

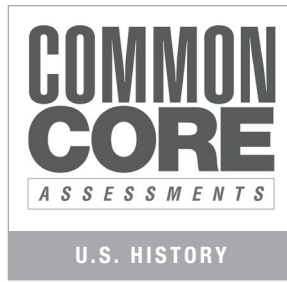
U.S. HISTORY

Slavery

COMMON CORE

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



Slavery

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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 American slavery in the years before the Civil War. 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.

Important notice: Assessment 1 contains a racial epithet.

★ *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 students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

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

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

- *Easy to use 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.

Slavery Assessment 1

Basic Level

Teacher Instructions

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

★ Key Ideas and Details

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

★ Using this Assessment

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

Slavery: 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.

Important notice: Document 2 contains a racial epithet.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should recognize that Weld wants to emphasize slavery's cruelest aspects. Hence, Weld would have preferred to use Document 3, with its emphasis on how hard slaves worked, on the frequent use of whippings, on the lack of rest, poor food, etc. Document 2, about a kinder slave owner, would have interested him less. Acceptable responses to the second assessment question should see that Garrison would also refer to Document 3. However, answers should recognize that Garrison would also want to use Document 2 to help make his case against slavery. In Document 2, William Towns' master did treat his slaves well. However the document makes it clear that the decision to do this was entirely his. "His slaves" had no say in the matter. Moreover, the document also provides evidence of the pressure any decent slave owner was under from others. Hence, for Garrison, the document would still reveal slavery to be a tight system of intolerable domination.

Slavery: Assessment 1

Directions: This exercise asks you to read a secondary source document and two primary source documents 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 Secondary Source

Was American slavery evil because of how cruel it was? This question may seem odd. How could a system of total control over human beings not be cruel? And yet, abolitionists in the 1840s did argue about this. For example, Theodore Weld felt it was important to focus above all on the cruelty of slavery. He stressed the slave owners' use of whips and chains as means of control; the endless hours of toil forced on men, women, children alike, all for no pay; the poor food and clothing and shelter provided; the constant terror that loved ones might be torn from their families and sold to other slave owners. On the other hand, William Lloyd Garrison said these forms of cruelty were not the only thing to focus on. He said slavery might actually at times be rather mild in its effects. In his view, slavery itself was a sin— whether the slave owner was kind or not. The “sin” was in depriving human beings of the ability to live freely and choose freely as God meant them to. In fact, there were slave owners who were kind, who did not whip their slaves, who kept them together as families and treated them almost as members of their own family. To abolitionists like Garrison this did not excuse anything. And he feared that by focusing only on cruelty, abolitionists might only encourage efforts to improve the lot of the slaves without ending slavery itself.

Source Information: This document is a secondary source account of how abolitionists differed in the way they argued against slavery. 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 era of slavery in the United States. 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.

Document 2: A Primary Source

Mr. Young didn't have to worry about his hands running away, because he wasn't a mean man like some of the slave holders was. He never spoke harshly or whipped 'em, and he didn't allow anybody else to do it either. I remember one day a fellow come from across from another farm and spoke something about Mr. Young being too easy with his servants. He said, "Them darn niggers will think they are as good as you if you keep up at the rate you're going now, Young." Mr. Young just up and told him if he ever spoke like that again he'd call his bluff. Mr. Young told him that he didn't work his people like they were oxen.

Source Information: During the Great Depression in the 1930s, more than 2,300 former slaves were interviewed by the Federal Writers' Project, a New Deal agency in the Works Progress Administration (WPA). This is a brief excerpt from one former slave, William Henry Towns, who had been enslaved in Alabama.

Source: National Humanities Center. "Enslaved Labor on Southern Plantations: Selections from the WPA interviews of formerly enslaved African Americans, 1938–1938." *The Making of African American Identity, Vol. 1, 1500–1865*. <http://www.nationalhumanitiescenter.org/pds/maai/enslavement/text5/plantationlaborwpa.pdf>.

Document 3: A Primary Source

Old Boss he sent us out in any kind of weather, rain or snow, it never mattered. We had to go to the mountains, cut wood and drag it down to the house. Many times we come in with our clothes stuck to our poor old cold bodies, but it weren't no use to try to get them dry. If the old Boss or the old Missie saw us they would yell: "Get on out of here you old black thing and get your work outta the way!" And Lordy, honey, we knew to get or else we'd get the lash. They didn't care how old or how young you were, you were never too big to get the lash. The rich white folks never did any work; they had the darkies to do it for them. In the summer, we had to work outdoors, in the winter in the house. I had to card and spin till ten o'clock. Never got much rest, and to get up at four the next morning and start again. Didn't get much to eat, neither, just a little corn bread and molasses. Lordy, honey, you can't know what a time I had. All cold and hungry. No ma'm, I ain't telling no lies. It's the gospel truth. It sure is.

Source Information: This brief excerpt is also from the collection of interviews with former slaves by the Federal Writers' Project in the 1930s. This brief excerpt is from Sarah Gudger, who was enslaved in North Carolina.

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Assessment Questions

1. Document 1 describes a difference of opinion between abolitionists Theodore Weld and William Lloyd Garrison. Documents 2 and 3 are accounts by former slaves. In speaking against slavery, Weld probably would have used Document 3, not Document 2. Why? In answering, identify three details from Document 3 that Weld would have stressed.
2. Garrison would probably have used both documents to support his view. Choose one detail from each document that backs up his point of view about slavery. Explain your choices.

Slavery Assessment 1

Advanced Level

Teacher Instructions

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

★ Key Ideas and Details

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

★ Using this Assessment

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Slavery: 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.” **Important notice: Document 2 contains a racial epithet.**

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note Weld's desire to stress slavery's cruelest aspects. Hence, he would have preferred to use Document 3, with its emphasis on the extent of the work, on the ever-present possibility of whippings, on the lack of rest, poor food, etc. Weld might also have used Document 2, but probably only to show the pressures Mr. Young was under from other, more brutal slave owners. Acceptable responses to the second assessment question should see that Garrison would also use Document 3's depiction of slavery's harsh and cruel aspects. His focus would probably have differed somewhat—for example, by claiming that slavery made abuses likely since it was such a deep sin in itself. Answers should see that Garrison would also use Document 2 to make his case against slavery. It is true William Towns' master, Mr. Young, treated his slaves well. However, Garrison would stress that this was Young's own decision entirely. “His slaves” had no say in the matter. Hence they were just as much the victims of the system's sinful deprivation of human free will. Moreover, Garrison would note the pressure Young was under from others. Hence, slavery is still revealed in this document to be a system of total domination.

