suffrage for women exists, and fourteen others where suffrage for women is more limited than in many foreign countries."There is one thing mightier than kings and armies"—aye, than Congresses and political parties—"the power of an idea when its time has come to move." The time for woman suffrage has come. The woman's hour has struck.

**Source Information:** Carrie Chapman Catt was a key leader of the drive for women's suffrage—that is, the right to vote. Amendment 19 granting that right gained strong support during the war. It was ratified in 1920. As head of the National American Woman Suffrage Association, Catt gave an address about women's suffrage to the United States Congress on November 4, 1917. These excerpts are adapted from her speech.

Source: Catt, Carrie Chapman. "Speech Before Congress." *Iowa State University*. Accessed September 24, 2013. http://www.public.iastate.edu/~aslagell/SpCm416/Catt\_1917.html.

# **Assessment Questions**

I. In this document, Catt has one central idea to express. She then develops that idea by making several key points to back it up. First, state her central idea briefly in your own words.	
2. Create an outline of the key points Catt makes in the rest of this passage to develop that central idea.	



Advanced Level

# **Teacher Instructions**

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



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

# \* Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their 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.

America in World War I: 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 recognize that Catt's central idea is that women are now certain to win the right to vote very soon. An acceptable outline should refer to the three main points the passage makes in support of Catt's claim:

- 1. That the nation's has always accepted the idea that governments must be based on "the consent of the governed." Catt implies this must include the consent of women.
- 2. Some states already allow women's suffrage. The nation can't reasonably go on denying to some women what it allows to others.
- 3. U.S. world leadership also means we must grant women's suffrage. Catt seems to imply that we must do this if we are to live up to the principles we want other nations to adopt.

Acceptable answers to the second assessment question should note that Catt made her prediction when the U.S. had already entered the war. Her third point suggests she is thinking that America's greater role as a world leader will goad the nation to act—especially since America lagged behind many other democratic nations in granting women the right to vote. Answers may also refer to the optimism suffragists may have felt given that the President was a Progressive reformer who was at least somewhat sympathetic to women's rights issues.

# Student Handout

# America in World War I: 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.

### **A Primary Source Document**

Woman suffrage is inevitable. Three distinct causes make it inevitable.

First, the history of our country. Ours is a nation born of revolution, of rebellion against a system of government so securely entrenched in the customs and traditions of human society that in 1776 it seemed impregnable. From the beginning of things, nations had been ruled by kings and for kings, while the people served and paid the cost. The American Revolutionists boldly proclaimed the heresies: "Taxation without representation is tyranny." "Governments derive their just powers from the consent of the governed."

With such a history behind it, how can our nation escape the logic it has never failed to follow when its last unenfranchised class calls for the vote? Behold Uncle Sam again, welcoming the boys of twenty-one and the newly made immigrant citizen to "a voice in their own government" while he denies that fundamental right of democracy to thousands of women public school teachers from whom many of these men learn all they know of citizenship and patriotism, to women college presidents, to women who preach in our pulpits, interpret law in our courts, preside over our hospitals, write books and magazines, and serve in every uplifting moral and social enterprise. Is there a single man who can justify such inequality of treatment, such outrageous discrimination? Not one.

Second, the suffrage for women already established in the United States makes women suffrage for the nation inevitable. Our nation cannot long continue a condition under which government in half its territory rests upon the consent of half of the people and in the other half upon the consent of all the people; a condition which grants representation to the taxed in half of its territory and denies it in the other half, a condition which permits women in some states to share in the election of the president, senators, and representatives and denies them that privilege in others.

Third, the leadership of the United States in world democracy compels the enfranchisement of its own women. The maxims of the Declaration were once called "fundamental principles of government." They are now called "American principles" or even "Americanisms." They have become the slogans of every movement toward political liberty the world around, of every effort to widen the suffrage for men or women in any land. Not a people, race, or class striving for freedom is there anywhere in the world that has not made our axioms the chief weapon of the struggle.

Do you realize that in no other country in the world with democratic tendencies is suffrage so completely denied as in a considerable number of our own states? There are thirteen states where no suffrage for women exists, and fourteen others where suffrage for women is more limited than in many foreign countries. "There is one thing mightier than kings and armies"—aye, than Congresses and political parties—"the power of an idea when its time has come to move." The time for woman suffrage has come. The woman's hour has struck.

**Source Information:** Carrie Chapman Catt was a key leader of the drive for women's suffrage—that is, the right to vote. Amendment 19 granting that right gained strong support during the war. It was ratified in 1920. As head of the National American Woman Suffrage Association, Catt gave an address about women's suffrage to the United States Congress on November 4, 1917. These excerpts are adapted from her speech.

Source: Catt, Carrie Chapman. "Speech Before Congress." *Iowa State University*. Accessed September 24, 2013. http://www.public.iastate.edu/~aslagell/SpCm416/Catt\_1917.html.

# Student Handout

### **Assessment Questions**

1. Catt expresses one central idea in this passage and then uses the entire passage to develop that idea. Sum up her central idea and create an outline showing how the passage develops that idea.

2. Do you think recent events in history, especially World War I, influenced the points Catt makes here in support of her central idea? Explain your answer.

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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America in World War I: 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 interact together to describe a process or develop a central idea. This activity assesses the student's 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 be a paragraph that covers the key events in the order described. For example:

Late on the night of the 24th, Seeger's group arrived where troops were massing to prepare for battle. A cannonade continued overnight. In the morning, the French assault began as German artillery opened fire. French forces moved to their own frontline trenches and up a hillside to the first crest. They swept down across open space and barbed wire into the first German trenches. Some Germans resisted, but many surrendered. French forces then advanced further, up a second crest. Trench warfare gave way as French troops and artillery maneuvered more freely in the open. German artillery hit them hard, however, so that their advance into the German second line of defense was impossible. The battle appears to have stalled there at the end of the day.

Acceptable responses to the second assessment question should note that Seeger expresses surprise at the brief time of more open maneuvering, and he notes that the French artillery moved forward after having been anchored in the same place for a year.