Slavery: Assessment 1

Directions: This exercise asks you to read a secondary source and two primary source documents 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 Secondary Source

Was American slavery evil because of how cruel it was? This question may seem odd. How could a system of total control over human beings not be cruel? And yet, abolitionists in the 1840s did argue about this. For example, Theodore Weld felt it was important to focus above all on the cruelty of slavery. He stressed the slave owners' use of whips and chains as means of control; the endless hours of toil forced on men, women, children alike, all for no pay; the poor food and clothing and shelter provided; the constant terror that loved ones might be torn from their families and sold to other slave owners. On the other hand, William Lloyd Garrison said these forms of cruelty were not the only thing to focus on. He said slavery might actually at times be rather mild in its effects. In his view, slavery itself was a sin— whether the slave owner was kind or not. The “sin” was in depriving human beings of the ability to live freely and choose freely as God meant them to. In fact, there were slave owners who were kind, who did not whip their slaves, who kept them together as families and treated them almost as members of their own family. To abolitionists like Garrison this did not excuse anything. And he feared that by focusing only on cruelty, abolitionists might only encourage efforts to improve the lot of the slaves without ending slavery itself.

Source Information: This document is a secondary source account of how abolitionists differed in the way they argued against slavery. 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 era of slavery in the United States. 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.

Student Handout

Document 2: A Primary Source

Mr. Young didn't have to worry about his hands running away, because he wasn't a mean man like some of the slave holders was. He never spoke harshly or whipped 'em, and he didn't allow anybody else to do it either. I remember one day a fellow come from across from another farm and spoke something about Mr. Young being too easy with his servants. He said, "Them darn niggers will think they are as good as you if you keep up at the rate you're going now, Young." Mr. Young just up and told him if he ever spoke like that again he'd call his bluff. Mr. Young told him that he didn't work his people like they were oxen.

Source Information: During the Great Depression in the 1930s, more than 2,300 former slaves were interviewed by the Federal Writers' Project, a New Deal agency in the Works Progress Administration (WPA). This is a brief excerpt from one former slave, William Henry Towns, who had been enslaved in Alabama.

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Document 3: A Primary Source

Old Boss he sent us out in any kind of weather, rain or snow, it never mattered. We had to go to the mountains, cut wood and drag it down to the house. Many times we come in with our clothes stuck to our poor old cold bodies, but it weren't no use to try to get them dry. If the old Boss or the old Missie saw us they would yell: "Get on out of here you old black thing and get your work outta the way!" And Lordy, honey, we knew to get or else we'd get the lash. They didn't care how old or how young you were, you were never too big to get the lash. The rich white folks never did any work; they had the darkies to do it for them. In the summer, we had to work outdoors, in the winter in the house. I had to card and spin till ten o'clock. Never got much rest, and to get up at four the next morning and start again. Didn't get much to eat, neither, just a little corn bread and molasses. Lordy, honey, you can't know what a time I had. All cold and hungry. No ma'm, I ain't telling no lies. It's the gospel truth. It sure is.

Source Information: This brief excerpt is also from the collection of interviews with former slaves by the Federal Writers' Project in the 1930s. This brief excerpt is from Sarah Gudger, who was enslaved in North Carolina.

Source: National Humanities Center. "Enslaved Labor on Southern Plantations: Selections from the WPA interviews of formerly enslaved African Americans, 1938–1938." *The Making of African American Identity, Vol. 1, 1500–1865*. <http://www.nationalhumanitiescenter.org/pds/maai/enslavement/text5/plantationlaborwpa.pdf>.

Assessment Questions

1. In making his case against slavery, what details from Documents 2 and 3 would Theodore Weld have emphasized? Choose at least three details and explain your choices?
2. In making his case against slavery, what details would Garrison choose to emphasize from these documents? How would his choices have differed from Weld's?

Slavery Assessment 2

Basic Level

Teacher Instructions

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

★ Key Ideas and Details

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

★ Using this Assessment

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

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should see that Garrison's central claim is that America itself is responsible for putting the idea of violent rebellion into the minds of the slaves. Some may see Garrison's main point in his related comment that the slaves would be justified in using violence to end slavery. But Garrison is against such a resort to violence. Instead he returns to the idea that Walker is only following America's "own creed" by defending violent rebellion against oppression. Acceptable answers to the second assessment question should see that these examples back up this same central idea. That is, each example is of Americans supporting open rebellion, including violence, against oppression— as they themselves did in fighting the American Revolution.

Slavery: Assessment 2

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

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

A Primary Source Document

Believing, as we do, that men should never do evil that good may come ... we disapprove of the spirit and tendency of Mr. Walker's Appeal. Nevertheless, it is not for the American people as a nation to denounce it as bloody or monstrous. Mr. Walker only pays them in their own coin. He only follows their own creed. He only adopts their own language. We do not preach rebellion, no, but submission and peace. Our enemies may accuse us of striving to stir up the slaves to revenge, but their accusations are false. They are made only to excite the prejudices of the whites, and to destroy our influence. We say that the possibility of a bloody insurrection in the South fills us with dismay. And we avow, too, as plainly, that if any people were ever justified in throwing off the yoke of their tyrants, the slaves are that people. It is not we, but our guilty countrymen, who put arguments into the mouths, and swords into the hands of the slaves. Every sentence that they write, every word that they speak, every resistance that they make, against foreign oppression, is a call upon their slaves to destroy them. Every Fourth of July celebration must embitter and inflame the minds of the slaves ... [and] furnish so many reasons to the slaves why they should obtain their own rights by violence.

Source Information: David Walker was an African American abolitionist famous for his 1829 “Appeal to the Colored Citizens of the World.” Walker denounced slavery and defended the use of violence as a means to gain freedom. Part of his statement reads “they want us for their slaves, and think nothing of murdering us in order to subject us to that wretched condition—therefore, if there is an attempt made on us, kill or be killed.” Abolitionist William Lloyd Garrison wrote an editorial about Walker’s Appeal. It appeared in his magazine *The Liberator*, on January 8, 1831. The excerpt here is part of what Garrison wrote. It was accessed at <http://fair-use.org/the-liberator/1831/01/08/walkers-appeal>.

Assessment Questions

1. Garrison disapproves of Walker’s defense of violent rebellion by slaves. Yet that is not his central idea in the passage. In a sentence or two, state his central idea.
2. At the end of the passage, Garrison refers to Americans speaking against foreign oppression and celebrating the Fourth of July. How do these comments help him develop the central idea of the passage?

Slavery Assessment 2

Advanced Level

Teacher Instructions

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

★ Key Ideas and Details

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

★ Using this Assessment

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.

Slavery: 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

In answering the first assessment question, the choice of representative sentence may vary. However, acceptable responses should all recognize that Garrison's central claim is that America itself is responsible for putting the idea of violent rebellion into the minds of the slaves. Some might see this best summed up in Garrison's claim that "Mr. Walker only pays them in their own coin. He only follows their own creed. He only adopts their own language." Perhaps the clearest expression of the idea is this sentence: "It is not we, but our guilty countrymen, who put arguments into the mouths, and swords into the hands of the slaves." Acceptable answers to the second assessment question should see that these three examples back up this same central idea. Each example is of Americans supporting open rebellion, including violence, against oppression. Even Southerners themselves adopt this same idea that rebellion against oppression is justified.

Slavery: 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

Believing, as we do, that men should never do evil that good may come . . . we disapprove of the spirit and tendency of Mr. Walker's Appeal. Nevertheless, it is not for the American people as a nation to denounce it as bloody or monstrous. Mr. Walker only pays them in their own coin. He only follows their own creed. He only adopts their own language. We do not preach rebellion, no, but submission and peace. Our enemies may accuse us of striving to stir up the slaves to revenge, but their accusations are false. They are made only to excite the prejudices of the whites, and to destroy our influence. We say that the possibility of a bloody insurrection in the South fills us with dismay. And we avow, too, as plainly, that if any people were ever justified in throwing off the yoke of their tyrants, the slaves are that people. It is not we, but our guilty countrymen, who put arguments into the mouths, and swords into the hands of the slaves. Every sentence that they write, every word that they speak, every resistance that they make, against foreign oppression, is a call upon their slaves to destroy them. Every Fourth of July celebration must embitter and inflame the minds of the slaves. And the late dinners, and illuminations, and orations, and shoutings, at the south, over the downfall of the French tyrant, Charles the Tenth, furnish so many reasons to the slaves why they should obtain their own rights by violence.

Source Information: David Walker was an African American abolitionist famous for his 1829 “Appeal to the Colored Citizens of the World.” Walker denounced slavery and defended the use of violence as a means to gain freedom. Part of his statement reads “they want us for their slaves, and think nothing of murdering us in order to subject us to that wretched condition—therefore, if there is an attempt made on us, kill or be killed.” Abolitionist William Lloyd Garrison wrote an editorial about Walker’s Appeal. It appeared in his magazine *The Liberator*, on January 8, 1831. The excerpt here is part of what Garrison wrote. It was accessed at <http://fair-use.org/the-liberator/1831/01/08/walkers-appeal>.

Assessment Questions

1. Choose one single sentence from this passage that you feel best sums up its central idea. Explain your choice.
2. How do the last three sentences of the passage help develop and emphasize its central idea?

Slavery Assessment 3

Basic Level

Teacher Instructions

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

★ *Key Ideas and Details*

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

★ *Using this Assessment*

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Slavery: 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 students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that Henry Watson at first focuses on what he does not know about himself. The tone is matter-of-fact. The differences between a slave and a free person are depicted, but in a fairly neutral tone. Henry first speaks of his mother in this context. At about halfway through the passage, where Henry writes, “and when I awoke in the morning,” his narrative begins to build in a dramatic way, and its details make clear how important his relationship with his mother was. By the end of the passage, his bond with her is presented as deep and all-important. Answers to the second assessment question should see that the second half of the passage also reveals in detail the violent nature of the slave system. It describes the capture of Henry’s mother graphically, and it reveals the indifference of his owners to his desire to know the truth of what happened. Best answers should note that by unfolding these details over the course of the entire passage, rather than simply stating them as facts, Henry enables the reader to experience his own awakening to the painful truth about slavery.

Slavery: Assessment 3

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

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

A Primary Source Document

I WAS born in Virginia, about thirteen miles from Fredericksburg, as near as I can now recollect, in the year 1813. Mother was a slave, and belonged to a man by the name of Bibb, whose Christian name I cannot remember. My mother was called Letty. Slaves seldom have but one name; and I never heard her called by any other. I was at that time called Bill. I never had any brother or sister, that I know of. Like the most of my brothers in bondage, I have no correct account of my age. Slaves keep the birth of their children by the different seasons of the year. Children often ask their parents their age. The answer is, “this planting corn time, you are six, eight, or ten,” just as it may happen to be; but even this knowledge was I deprived of by my master, who was one of those proud Virginians, whose principal business was to raise slaves for the market; though I was permitted to remain with my mother on his plantation until I was about eight years of age. My mother was the cook at what slaves call the great house. I was allowed to remain with her at the house. The last I time saw her, she placed me on the bed, which was in a room adjoining the kitchen, and bid me go to sleep, saying that she would be back again in a few moments. I did so; and when I awoke in the morning I found myself in the great house, wrapped up in a blanket, before the fire. I could not account for this change that had been made with me through the night. I asked for my mother, but no one spoke. I went out into the kitchen, where she used to work. She was not there, and it was evident to me, that she was gone; where, I knew not. I returned to the house, and implored my mistress, with tears in my eyes, to tell me where my mother had gone. She refused, though a mother herself, to give me any satisfaction whatever. Every exertion was made on my part to find her, or hear some tidings of her; but all my efforts were unsuccessful; and from that day have never seen or heard from her. This cruel separation brought on a fit of sickness, from which they did not expect I would recover. The old slave-woman who took care of me during my sickness, by way of consolation, gave me as much information as she could about my mother’s being taken away. She told me that a slave-dealer drove to the door in a buggy, and my mother was sent for to come into the house; when, getting inside, she was knocked down, tied, and thrown into the buggy, and carried away. As the old woman related these things to me, I felt as if all hope was gone; that I was forsaken and alone in this world. More forcibly did I then feel the galling chains of slavery, the cruelty and barbarism arising from it, than I ever have since. I resolved, however, to bear with all patiently, till I became large enough to run away, and search for my mother.