**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 assessment question that follows.

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

### **A Primary Source Document**

We broke camp about 11 o'clock the night of September 24th, and marched to our place where the troops were massed. The cannonade was pretty violent all that night, as it had been for several days, but toward dawn it reached an intensity unimaginable to anyone who has not seen a modern battle. A little before 9:15 the fire lessened suddenly and the crackle of shots between the reports of the cannon told us that the first wave of assault had left and the attack begun. At the same time we received the order to advance. The German artillery had now begun to open upon us in earnest. Amid the most infernal roar of every kind of firearms and through an atmosphere heavy with dust and smoke, we marched up to the frontline trenches. At shallow places and over breaches that shells had made in the bank we caught momentary glimpses of the blue lines sweeping up the hillside or silhouetted on the first crest. From there they poured into the German trenches. When the last wave of the Colonial brigade had left, we followed. In rows of infantrymen, we crossed the open space between the lines, over the barbed wire, where not so many of our men were lying as I had feared (thanks to the efficacy of the bombardment) and over the German trench, knocked to pieces and filled with their dead. In some places the Germans still resisted in isolated groups. Opposite us, all was over, and the herds of prisoners were being already led down as we went up. We cheered, more in triumph than in hate, but the poor devils, terror-stricken, held up their hands, begged for their lives, cried "We surrender," "Bon Français," even "Vive la France." We advanced and lay down in columns by two behind the second crest. Meanwhile, bridges had been thrown across trenches and passageways. Our artillery, leaving the emplacements where they had been anchored a whole year, came across and took position in the open, a magnificent spectacle. Squadrons of cavalry came up. Suddenly the long, unpicturesque war of the trenches was at an end, and the field really looked like the familiar battle pictures: battalions in maneuver, with the officers, superbly indifferent to danger, galloping about on their chargers. But now the German guns, moved back, began to get our range again, and the shells burst over and around batteries and troops, many with admirable precision. Here my best comrade was struck down by shrapnel at my side—painfully but not mortally wounded.

I often envied him after that. For now our advanced troops were in contact with the German second-line defenses, and these proved to be of a character so formidable that all further advance without a preliminary artillery preparation was out of the question.

**Source Information:** Alan Seeger was a young American poet who loved and admired France so much that he fought for that nation in World War I as a common soldier in the French Foreign Legion. He died during the Battle of the Somme in 1916. His most famous poem is *I Have a Rendezvous with Death*. This document is an excerpt adapted from part of a letter he wrote to his mother, dated October 25, 1915, shortly after the Battle of Champagne.

Source: Seeger, Alan. Letters and Diary of Alan Seeger. New York, N.Y.: Charles Scribner's Sons, 1917. Also available online at http://www.gwpda.org/memoir/Seeger/Alan3.htm#X.

### **Assessment Questions**

1. The skirmish as Seeger describes it resembled many on the Western front in World War I. Write a brief paragraph showing the key steps in this skirmish as it unfolded over time.

2. In this clash, French forces briefly broke out into the open instead of being confined to trenches. How can you tell from this passage that this was unusual for them?



Advanced Level

# **Teacher Instructions**

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



- **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.

America in World War I: 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 be a paragraph that covers the key events in the order described. For example:

Late on the night of the 24th, Seeger's group arrived where troops were massing to prepare for battle. A cannonade continued overnight. In the morning, the French assault began as German artillery opened fire. French forces moved to their own frontline trenches and up a hillside to the first crest. They swept down across open space and barbed wire into the first German trenches. Some Germans resisted, but many surrendered. French forces then advanced further, up a second crest. Trench warfare gave way as French troops and artillery maneuvered more freely in the open. German artillery hit them hard, however, so that their advance into the German second line of defense was impossible. The battle appears to have stalled there at the end of the day.

Acceptable responses to the second assessment question may vary but should note that Seeger does not express deep feelings of fear, anger, despair or horror at the events he describes. He is also fairly evenhanded in the way he depicts soldiers on both sides, referring to the surrendering Germans as "poor devils," for instance. He is happy when his side does well, but is mainly neutral in his reporting.

**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.

### **A Primary Source Document**

We broke camp about 11 o'clock the night of September 24th, and marched to our place where the troops were massed. The cannonade was pretty violent all that night, as it had been for several days, but toward dawn it reached an intensity unimaginable to anyone who has not seen a modern battle. A little before 9:15 the fire lessened suddenly and the crackle of shots between the reports of the cannon told us that the first wave of assault had left and the attack begun. At the same time we received the order to advance. The German artillery had now begun to open upon us in earnest. Amid the most infernal roar of every kind of firearms and through an atmosphere heavy with dust and smoke, we marched up to the frontline trenches. At shallow places and over breaches that shells had made in the bank we caught momentary glimpses of the blue lines sweeping up the hillside or silhouetted on the first crest. From there they poured into the German trenches. When the last wave of the Colonial brigade had left, we followed. In rows of infantrymen, we crossed the open space between the lines, over the barbed wire, where not so many of our men were lying as I had feared (thanks to the efficacy of the bombardment) and over the German trench, knocked to pieces and filled with their dead. In some places the Germans still resisted in isolated groups. Opposite us, all was over, and the herds of prisoners were being already led down as we went up. We cheered, more in triumph than in hate, but the poor devils, terror-stricken, held up their hands, begged for their lives, cried "We surrender," "Bon Français," even "Vive la France." We advanced and lay down in columns by two behind the second crest. Meanwhile, bridges had been thrown across trenches and passageways. Our artillery, leaving the emplacements where they had been anchored a whole year, came across and took position in the open, a magnificent spectacle. Squadrons of cavalry came up. Suddenly the long, unpicturesque war of the trenches was at an end, and the field really looked like the familiar battle pictures: battalions in maneuver, with the officers, superbly indifferent to danger, galloping about on their chargers. But now the German guns, moved back, began to get our range again, and the shells burst over and around batteries and troops, many with admirable precision. Here my best comrade was struck down by shrapnel at my side—painfully but not mortally wounded.

I often envied him after that. For now our advanced troops were in contact with the German second-line defenses, and these proved to be of a character so formidable that all further advance without a preliminary artillery preparation was out of the question.

**Source Information:** Alan Seeger was a young American poet who loved and admired France so much that he fought for that nation in World War I as a common soldier in the French Foreign Legion. He died during the Battle of the Somme in 1916. His most famous poem is *I Have a Rendezvous With Death*. This



document is an excerpt adapted from part of a letter he wrote to his mother, dated October 25, 1915, shortly after the Battle of Champagne.

Source: Seeger, Alan. Letters and Diary of Alan Seeger. New York, N.Y.: Charles Scribner's Sons, 1917. Also available online at http://www.gwpda.org/memoir/Seeger/Alan3.htm#X.

### **Assessment Questions**

1.	Write a short paragraph that describes as accurately	as as	you	can the	e basic	phases	of this	skirmish	in the
	order in which they unfolded.								