Source Information: This excerpt is adapted from the opening pages of the *Narrative of Henry Watson, A Fugitive Slave* (Boston, Bela Marsh, 1848) pp. 5–6. Available from the Boston Public Library Anti-Slavery Collection, accessed online through the Internet Archive at <http://archive.org/details/narrativeofhenry00wats>.

Slavery Assessment 3

Advanced Level

Teacher Instructions

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

★ *Key Ideas and Details*

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

★ *Using this Assessment*

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Slavery: 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 students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note several points where Henry Watson reveals details about the slave system. At first, these are fairly matter-of-fact comments about what Henry does not really know about himself. Answers should detect the shift in focus and tone about halfway through the passage, with increasingly graphic details about slavery. Henry awakes to find himself moved and unable to find his mother; no one tells him what happened despite his desperation; he becomes sick; finally another slave describes in detail the violence of his mother's capture and its permanence. Instead of a statement about slavery's violence in general, we are helped to experience its unfolding impact on a young boy. The effect of the passage is to deepen our understanding of slavery by showing how it was experienced by one individual. Answers to the second assessment question should note that, as the passage unfolds, Henry's strong bond with his mother is made clearer by his panic at her disappearance and his misery as he realizes what happened to her. In this process, his owners, described at first merely as those who own him, are revealed as people who brutally capture his mother and who refuse even to tell Henry what happened to her. Best answers will note that by revealing these details in narrative form rather than simply stating them as facts, Henry Watson enables the reader to experience his own awakening to the painful truth about slavery.

Slavery: Assessment 3

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

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

A Primary Source Document

I WAS born in Virginia, about thirteen miles from Fredericksburg, as near as I can now recollect, in the year 1813. Mother was a slave, and belonged to a man by the name of Bibb, whose Christian name I cannot remember. My mother was called Letty. Slaves seldom have but one name; and I never heard her called by any other. I was at that time called Bill. I never had any brother or sister, that I know of. Like the most of my brothers in bondage, I have no correct account of my age. Slaves keep the birth of their children by the different seasons of the year. Children often ask their parents their age. The answer is, "this planting corn time, you are six, eight, or ten," just as it may happen to be; but even this knowledge was I deprived of by my master, who was one of those proud Virginians, whose principal business was to raise slaves for the market; though I was permitted to remain with my mother on his plantation until I was about eight years of age. My mother was the cook at what slaves call the great house. I was allowed to remain with her at the house. The last time I saw her, she placed me on the bed, which was in a room adjoining the kitchen, and bid me go to sleep, saying that she would be back again in a few moments. When I awoke in the morning I found myself in the great house, wrapped up in a blanket, before the fire. I could not account for this change that had been made with me through the night. I asked for my mother, but no one spoke. I went out into the kitchen, where she used to work. She was not there, and it was evident to me, that she was gone; where, I knew not. I returned to the house, and implored my mistress, with tears in my eyes, to tell me where my mother had gone. She refused, though a mother herself, to give me any satisfaction whatever. I made every exertion to find her, or hear some tidings of her. All my efforts were unsuccessful, and from that day I have never seen or heard from her. This cruel separation brought on a fit of sickness, from which they did not expect I would recover. To console me, the old slave-woman who took care of me during my sickness gave me as much information as she could about my mother's being taken away. She told me a slave-dealer drove to the door in a buggy, and my mother was sent for to come into the house. When there, she was knocked down, tied, thrown into the buggy, and carried away. As the old woman related these things to me, I felt as if all hope was gone; that I was forsaken and alone in this world. More forcibly did I then feel the galling chains of slavery, the cruelty and barbarism arising from it, than I ever have since. I resolved, however, to bear with all patiently, till I became large enough to run away, and search for my mother.

Source Information: This excerpt is adapted from the opening pages of the *Narrative of Henry Watson, A Fugitive Slave* (Boston, Bela Marsh, 1848) pp. 5–6. Available from the Boston Public Library Anti-Slavery Collection, accessed online through the Internet Archive at <http://archive.org/details/narrativeofhenry00wats>.

Slavery Assessment 4

Basic Level

Teacher Instructions

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

★ *Craft and Structure*

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

★ *Using this Assessment*

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

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should translate these phrases into ordinary language of a sort that would allow a reader to see clearly the basic details of the law and how it would affect both the fugitive slave and those who might assist that slave. They should then be able to use their translations in answering the second assessment question in a brief paragraph such as this one:

Section 6: *When any slave anywhere in the United States escapes, the slave's owner may pursue and capture this fugitive. The owner can do this either by getting a legal warrant permitting such capture or by seizing the fugitive first and then taking him to a court to get its approval. If ownership of the slave can be proved, the slave can be taken back by the owner. And in no trial or hearing on this matter can the alleged fugitive offer evidence in his or her defense.* **Section 7:** *Anyone who knowingly interferes with the arrest of a fugitive slave, hides that slave, or helps the slave escape shall be subject to a fine or imprisonment, and shall pay the slave's owner \$1,000 per escaped slave.*

Slavery: Assessment 4

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

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

A Primary Source Document

Section 6: *And be it further enacted, That when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such labor or service may be due ... may pursue and reclaim such fugitive person, either by procuring a warrant from some one of the courts, judges or commissioners aforesaid, ... or by seizing and arresting such fugitive, where the same can be done without process, and by taking, or causing such person to be taken, forthwith before such court, judge, or commissioner ... and upon satisfactory proof being made ... to use such reasonable force and restraint as may be necessary, under the circumstances of the case, to take and remove such fugitive person back to the State or Territory whence he or she may have escaped as aforesaid. In no trial or hearing under this act shall the testimony of such alleged fugitive be admitted in evidence ...*

Section 7: *And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant ... from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant ... or shall aid, abet, or assist such person ... to escape from such claimant ... or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months ... and shall moreover forfeit and pay, by way of civil damages to the party injured by such illegal conduct, the sum of one thousand dollars for each fugitive so lost as aforesaid, to be recovered by action of debt .*

Source Information: A new, stronger fugitive slave law was passed as part of the Compromise of 1850, which aimed to settle slavery issues arising out of the Mexican War. However, the new Fugitive Slave Law only added to tensions between North and South. This stronger law forced Northerners to help slave owners recover runaway slaves. This especially outraged abolitionists as well as many others in the North. These excerpts are from this Fugitive Slave Law of 1850. They can be accessed at <http://www.let.rug.nl/usa/documents/1826-1850/excerpts-from-the-fugitive-slave-act-1850.php>.

Slavery Assessment 4

Teacher Instructions

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

★ Craft and Structure

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

★ Using this Assessment

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

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should translate the underlined phrases into ordinary language for use in a brief paragraph such as this one:

Section 6: *When any slave anywhere in the United States escapes, the slave's owner may pursue and capture this fugitive. The owner can do this either by getting a legal warrant permitting such capture or by seizing the fugitive first and then taking him to a court to get its approval. If ownership of the slave can be proved, the slave can be taken back by the owner. And in no trial or hearing on this matter, can the alleged fugitive offer evidence in his or her defense.* **Section 7:** *Anyone who knowingly interferes with the arrest of a fugitive slave, hides that slave, or helps the slave escape shall be subject to a fine or imprisonment, and shall pay the slave's owner \$1,000 per escaped slave.*

Answers to the second assessment question may vary. Some could focus reasonably on the advantages slave owners had in capturing slaves: they needed no warrant in advance, the alleged fugitive could not offer testimony; people in free states had to help capture the fugitive, etc. Some might focus especially on Section 7's effort to prevent anyone from aiding an escaped slave. Even people with no strong feelings about slavery objected to the demands this law placed on them and their own state officials to support the slave system of the South.

Slavery: Assessment 4

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

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

A Primary Source Document

Section 6: *And be it further enacted, That when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such labor or service may be due ... may pursue and reclaim such fugitive person, either by procuring a warrant from some one of the courts, judges or commissioners aforesaid, ... or by seizing and arresting such fugitive, where the same can be done without process, and by taking, or causing such person to be taken, forthwith before such court, judge, or commissioner ... and upon satisfactory proof being made ... to use such reasonable force and restraint as may be necessary, under the circumstances of the case, to take and remove such fugitive person back to the State or Territory whence he or she may have escaped as aforesaid. In no trial or hearing under this act shall the testimony of such alleged fugitive be admitted in evidence ...*

Section 7: *And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant ... from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant ... or shall aid, abet, or assist such person ... to escape from such claimant ... or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months ... and shall moreover forfeit and pay, by way of civil damages to the party injured by such illegal conduct, the sum of one thousand dollars for each fugitive so lost as aforesaid, to be recovered by action of debt .*

Source Information: A new, stronger fugitive slave law was passed as part of the Compromise of 1850, which aimed to settle slavery issues arising out of the Mexican War. However, the new Fugitive Slave Law only added to tensions between North and South. This stronger law forced Northerners to help slave owners recover runaway slaves. This especially outraged abolitionists as well as many others in the North. These excerpts are from this Fugitive Slave Law of 1850. They can be accessed at <http://www.let.rug.nl/usa/documents/1826-1850/excerpts-from-the-fugitive-slave-act-1850.php>.

Slavery Assessment 5

Basic Level

Teacher Instructions

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

★ *Craft and Structure*

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

★ *Using this Assessment*

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

★ *Evaluating Student Responses to this Assessment*

The acceptable responses to the first assessment question should identify the passage as basically structured around a "compare and contrast" theme in which Douglass contrasts the freedom of the ships in Chesapeake Bay with his own misery and confinement as a slave. This is most obvious in the pairings he uses in the first half of the second paragraph—starting with, "You are loosed from your moorings, and are free; I am fast in my chains, and am a slave!" This contrast is also sustained less obviously throughout the entire passage, as in Douglass's thoughts about how he would be free if he could go one hundred miles north, just like the steamships heading northeast. As to the second assessment question, answers should note the stark contrast Douglass is able to make vividly by contrasting the freedom of the ships at sea to his own locked-in-place confinement in a narrow, unchanging life of slavery.

Slavery: Assessment 5

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

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

A Primary Source Document

Our house stood within a few rods of the Chesapeake Bay, whose broad bosom was ever white with sails from every quarter of the habitable globe. Those beautiful vessels, robed in purest white, so delightful to the eye of freemen, were to me so many shrouded ghosts, to terrify and torment me with thoughts of my wretched condition ... The sight of these always affected me powerfully. My thoughts would compel utterance; and there, with no audience but the Almighty, I would pour out my soul's complaint, in my rude way, with an apostrophe to the moving multitude of ships:

"You are loosed from your moorings, and are free; I am fast in my chains, and am a slave! You move merrily before the gentle gale, and I sadly before the bloody whip! You are freedom's swift-winged angels, that fly round the world; I am confined in bands of iron! O that I were free! O, that I were on one of your gallant decks, and under your protecting wing! Alas! betwixt me and you, the turbid waters roll. Go on, go on. O that I could also go! Could I but swim! If I could fly! O, why was I born a man, of whom to make a brute! The glad ship is gone; she hides in the dim distance. I am left in the hottest hell of unending slavery. O God, save me! God, deliver me! Let me be free! Is there any God? Why am I a slave? I will run away. I will not stand it. Get caught, or get clear, I'll try it. I had as well die with ague as the fever. I have only one life to lose. I had as well be killed running as die standing. Only think of it; one hundred miles straight north, and I am free! Try it? Yes! God helping me, I will. It cannot be that I shall live and die a slave. I will take to the water. This very bay shall yet bear me into freedom. The steamboats steered in a north-east course from North Point. I will do the same; and when I get to the head of the bay, I will turn my canoe adrift, and walk straight through Delaware into Pennsylvania ... It may be that my misery in slavery will only increase my happiness when I get free. There is a better day coming."

Source Information: Frederick Douglass was perhaps the most important African American abolitionist in the years before and during the Civil War. Douglass was born a slave in Maryland, but later escaped to freedom. In 1845, he published his autobiography, *The Narrative of the Life of Frederick Douglass, an American Slave*. This excerpt is adapted from Chapter 10 of that book. In the passage, Douglass describes his thoughts while gazing out onto Chesapeake Bay from the plantation where he was then living. The passage can be accessed online at <http://www.gutenberg.org/files/23/23-h/23-h.htm#link2HCH0010>.