2. What tone or mood does Seeger seem to express in describing this fight? Do you find his tone unusual or unexpected? Why or why not?

Basic Level

# **Teacher Instructions**

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



**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

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America in World War I: 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 student's 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 a basic understanding of the literal meaning of the words and phrases as well as a sense of their meaning in the context of the law. Responses to the second assessment question should produce an outline that includes a good portion of the details in the law. Here is one possible example:

False Statements: Meant to interfere with military operations or aid the enemy or stop people from buying government bonds to aid the war effort.

*Incite or Obstruct*: Acts meant to promote disloyalty, or mutiny, or prevent efforts to recruit soldiers for the armed forces.

*Insulting Words*: About the Constitution, the government, the armed forces, the uniform, or the flag in order to encourage resistance or slow down and limit war-related production.

Advocate and Defend: Any of the acts mentioned in this law.

**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.

### **A Primary Source Document**

Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports or false statements, or say or do anything except by way of bona fide and not disloyal advice to an investor or investors, with intent to obstruct the sale by the United States of bonds or other securities of the United States or the making of loans by or to the United States, and whoever when the United States is at war, shall willfully cause or attempt to cause, or incite or attempt to incite, insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct or attempt to obstruct the recruiting or enlistment services of the United States, and whoever, when the United States is at war, shall willfully utter, print, write or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States or the Constitution of the United States, or the military or naval forces of the United States, or the flag of the United States, or the uniform of the Army or Navy of the United States ... or publish any language intended to incite, provoke, or encourage resistance to the United States, or to promote the cause of its enemies, or shall willfully display the flag of any foreign enemy, or shall willfully by utterance, writing, printing, publication, or language spoken, urge, incite, or advocate any curtailment of production in this country of anything or things, product or products, necessary or essential to the prosecution of the war in which the United States may be engaged, ... and whoever shall willfully advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated, and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than \$10,000 or the imprisonment for not more than twenty years, or both.

**Source Information:** U.S. entry into the war in Europe and creation of a military draft both led to significant protest by some Americans. The Espionage Act of 1917 was a wartime law that set fines and prison terms for Americans who aided the enemy. The Sedition Act of May 16, 1918, amended a part of the Espionage Act to more strictly limit speech and other actions that criticized the government or interfered with the war effort in certain ways. This document presents the key portions of the Sedition Act.

Source: "Supreme Court History: The Sedition Act of 1918." PBS: Public Broadcasting Service. Accessed September 23, 2013. http://www.pbs.org/wnet/supremecourt/capitalism/sources\_document1.html.

# Student Handout

### **Assessment Questions**

1. This is a very long and complex list of prohibited actions. First, define as clearly as you can the underlined words and phrases.

Now create an outline of the types of actions this act prohibits. Confine your outline to these four headings and simply explain what the law says regarding each heading: <u>False Statements</u>; <u>Incite or Obstruct</u>; <u>Insulting Words</u>; <u>Advocate and Defend</u>.

Advanced Level

# **Teacher Instructions**

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



- **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).

# X 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.

America in World War I: 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 student's ability to read closely in order to understand terms in these ways.



### **INSTRUCTIONS**

# \* 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:

Those who make false statements meant to interfere with military operations or to aid the enemy or stop people from buying government bonds to aid the war effort; as well as all those who incite others to act disloyally or mutiny, or who obstruct efforts to recruit soldiers into the armed forces; and also those who use abusive language about the Constitution, the government, the armed forces, the uniform, or the flag in order to encourage resistance or slow down and limit war-related production; and finally all those who teach or defend any of the above things in order to oppose the war effort shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.

Acceptable responses to the second assessment question may vary, but they should deal in one way or another with the question of whether there is a line between legitimate and punishable speech and where that line is.

**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).

### **A Primary Source Document**

Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports or false statements, or say or do anything except by way of bona fide and not disloyal advice to an investor or investors, with intent to obstruct the sale by the United States of bonds or other securities of the United States or the making of loans by or to the United States, and whoever when the United States is at war, shall willfully cause or attempt to cause, or incite or attempt to incite, insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct or attempt to obstruct the recruiting or enlistment services of the United States, and whoever, when the United States is at war, shall willfully utter, print, write or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States or the Constitution of the United States, or the military or naval forces of the United States, or the flag of the United States, or the uniform of the Army or Navy of the United States ... or publish any language intended to incite, provoke, or encourage resistance to the United States, or to promote the cause of its enemies, or shall willfully display the flag of any foreign enemy, or shall willfully by utterance, writing, printing, publication, or language spoken, urge, incite, or advocate any curtailment of production in this country of anything or things, product or products, necessary or essential to the prosecution of the war in which the United States may be engaged, ... and whoever shall willfully advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated, and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than \$10,000 or the imprisonment for not more than twenty years, or both.

**Source Information:** U.S. entry into the war in Europe and creation of a military draft both led to significant protest by some Americans. The Espionage Act of 1917 was a wartime law that set fines and prison terms for Americans who aided the enemy. The Sedition Act of May 16, 1918, amended a part of the Espionage Act to more strictly limit speech and other actions that criticized the government or interfered with the war effort in certain ways. This document presents the key portions of the Sedition Act.

Source: "Supreme Court History: The Sedition Act of 1918." PBS: Public Broadcasting Service. Accessed September 23, 2013. http://www.pbs.org/wnet/supremecourt/capitalism/sources\_document1.html.

# Student Handout

### **Assessment Questions**

1. Rewrite this document to include all the key provisions of the Sedition Act in a way that ordinary readers today could more easily understand.

2. This law sought to punish certain kinds of "disloyal, profane, scurrilous, or abusive language." Did the law define these terms clearly enough to protect legitimate rights to free speech? Why or why not?

Basic Level

# **Teacher Instructions**

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



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

# \*Using this Assessment

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America in World War I: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the student's 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 note that the document makes clear this is a segregated, all-black unit (the German propaganda was targeted at it as such), that it was involved in major combat operations, and that it fought with determination. Despite America's discrimination against African Americans, Andrew Johnson suggests these soldiers performed with enthusiasm. As to the second assessment question, this portion of Johnson's account clearly uses the "Time Order/Chronology" pattern. It presents a narrative of events as they unfolded over time.

**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).

### **A Primary Source Document**

We were in the Argonne Forest when the big push started in September 26, 1918. We stayed in there five days. Part of the time we were shelled by our own artillery in support, the 349th Field Artillery Regiment. We had no battle flags, no shears to cut barbed wire entanglements, our runners with messages were all killed or wounded trying to get through.

Enemy airplanes flew over us several times, dropping pamphlets addressed to us: "Colored Americans, we have no quarrel with you. We are your friends. Throw down your arms and cover over to our side. We will treat you better than you are treated in the South."

But I don't remember a single case of desertion.

After the Argonne, we went up into the Vosges Mountains, where it was rather quiet. We needed it for we had been cut up pretty badly. Replacement soldiers were sent us, and I was promoted to Sergeant. ... Armistice Day found us before Metz. We were waiting to storm a great walled city which would have cost us many men, as we would have to cross a level plain about two miles long.

In December 1918 we were marched to [Le Mona?], the central delousing plant of the A. E. F. Here we had our clothes taken from us, and I lost my sweater which had been knitted for me by my girl friend. We were plunged into baths, and when we came out the other end we were given clean clothes, and that was the end of the big gray cooties which had been our constant companions.

Back to the mud of Brest, and here we embarked for home near the end of February, 1919. After staying in Camp Upton a few days, we were sent to Camp Meade, Maryland, where on March 5, 1919 we were given a bonus of \$60, an honorable discharge, and the 368th Infantry regiment became a part of history.

**Source Information:** Andrew Johnson was an African-American veteran interviewed by a Works Progress Administration (WPA) worker in 1938. In the excerpt here, Johnson describes some of his experiences serving in the military in World War I. This excerpt is adapted from part of a longer interview.

Source: Johnson, Andrew. "I Did My Bit for Democracy." Interviewed by Levi C. Hubert. Personal interview. November 20, 1938. From Library of Congress: *American Life Histories*, 1936–1940.

http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field(DOCID+@lit(wpa221070510))#210705100002.

### **Assessment Questions**

1. What insights does this interview give you into the experiences of African-American soldiers during World War I? Cite specific details in the document to support your answer.

- 2. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:
  - Compare and Contrast: A pattern showing what is similar and what is different in two events, examples, processes, etc.
  - Time Order/Chronology: A narrative structure describing how a group of events unfolds over time.
  - Description/Events: A topic presented as a series of events, examples, or variations on a theme.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.



Advanced Level

## **Teacher Instructions**

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



- **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

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America in World War I: 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, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the student's 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 indicate that this portion of Johnson's account is organized in a chronological pattern. That is, it presents a narrative of events as they unfolded over time. As to the second assessment question, answers should note that the document makes clear this is a segregated, all-black unit (the German propaganda was targeted at it as such), that it was involved in major combat operations, it suffered substantial losses, and that it fought with determination. Despite America's discrimination against African Americans, Andrew Johnson suggests these soldiers performed with enthusiasm.

**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.

#### **A Primary Source Document**

We were in the Argonne Forest when the big push started in September 26, 1918. We stayed in there five days. Part of the time we were shelled by our own artillery in support, the 349th Field Artillery Regiment. We had no battle flags, no shears to cut barbed wire entanglements, our runners with messages were all killed or wounded trying to get through.

Enemy airplanes flew over us several times, dropping pamphlets addressed to us: "Colored Americans, we have no quarrel with you. We are your friends. Throw down your arms and cover over to our side. We will treat you better than you are treated in the South."

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In December 1918 we were marched to [Le Mona?], the central delousing plant of the A. E. F. Here we had our clothes taken from us, and I lost my sweater which had been knitted for me by my girl friend. We were plunged into baths, and when we came out the other end we were given clean clothes, and that was the end of the big gray cooties which had been our constant companions.

Back to the mud of Brest, and here we embarked for home near the end of February, 1919. After staying in Camp Upton a few days, we were sent to Camp Meade, Maryland, where on March 5, 1919 we were given a bonus of \$60, an honorable discharge, and the 368th Infantry regiment became a part of history.

**Source Information:** Andrew Johnson was an African-American veteran interviewed by a Works Progress Administration (WPA) worker in 1938. In the excerpt here, Johnson describes some of his experiences serving in the military in World War I. This excerpt is adapted from part of a longer interview.

Source: Johnson, Andrew. "I Did My Bit for Democracy." Interviewed by Levi C. Hubert. Personal interview. November 20, 1938. From Library of Congress: *American Life Histories*, 1936–1940.

http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field(DOCID+@lit(wpa221070510))#210705100002.

## Student Handout

### **Assessment Questions**

1. Describe the overall text structure of this document. That is, what pattern can you see in the way the paragraphs are organized to follow one another?

2. This account is more than a mere telling of one event after another. In addition to the events mentioned, we learn a great deal about the kind of unit Andrew Johnson was in and what its experience of World War I in general was like. What evidence on that in the document seems most significant? Why?

Basic Level

### **Teacher Instructions**

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



**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

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

# \* Evaluating Student Responses to this Assessment

Acceptable answers to the first assessment question should note that the leaflet uses very loaded language designed to arouse strong emotions. It describes U.S. involvement in the war as "a crime the magnitude of which defies description." It calls the conscription law unconstitutional and an "infamous and insidious conspiracy to abridge" people's rights. It says those willing to be drafted are condoning the destruction of their rights, etc. Answers to the second assessment question may vary. They should show an understanding of how Holmes applies his image of the crowded theater to this case. That is, Holmes is saying that the leaflet's ideas in themselves posed an immediate danger to the nation. Some may think the comparison is reasonable on the grounds that the war and a draft were essential to saving the nation from disaster. Others may say even if this is true, Schenck's free speech rights still must be protected. Still others may question whether the war did threaten America so deeply that protesting it was in any way as dangerous as shouting fire in a crowded theater.

**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).

#### **Document 1: A Primary Source**

The Socialist Party says that any individual or officers of the law entrusted with the administration of conscription regulations violate the provisions of the United States Constitution, the supreme law of the land, when they refuse to recognize your right to assert your opposition to the draft.

In lending tacit and silent consent to the conscription law, in neglecting to assert your rights, you are (whether knowingly or not) helping to condone and support a <u>most infamous and insidious conspiracy</u> to abridge and destroy the most sacred and cherished rights of a free people.

No power was delegated to send our citizens away to foreign shores to shoot up the people of other lands, no matter what may be their internal or international disputes. The people of this country did not vote in favor of war. At the last election, they voted against war.

To draw this country into the horrors of the present war in Europe, to force the youth of our land into the shambles and bloody trenches of war crazy nations, would be a crime the magnitude of which defies description. Words could not express the condemnation such cold-blooded ruthlessness deserves.