Assessment Questions

1. “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.*
- *Problem/Solution: A problem or question is presented and a solution or series of steps in a solution follows.*
- *Cause and Its Effects: A pattern showing what factors caused an effect or set of effects.*

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

2. Why does this particular text structure help Douglass emphasize dramatically the painfulness of his enslaved condition?

Slavery Assessment 5

Advanced Level

Teacher Instructions

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

★ *Craft and Structure*

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

★ *Using this Assessment*

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Slavery: 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 students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

The acceptable responses to the first assessment question should identify the passage as mainly based on a "compare and contrast" structure. Douglass contrasts the freedom of the ships in Chesapeake Bay with his own misery and confinement as a slave. This is most obvious in the pairings he uses in the first half of the second paragraph—starting with, "You are loosed from your moorings, and are free; I am fast in my chains, and am a slave!" However, this comparison is also continually referred to throughout the entire passage. As to the second assessment question, answers should note the way images of water and the sea dramatize the concepts of mobility and freedom in contrast to the lot of the slave—for example, the vivid contrast when Douglass addresses the ships as "freedom's swift-winged angels, that fly round the world; I am confined in bands of iron."

Slavery: Assessment 5

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

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

A Primary Source Document

Our house stood within a few rods of the Chesapeake Bay, whose broad bosom was ever white with sails from every quarter of the habitable globe. Those beautiful vessels, robed in purest white, so delightful to the eye of freemen, were to me so many shrouded ghosts, to terrify and torment me with thoughts of my wretched condition ... The sight of these always affected me powerfully. My thoughts would compel utterance; and there, with no audience but the Almighty, I would pour out my soul's complaint, in my rude way, with an apostrophe to the moving multitude of ships:

"You are loosed from your moorings, and are free; I am fast in my chains, and am a slave! You move merrily before the gentle gale, and I sadly before the bloody whip! You are freedom's swift-winged angels, that fly round the world; I am confined in bands of iron! O that I were free! O, that I were on one of your gallant decks, and under your protecting wing! Alas! betwixt me and you, the turbid waters roll. Go on, go on. O that I could also go! Could I but swim! If I could fly! O, why was I born a man, of whom to make a brute! The glad ship is gone; she hides in the dim distance. I am left in the hottest hell of unending slavery. O God, save me! God, deliver me! Let me be free! Is there any God? Why am I a slave? I will run away. I will not stand it. Get caught, or get clear, I'll try it. I had as well die with ague as the fever. I have only one life to lose. I had as well be killed running as die standing. Only think of it; one hundred miles straight north, and I am free! Try it? Yes! God helping me, I will. It cannot be that I shall live and die a slave. I will take to the water. This very bay shall yet bear me into freedom. The steamboats steered in a north-east course from North Point. I will do the same; and when I get to the head of the bay, I will turn my canoe adrift, and walk straight through Delaware into Pennsylvania ... It may be that my misery in slavery will only increase my happiness when I get free. There is a better day coming."

Source Information: Frederick Douglass was perhaps the most important African American abolitionist in the years before and during the Civil War. Douglass was born a slave in Maryland, but later escaped to freedom. In 1845, he published his autobiography, *The Narrative of the Life of Frederick Douglass, an American Slave*. This excerpt is adapted from Chapter 10 of that book. In the passage, Douglass describes his thoughts while gazing out onto Chesapeake Bay from the plantation where he was then living. The passage can be accessed online at <http://www.gutenberg.org/files/23/23-h/23-h.htm#link2HCH0010>.

Slavery Assessment 6

Basic Level

Teacher Instructions

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

★ *Craft and Structure*

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

★ *Using this Assessment*

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Slavery: 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 Document 1 directly states that when a slave sings, laughs, and dances, this is evidence of “a mind conscious of a want, and striving to satisfy it, rather than one rejoicing in a full supply.” In other words, such slaves are not happy, but simply trying to cope. As the slave quoted at the end puts it about her work: “No part is pleasant. We forced to do it.” Acceptable answers to the second assessment question may vary. In Document 2, Lincoln never explicitly passes judgment as the author in Document 1 does. Some may feel that Lincoln expresses no point of view at all about the slaves he describes in such a seemingly matter-of-fact way. However, others may note the many vivid details he includes about the harsh reality of the scene—for example, a slave separated from his wife simply for being “overly fond” of her. Could Lincoln be truly indifferent when he includes such details? Many may see his point of view as similar to Document 1 in his claim that God “renders the worst of human conditions tolerable.” A key point is that a source may reveal its point of view without using emotional language or overt statements of opinion or judgment.

Slavery: Assessment 6

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

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

Document 1: A Primary Source

But we are further told that slaves show by their actions that they are happy. They sing, laugh, dance, and make merry. He is a shallow student of human nature who does not understand this, that mirth is often rather the effort of the mind to throw off trouble than the evidence of happiness. It shows that a man wishes to be happy, and is trying for it, and is oftener the means of use to get it than the proof that it exists; and as to singing, why do prisoners sing in jails? We have all heard them. Does it prove solitary cells a paradise? Do jail walls, dingy light, and solitude make men so happy that they sing for joy? They sing to make pleasure for themselves, not to give vent to it. Their singing indicates a mind seeking amusement, rather than one content with what it has—a mind conscious of a want, and striving to satisfy it, rather than one rejoicing in a full supply. In illustration of this we insert a fact from Dr. Channing of Boston.

"I once passed a colored woman at work on a plantation, who was singing apparently with animation, and whose general manners would have led me to set her down as the happiest of the gang. I said to her, your work seems pleasant to you. She replied, no, massa. Supposing that she referred to something particularly disagreeable in her immediate occupations, I said to her, tell me then, what part of your work is not pleasant. She answered with emphasis, "No part is pleasant. We forced to do it."

Source Information: This excerpt is adapted from *The Light and Truth of Slavery: Aaron's History* (Worcester, MA, 1845), pp. 12–13. This was an abolitionist account of the life of a slave named Aaron. Available from the Boston Public Library Anti-Slavery Collection, accessed online through the Internet Archive at <http://archive.org/details/lighttruthofslav00aaro>.