To advocate the persecution of other peoples through the prosecution of war is an insult to every good and wholesome American tradition.

In this world crisis where do you stand? Are you with the forces of liberty and light or war and darkness?

**Source Information:** Charles Schenck, a leader of the Socialist Party, actively opposed World War I. As part of his anti-war activities, he mailed 15,000 leaflets to soldiers and men who might be drafted, urging them to assert their rights. The leaflet condemned the draft and the capitalist system. It called on people to oppose the conscription law, but only in peaceful ways. This document is part of that leaflet. Schenck was charged with violating the Espionage Act of 1917 by encouraging resistance to the draft during the war. His case went all the way to the Supreme Court, which upheld his conviction.

Source: Schenck, Charles. "Schenck Pamphlet." *Department of English, University of Illinois at Urbana-Champaign*. Accessed September 23, 2013. http://www.english.illinois.edu/-people-/faculty/debaron/380/380reading/schenckpamphlet.html.

#### **Document 2: A Primary Source**

We admit that in many places and in ordinary times the defendants in saying all that was said in the circular [leaflet] would have been within their constitutional rights. But the character of every act depends upon the circumstances in which it is done. The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. It does not even protect a man from an injunction against uttering words that may have all the effect of force. The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right.

**Source Information:** Schenck appealed his conviction to the Supreme Court of the United States. In a unanimous decision written by Justice Oliver Wendell Holmes, the Supreme Court upheld Schenck's conviction. Document 2 is a famous passage from Holmes's opinion. In it, he explains why, in time of war, Schenck was not entitled to the usual constitutional protection of the right to free speech. Schenck served half a year in prison.

Source: Holmes, Oliver Wendell. "Schenck v. United States." *Legal Information Institute: Cornell University Law School.* Accessed September 23, 2013. http://www.law.cornell.edu/supct/html/historics/USSC\_CR\_0249\_0047\_ZO.html.

#### **Assessment Questions**

1. What does Schenck's leaflet claim about the war, conscription, and those willing to obey the conscription law? Underline or highlight two or three key phrases that best sum up its point of view.

2. In Document 2, Holmes explains why Schenck was wrong to distribute this leaflet. He compares Schenck's actions to shouting "fire" in a crowded theater. Is this a reasonable comparison to make, or is it unfair to Schenck? Explain your answer.



Advanced Level

## **Teacher Instructions**

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



- **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.

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America in World War I: 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 answers to the first assessment question may vary. They should show an understanding of how Holmes applies his image of the crowded theater to this case—that is, as a way to say that the leaflet's ideas in themselves posed an immediate danger to the nation. Some may think the comparison is reasonable, assuming the war and a smooth-functioning draft were essential to saving the nation from disaster. Others may say that even if true, this still does not justify taking away Schenck's free speech rights. Still others may question whether thwarting the war effort would have endangered the nation in as dire a way as Holmes's image suggests. Some may even question Holmes's phrase "falsely shouting fire" on the grounds that being involved in the war was itself a real danger to the nation, not a false one. Acceptable answers to the second assessment question also may vary. Some may think the theater image is simply a clear and neutral way to apply the principles of the Espionage Act to what Schenck had done. Others may see Holmes as expressing his own bias in favor of the war or of the government's reasonable need to impost a daft. Assess the answers on how clearly they deal with the central ideas in Holmes's statement.

**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 Primary Source**

The Socialist Party says that any individual or officers of the law entrusted with the administration of conscription regulations violate the provisions of the United States Constitution, the supreme law of the land, when they refuse to recognize your right to assert your opposition to the draft.

In lending tacit and silent consent to the conscription law, in neglecting to assert your rights, you are (whether knowingly or not) helping to condone and support a most infamous and insidious conspiracy to abridge and destroy the most sacred and cherished rights of a free people.

No power was delegated to send our citizens away to foreign shores to shoot up the people of other lands, no matter what may be their internal or international disputes. The people of this country did not vote in favor of war. At the last election, they voted against war.

To draw this country into the horrors of the present war in Europe, to force the youth of our land into the shambles and bloody trenches of war crazy nations, would be a crime the magnitude of which defies description. Words could not express the condemnation such cold-blooded ruthlessness deserves.

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In this world crisis where do you stand? Are you with the forces of liberty and light or war and darkness?

**Source Information:** Charles Schenck, a leader of the Socialist Party, actively opposed World War I. As part of his anti-war activities, he mailed 15,000 leaflets to soldiers and men who might be drafted, urging them to assert their rights. The leaflet condemned the draft and the capitalist system. It called on people to oppose the conscription law, but only in peaceful ways. This document is part of that leaflet. Schenck was charged with violating the Espionage Act of 1917 by encouraging resistance to the draft during the war. His case went all the way to the Supreme Court, which upheld his conviction.

Source: Schenck, Charles. "Schenck Pamphlet." Department of English, University of Illinois at Urbana-Champaign. Accessed September 23, 2013. http://www.english.illinois.edu/-people-/faculty/debaron/380/380reading/schenckpamphlet.html.

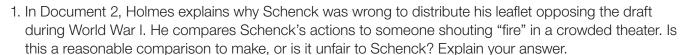
#### **Document 2: A Primary Source**

We admit that in many places and in ordinary times the defendants in saying all that was said in the circular [leaflet] would have been within their constitutional rights. But the character of every act depends upon the circumstances in which it is done. The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. It does not even protect a man from an injunction against uttering words that may have all the effect of force. The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight and that no Court could regard them as protected by any constitutional right.

**Source Information:** Schenck appealed his conviction to the Supreme Court of the United States. In a unanimous decision written by Justice Oliver Wendell Holmes, the Supreme Court upheld Schenck's conviction. Document 2 is a famous passage from Holmes's opinion. In it, he explains why, in time of war, Schenk was not entitled to the usual constitutional protection of the right to free speech. Schenck served half a year in prison.

Source: Holmes, Oliver Wendell. "Schenck v. United States." *Legal Information Institute: Cornell University Law School.* Accessed September 23, 2013. http://www.law.cornell.edu/supct/html/historics/USSC\_CR\_0249\_0047\_ZO.html.

#### **Assessment Questions**



2. Was Holmes being a neutral, fair-minded judge applying legal concepts to Schenck's case? Or was he expressing his own biases?



Basic Level

## **Teacher Instructions**

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



**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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America in World War I: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 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 may vary, but most will see clearly that the U.S. did not suffer nearly as much as the other Allies in terms of military deaths. In terms of the economy, U.S. spending was less than that of the United Kingdom or France and not much more than that of Russia, which was far poorer. The other two sources suggest in different ways that America's industrial wealth was not only its key contribution to the "sacrifices" in the war, but that in many ways the war may have enhanced its economic well-being and power. Best answers may suggest that Document 2 and Document 3 are limited forms of evidence, in that one is simply the opinion of a single individual and the other is a poster designed to promote enthusiastic support for the war effort.

**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 Primary Source**

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

<sup>\*</sup> This figure is for Great Britain and Dominions.

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

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

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

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

- ----. "The Russian Empire." NZHistory. Accessed September 24, 2013. http://www.nzhistory.net.nz/war/russian-empire-facts.
- ———. "United Kingdom of Great Britain and Ireland." *NZHistory*. Accessed September 24, 2013. http://www.nzhistory.net.nz/war/united-kingdom-facts.

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

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

### **Document 2: A Primary Source**

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

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

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

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

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

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



Courtesy of the Library of Congress

### **Document 3: A Visual Primary Source**

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

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

### **Assessment Question**

Think about this claim: "World War I was a catastrophe for Europe. For the U.S. it was just as big a catastrophe." Explain how each of these documents does or does not support this claim. Be sure to deal with *all three* of these documents.

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.

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

# \* Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question may vary, but all should start with a clear claim about relative sacrifice. Some may legitimately take the position that the three documents do not allow a firm conclusion. However, most will see at least that the U.S. did not suffer nearly as much as the other Allies in terms of military deaths. In terms of the economy, U.S. spending was less than that of the United Kingdom or France and not much more than that of Russia, which was far poorer. The other two sources suggest in different ways that America's industrial wealth was not only its key contribution to the "sacrifices" in the war, but that in many ways the war may have enhanced its economic well-being and power. Answers to the second assessment question may vary, but should show awareness that the three documents provided here are not enough to decide the issue with certainty. Best answers may suggest that Document 2 and Document 3 are limited forms of evidence in that one is simply the opinion of a single individual and the other is a poster designed to promote enthusiastic support for the war effort. Other sources that might help answer the question are those that provide evidence about non-battlefield casualties, relative per capita wealth, figures on industrial production and income levels in the various nations, the impact of disease, debt incurred, destruction of infrastructure on land and ships at sea, etc.

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

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

#### **Document 1: A Primary Source**

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<sup>\*</sup> This figure is for Great Britain and Dominions.

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

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

<sup>&</sup>quot;The Great War Resources: WWI Casualties and Deaths." PBS: Public Broadcasting Service. Accessed September 24, 2013. http://www.pbs.org/greatwar/resources/casdeath\_pop.html.

### **Document 2: A Primary Source**

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

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

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

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

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

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



Courtesy of the Library of Congress

### **Document 3: A Visual Primary Source**

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

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

#### **Assessment Questions**

1. You are a historian trying to answer a question about the relative sacrifices made by each of the key Allies during World War I. You only have these three documents to go on. Briefly state your views on this question. In your answer, be sure to deal with *all three* of these documents.

2. What other sources or kinds of evidence would help you answer Question 1 with more certainty? List two kinds and explain why these would help.



Basic Level

### **Teacher Instructions**

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



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

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America in World War I: 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 note that Bryan sees the German-American community as far too separated from the rest of American society. He thinks beer drinking is a central factor in isolating Germans, by keeping them in their beer gardens where they cling to their own language and customs. He also thinks it is harming their health, and that sobriety will give them "clear brains" and enable them to join other Americans in improving the nation. Responses to the second assessment question should note that Bryan does not present any facts about German drinking habits or excessively isolated social life. He does seem to base his argument on his assumptions about the harmful effects of beer drinking, about German separateness, about the sobering effect the war will have on German-American soldiers, etc. Best responses will see in Bryan's views the influence of widespread suspicions about immigrants in general and German Americans especially during the war years.

**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.

#### **A Primary Source Document**

The coming of prohibition will be a real blessing to the Americans of German birth and descent. It will bridge the gulf that has separated them from the rest of the people. German brewers have used the German American Alliance to make a language barrier between the German Americans and their neighbors. The liquor interests have tried to keep their countrymen in beer gardens talking about the fatherland and denouncing the so-called "temperance fanatics" when they should have been mingling with their fellow citizens and cooperating in improving social conditions.

The end has come. With the exit of this sordid and conscienceless group that grew rich by poisoning the minds as well as the bodies of their brothers, the men and women of Teutonic stock can become a part of living, aspiring, progressive America.

The boys, returning from the army, will bring back the spirit of comradeship and, having learned the fallacy of the argument that beer is a necessity, will enter upon the sober work of citizenship with, clear brains, steady nerves and a hope that they have before not known. Prohibition will be a boon to all—none more than to German Americans.

**Source Information:** William Jennings Bryan was a populist reformer who ran for president three times as the candidate of the Democratic Party (1898, 1900, 1908). From 1913 to 1915, he was Woodrow Wilson's Secretary of State. After 1916, he worked hard for constitutional amendments to give women the vote and to ban alcohol ("Prohibition"), both key Progressive-era reforms. In this short statement he connects the idea of prohibition both to the war and to widespread concerns about German immigrants.

Source: Bryan, W.J. "The Gulf Bridged." Lincoln, N.E.: *The Commoner*, July 1, 1918. From Library of Congress, *Chronicling America*. Accessed September 23, 2013. http://chroniclingamerica.loc.gov/lccn/46032385/1918-07-01/ed-1/seq-1/.

## Student Handout

## **Assessment Questions**

1. Bryan says Prohibition will help solve a problem he sees in the way German Americans live. What is that problem, and how does he think Prohibition will help solve it?

2. Does Bryan base his reasoning on evidence, or on the assumptions he makes about liquor, German Americans, and the war? Explain your answer.

Advanced Level

## **Teacher Instructions**

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



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

# ★Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their 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.

America in World War I: 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 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 note that Bryan's argument is that the German-American community is far too separated from the rest of American society, and that beer drinking is a central factor in isolating German Americans. Beer drinking does this, supposedly, by keeping them in their beer gardens where they cling to their own language and customs. Bryan also assumes beer is harming their health, and that sobriety will give them "clear brains" and enable them to join other Americans in improving the nation. He assumes a relationship, that is, between beer consumption and an inability to assimilate to American values. Responses to the second assessment question should note that Bryan does not present any evidence about German-American drinking habits or their excessively isolated social life. He would need such facts just to establish that the problem actually exists. Nor does he present evidence about the attitudes of returning German-American soldiers, on whom he seems to count to help change attitudes.