Document 2: A Primary Source

Miss Mary Speed, Louisville, Ky.

MY FRIEND: By the way, a fine example was presented on board the boat for contemplating the effect of condition upon human happiness. A gentleman had purchased twelve negroes in different parts of Kentucky, and was taking them to a farm in the South. They were chained six and six together. A small iron clevis was around the left wrist of each, and this fastened to the main chain by a shorter one, at a convenient distance from the others, so that the negroes were strung together precisely like so many fish upon a trotline. In this condition they were being separated forever from the scenes of their childhood, their friends, their fathers and mothers, and brothers and sisters, and many of them from their wives and children, and going into perpetual slavery where the lash of the master is proverbially more ruthless and unrelenting than any other; and yet amid all these distressing circumstances, as we would think them, they were the most cheerful and apparently happy creatures on board. One, whose offence for which he had been sold was an over-fondness for his wife, played the fiddle almost continually, and the others danced, sang, cracked jokes, and played various games with cards from day to day. How true it is that 'God tempers the wind to the shorn lamb,' or in other words, that he renders the worst of human conditions tolerable, while he permits the best to be nothing better than tolerable ...

Your sincere friend, A. LINCOLN.

Source Information: This document is a portion of a letter Abraham Lincoln wrote to Mary Speed, dated September 27, 1841. Mary Speed was the half-sister of Lincoln's best friend Joshua Speed. Lincoln and Joshua Speed remained friends through the Civil War even though they disagreed about slavery. Mary was probably also sympathetic to slavery.

Source: Lincoln, Abraham. *The Papers and Writings of Abraham Lincoln*. Edited by Arthur Brooks Lapsley. Constitutional Edition. New York: G.P. Putnam's Sons. <http://www.gutenberg.org/files/2653/2653-h/2653-h.htm>.

Assessment Questions

1. Both of these documents deal with the fact that slaves sometimes seemed happy despite being enslaved. Document 1 clearly does not approve of slavery, nor does it think slaves are truly happy as slaves. What specific points in the passage make this clear?

2. Some people say Lincoln's letter (Document 2) agrees completely with Document 1. Others are not so sure. What do you think? Does Lincoln's letter show how cruel slavery actually is? Or does Lincoln make excuses for slavery by describing the slaves as happy with their lot? Cite one or two parts of the letter to support your claim.

Slavery Assessment 6

Advanced Level

Teacher Instructions

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

★ *Craft and Structure*

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

★ *Using this Assessment*

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

Slavery: 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. All should note that both documents do deal with the same puzzling fact that slaves sometimes seemed to be quite cheerful. Both documents find this hard to understand and try to explain it. However, some may feel that Document 1 is much blunter in rejecting the idea that the slaves really are content. Some may feel Lincoln is too ready to accept that God makes it easy for slaves to accept their lot. Acceptable answers to the second assessment question may vary. Lincoln never explicitly passes judgment. Some may decide he expresses no point of view at all about the slaves he describes. However, others could note his many vivid details stressing the harsh reality of the scene—the way the slaves are chained and strung together, for example, or the sorrow of their many separations from family and friends, such as the slave separated from his wife simply for being “overly fond” of her. Many may see his point of view as similar to that of Document 1 in its claim that God “renders the worst of human conditions tolerable.” The best responses should show some awareness that a source may reveal its point of view without using emotional language or overt statements of opinion or judgment.

Slavery: Assessment 6

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

CSS 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

But we are further told that slaves show by their actions that they are happy. They sing, laugh, dance, and make merry. He is a shallow student of human nature who does not understand this, that mirth is often rather the effort of the mind to throw off trouble than the evidence of happiness. It shows that a man wishes to be happy, and is trying for it, and is oftener the means of use to get it than the proof that it exists; and as to singing, why do prisoners sing in jails? We have all heard them. Does it prove solitary cells a paradise? Do jail walls, dingy light, and solitude make men so happy that they sing for joy? They sing to make pleasure for themselves, not to give vent to it. Their singing indicates a mind seeking amusement, rather than one content with what it has—a mind conscious of a want, and striving to satisfy it, rather than one rejoicing in a full supply. In illustration of this we insert a fact from Dr. Channing of Boston.

"I once passed a colored woman at work on a plantation, who was singing apparently with animation, and whose general manners would have led me to set her down as the happiest of the gang. I said to her, your work seems pleasant to you. She replied, no, massa. Supposing that she referred to something particularly disagreeable in her immediate occupations, I said to her, tell me then, what part of your work is not pleasant. She answered with emphasis, "No part pleasant. We forced to do it."

Source Information: This excerpt is adapted from *The Light and Truth of Slavery: Aaron's History* (Worcester, MA, 1845), pp. 12–13. This was an abolitionist account of the life of a slave named Aaron. Available from the Boston Public Library Anti-Slavery Collection, accessed online through the Internet Archive at <http://archive.org/details/lighttruthofslav00aaro>.

Student Handout

Document 2: A Primary Source

Miss Mary Speed, Louisville, Ky.

MY FRIEND: By the way, a fine example was presented on board the boat for contemplating the effect of condition upon human happiness. A gentleman had purchased twelve negroes in different parts of Kentucky, and was taking them to a farm in the South. They were chained six and six together. A small iron clevis was around the left wrist of each, and this fastened to the main chain by a shorter one, at a convenient distance from the others, so that the negroes were strung together precisely like so many fish upon a trotline. In this condition they were being separated forever from the scenes of their childhood, their friends, their fathers and mothers, and brothers and sisters, and many of them from their wives and children, and going into perpetual slavery where the lash of the master is proverbially more ruthless and unrelenting than any other; and yet amid all these distressing circumstances, as we would think them, they were the most cheerful and apparently happy creatures on board. One, whose offence for which he had been sold was an over-fondness for his wife, played the fiddle almost continually, and the others danced, sang, cracked jokes, and played various games with cards from day to day. How true it is that 'God tempers the wind to the shorn lamb,' or in other words, that he renders the worst of human conditions tolerable, while he permits the best to be nothing better than tolerable ...

Your sincere friend, A. LINCOLN.