**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.

#### **A Primary Source Document**

The coming of prohibition will be a real blessing to the Americans of German birth and descent. It will bridge the gulf that has separated them from the rest of the people. German brewers have used the German American Alliance to make a language barrier between the German Americans and their neighbors. The liquor interests have tried to keep their countrymen in beer gardens talking about the fatherland and denouncing the so-called "temperance fanatics" when they should have been mingling with their fellow citizens and cooperating in improving social conditions.

The end has come. With the exit of this sordid and conscienceless group that grew rich by poisoning the minds as well as the bodies of their brothers, the men and women of Teutonic stock can become a part of living, aspiring, progressive America.

The boys, returning from the army, will bring back the spirit of comradeship and, having learned the fallacy of the argument that beer is a necessity, will enter upon the sober work of citizenship with clear brains, steady nerves and a hope that they have before not known. Prohibition will be a boon to all—none more than to German Americans.

**Source Information:** William Jennings Bryan was a populist reformer who ran for president three times as the candidate of the Democratic Party (1898, 1900, 1908). From 1913 to 1915, he was Woodrow Wilson's Secretary of State. After 1916, he worked hard for constitutional amendments to give women the vote and to ban alcohol ("Prohibition"), both key Progressive-era reforms. In this short statement he connects the idea of prohibition both to the war and to widespread concerns about German immigrants.

Source: Bryan, W.J. "The Gulf Bridged." Lincoln, N.E.: *The Commoner*, July 1, 1918. From Library of Congress, *Chronicling America*. Accessed September 23, 2013. http://chroniclingamerica.loc.gov/lccn/46032385/1918-07-01/ed-1/seq-1/.

## **Assessment Questions**

1. One historian says of this document, "Bryan's biased opinions led him to make a very faulty argument." Explain briefly what opinions or assumptions led Bryan to reason as he does here.

2. What kinds of evidence would Bryan need to present to make a stronger case than the one he makes here?

Basic Level

### **Teacher Instructions**

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



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

# ★Using this Assessment

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America in World War I: 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 note that Document 1 describes the weaponry very vaguely, in terms of size, etc., or by comparing it with common machines or products children would know about. Thus, the tank is "a big war automobile." The story leaves out all mention of the effects of the weaponry on human targets. Document 2 stresses the huge power of these modern weapons and the way they slaughtered masses of soldiers who were more or less helpless before them. Answers to the second assessment question should note that Document 1 downplays the destructiveness of the war almost completely, speaking only of some soldiers getting "hurt," and even then "always" having an ambulance at hand to get them to a hospital. Document 2 stresses the massive horrors of the war and of trench warfare in particular. Answers should comment on the likely purposes of each document, one to reassure children and keep their spirits up, the other to deal critically with the huge human consequences of the war. Best responses will speculate on the propaganda value of Document 1's sanitized view of war, not merely its aim of reassuring children.

**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 a 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**

Sir: "Please tell us what it is like to be a soldier," Eleanor said.

Uncle Jack laughed, and took the children into the library. He sat down before the fire with Eleanor on one knee and Bobby on the other and told them about the soldiers who defend our country.

"You know fighting is not as it used to be in the olden times," he said," when the soldiers met on battlefields and faced each other. Nowadays, most of the fighting is done in the trenches."

"What are trenches?" Bobby asked.

"They are long ditches dug in the earth," Uncle Jack said, "and our soldiers fight the enemy from them. Sometimes they never even see the men they are fighting. But trench fighting is not the only kind. There are battles in the air and sometimes our soldiers meet the enemy face to face. Many of the cannon they use are so big it takes half a dozen men to fire them. Sometimes these guns are on automobiles and are built so they can fight aeroplanes.

"The Tank is another machine which is feared by the enemy. It is a big war automobile run by gasoline. It is covered with heavy iron and armed with big cannon. Soldiers ride inside it during a battle and fire the guns at the foe.

"A soldier's life is full of different duties. Sometimes he has to guard the camp and spend hours waiting for the enemy; at other times he stays in the trenches ready to shoot at any moment; and sometimes he is sent back of the lines where there is no fighting going on."

Eleanor asked her Uncle Jack if he were not afraid he might get hurt in the war.

"No, I do not think I will get hurt," he said, "but if I do, I will be well taken care of by the Red Cross doctors and nurses. There is always an ambulance nearby to take the wounded to the hospital. The ambulance drivers, and the doctors and nurses are great heroes, They never think of their own safety, and often go in the midst of shells and bombs to help or save a wounded soldier.

"But you children must not think that we fight all the time when we join the army. We soldiers have lots of fun. We have good things to eat, and plenty of time to play. When we are not on duty we have sports and music, and a chance to write letters home and to read. You must not worry about your Uncle Jack. You must just be glad he can fight for the country that has done so much for all of us."

**Source Information:** This document includes most of a children's story whose author is anonymous. The story was published by Sam Gabriel & Co, New York, 1918.

Source: Anonymous. *In the Ranks*. New York, N.Y.: Sam Gabriel & Co., 1918. Also available online at http://www.gwpda.org/wwi-www/4kids/ranks.html.

## Student Handout

### **Document 2: A Secondary Source**

During the twentieth-century, technology made World War I a colossal bloodbath. For example, the war saw the first widespread use in actual combat of the machine gun, which increased firepower to over 600 rounds per minute. It was particularly effective against the waves of soldiers sent "over the top" of the trenches on the Western Front. German submarines (or U-boats) threatened Britain's naval supremacy, but their biggest impact may have been to anger the U.S. and prompt it to enter the war against the Central Powers. Airplanes were used for the first time, primarily for reconnaissance and later for bombing missions. Dirigibles, tanks, and other weapons also added to the technological arsenals of the war.

The most enduring images of World War I show the grueling, almost inhuman conditions of life in the trenches on the Western Front. For most of the war, the lines of trenches on the Western Front changed little. Both sides launched raids into the other's territory, but these rarely accomplished much—and their cost in lives was enormous. Apart from the ever-present danger posed by the enemy, there were many other aspects of the trenches that made life unbearable, including mud, lice, noise, and boredom. Approximately eight million civilians were either killed or died from starvation in World War I. Millions of others died in the 1918–19 influenza epidemic, which the war made much worse. Among the millions of soldiers killed in the war were husbands and fathers who left behind wives and children. World War I was "total war," in which literally every man, woman, and child was involved, and every part of society was mobilized.

**Source Information:** This document is adapted from the introduction for a secondary source account titled *The Agony of Total War*, published by Social Studies School Service.

Source: Burack, Jon. The Great War: 1914-18. History Unfolding. Culver City, C.A.: MindSparks, 2009.

### **Assessment Questions**

1.	. How do these	two documents	differ in the way	they	describe mo	odern v	weaponry	and in	what t	they
	choose to emp	hasize about it?	)							

2. How do the documents differ in their overall depiction of what World War I fighting was like? Why do you suppose they differ so greatly about this?

Advanced Level

### **Teacher Instructions**

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



- **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.

America in World War I: 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.



#### **INSTRUCTIONS**

# \* Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that Document 1 describes the weaponry very vaguely, in terms of size, etc., or by comparing it with common machines or products children would know about. Thus, the tank is "a big war automobile." The story leaves out all mention of the effects of the weaponry on human targets. Document 2 stresses the huge power of these modern weapons and the way they slaughtered masses of soldiers who were more or less helpless before them. Document 1 downplays the destructiveness of the war almost completely, speaking only of some soldiers getting "hurt," and even then "always" having an ambulance at hand to get them to a hospital. Document 2 stresses the massive horrors of the war and of trench warfare in particular. Answers to the second assessment question may vary. Some may think a primary source might not be as complete or accurate as a secondary source, but this is clearly not always so. Better responses will comment on the likely purposes of each document, one to reassure children and keep their spirits up, the other to deal critically with the huge human consequences of the war. Best responses will speculate on the propaganda value of Document 1's sanitized view of war, not merely its aim of reassuring children.

**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**

Sir: "Please tell us what it is like to be a soldier," Eleanor said.

Uncle Jack laughed, and took the children into the library. He sat down before the fire with Eleanor on one knee and Bobby on the other and told them about the soldiers who defend our country.

"You know fighting is not as it used to be in the olden times," he said," when the soldiers met on battlefields and faced each other. Nowadays, most of the fighting is done in the trenches."

"What are trenches?" Bobby asked.

"They are long ditches dug in the earth," Uncle Jack said, "and our soldiers fight the enemy from them. Sometimes they never even see the men they are fighting. But trench fighting is not the only kind. There are battles in the air and sometimes our soldiers meet the enemy face to face. Many of the cannon they use are so big it takes half a dozen men to fire them. Sometimes these guns are on automobiles and are built so they can fight aeroplanes.

"The Tank is another machine which is feared by the enemy. It is a big war automobile run by gasoline. It is covered with heavy iron and armed with big cannon. Soldiers ride inside it during a battle and fire the guns at the foe.

"A soldier's life is full of different duties. Sometimes he has to guard the camp and spend hours waiting for the enemy; at other times he stays in the trenches ready to shoot at any moment; and sometimes he is sent back of the lines where there is no fighting going on."

Eleanor asked her Uncle Jack if he were not afraid he might get hurt in the war.

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"But you children must not think that we fight all the time when we join the army. We soldiers have lots of fun. We have good things to eat, and plenty of time to play. When we are not on duty we have sports and music, and a chance to write letters home and to read. You must not worry about your Uncle Jack. You must just be glad he can fight for the country that has done so much for all of us."

**Source Information:** This document includes most of a children's story whose author is anonymous. The story was published by Sam Gabriel & Co, New York, 1918.

Source: Anonymous. *In the Ranks*. New York, N.Y.: Sam Gabriel & Co., 1918. Also available online at http://www.gwpda.org/wwi-www/4kids/ranks.html.

## Student Handout

### **Document 2: A Secondary Source**

During the twentieth century, technology made World War I a colossal bloodbath. For example, the war saw the first widespread use in actual combat of the machine gun, which increased firepower to over 600 rounds per minute. It was particularly effective against the waves of soldiers sent "over the top" of the trenches on the Western Front. German submarines (or U-boats) threatened Britain's naval supremacy, but their biggest impact may have been to anger the U.S. and prompt it to enter the war against the Central Powers. Airplanes were used for the first time, primarily for reconnaissance and later for bombing missions. Dirigibles, tanks, and other weapons also added to the technological arsenals of the war.

The most enduring images of World War I show the grueling, almost inhuman conditions of life in the trenches on the Western Front. For most of the war, the lines of trenches on the Western Front changed little. Both sides launched raids into the other's territory, but these rarely accomplished much—and their cost in lives was enormous. Apart from the ever-present danger posed by the enemy, there were many other aspects of the trenches that made life unbearable, including mud, lice, noise, and boredom. Approximately eight million civilians were either killed or died from starvation in World War I. Millions of others died in the 1918–19 influenza epidemic, which the war made much worse. Among the millions of soldiers killed in the war were husbands and fathers who left behind wives and children. World War I was "total war," in which literally every man, woman, and child was involved, and every part of society was mobilized.

**Source Information:** This document is adapted from the introduction for a secondary source account titled *The Agony of Total War*, published by Social Studies School Service.

Source: Burack, Jon. The Great War: 1914-18. History Unfolding. Culver City, C.A.: MindSparks, 2009.

### **Assessment Questions**

1. Describe the key differences between these two documents in terms of their descriptions of modern weaponry and of what the fighting in World War I was like.

2. One of these documents is a primary source. The other is a secondary source written long after World War I ended. Do you think that accounts for the very different views they express about modern warfare? Why or why not?

## America in World War I

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.

America in World War I: 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?

## America in World War I: 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 war disrupted the nation at a high point in the era of Progressive reform. It was inevitable that the spirit of reform could not survive the carnage."

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

#### **Instructions**

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

## America in World War I

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

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America in World War I: 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?

## Student Handout

## America in World War I: Writing Assignment 2

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

#### **The Question**

You are a high-school history teacher. A fifth-grade teacher seeks your advice regarding the topic of America in World War I. This teacher wants you to recommend three primary sources and one secondary source to use to help younger children understand America's experience in World War I. She gives you all the documents used in the America in World War I assessments. From this set of sources, choose the three primary sources and one secondary source you think would be best for this teacher to use. Your task in this assignment is to write an essay explaining the choices you made. Also explain why you rejected some or all of the others.

**Documents:** Base your essay on your general background knowledge and all of the primary and secondary source documents in these *America in World War I* 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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