Source Information: This document is a portion of a letter Abraham Lincoln wrote to Mary Speed, dated September 27, 1841. Mary Speed was the half-sister of Lincoln's best friend Joshua Speed. Lincoln and Joshua Speed remained friends through the Civil War even though they disagreed about slavery. Mary was probably also sympathetic to slavery.

Source: Lincoln, Abraham. *The Papers and Writings of Abraham Lincoln*. Edited by Arthur Brooks Lapsley. Constitutional Edition. New York: G.P. Putnam's Sons. <http://www.gutenberg.org/files/2653/2653-h/2653-h.htm>.

Assessment Questions

1. Both of these documents touch on the same issue. Describe that issue and explain why you do or do not think the documents share basically the same point of view about it. Cite specific details from each document to make your case.
2. Some readers say Lincoln's matter-of-fact tone shows he does not really feel much sympathy for the slaves he describes. Others say his description alone is enough of a criticism of the harshness of slavery? With which view do you agree more? Explain your answer by citing some specific details from Lincoln's letter.

Slavery Assessment 7

Basic Level

Teacher Instructions

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

★ Integration of Knowledge and Ideas

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

★ Using this Assessment

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.

Slavery: 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

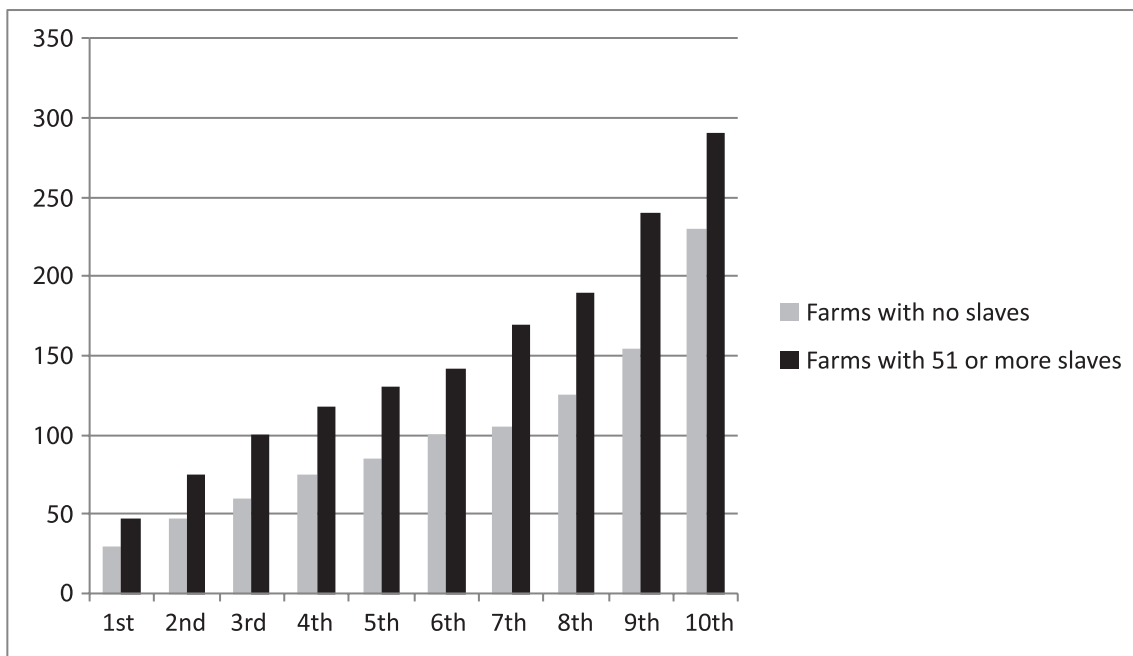
Acceptable responses to the first assessment question should show an understanding of the graph's results, using the graph itself and the source information. They should be able to conclude that for each pairing of farms, the slave plantations were more productive on average than the farms without slaves. This will surprise some, especially if they think slavery was a terribly inefficient system, speaking in purely economic terms. Answers to the second assessment question should see that Document 2 is actually at odds with the graph. It claims that, for a variety of reasons, slaves were not an efficient labor force compared with free, white workers. Yet the graph shows that slave labor was in fact quite efficient. Document 3 does suggest one reason for this. It describes the very harsh and very strict gang system of many plantations, resulting in a fast pace of production that made slave labor very efficient.

Slavery: Assessment 7

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

CCS Standard 7: 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 Table



Source Information: This chart compares two kinds of farms in the South in 1860—farms with no slaves and larger plantations with 51 or more slaves. The numbers on the left side of the chart are a production index. This index is a measure of how productive each group of farms was. The farms are grouped in tenths, from the least productive tenth to the most productive tenth. This table is adapted from one published in Robert William Fogel, *Without Consent or Contract: The Rise and Fall of American Slavery* (New York: W. W. Norton, 1989), p.76.

Document 2: A Written Primary Source

Slavery is the source of indolence, and destructive of all industry, which in times past among the wise has ever been regarded as the first friend of religion, morality, and happiness. The poor despise labor, because slavery makes it degrading. The mass of slaveholders are idlers.

It is destructive of all mechanical excellence. The free states build ships and steam cars for the nations of the world. The slave states import the handles for their axes—these primitive tools of the architect. The educated population will not work at all. The uneducated must work without science, and of course without skill.

It induces national poverty. Slaves consume more and produce less than freemen.

Here in the South are three millions of slaves, doing only about one-half of the effective work of the same number of whites in the North, because they are not so skilful, so energetic, and above all, have not the stimulus of self-interest, as the whites. Next they waste as much again through carelessness and design.

Source Information: Cassius Marcellus Clay was a Southern abolitionist. He argued that slavery was not only morally wrong but also harmful to the economy of the South. This document includes excerpts from a long letter he wrote to the *New-York Tribune*. The letter, titled “Slavery! The Evil—The Remedy,” can be found in *The Writings of Cassius Marcellus Clay, Speeches and Addresses* (New York, Harper & Brothers, 1848), pp. 204–205 and 224. Available online from the Internet Archive, accessed at http://archive.org/stream/writingsofcassiu00inclay/writingsofcassiu00inclay_djvu.txt.

Student Handout

Document 3: A Written Primary Source

We all lived in a little two-room log cabin just off the Big House. Life wasn't ever much for us, because we had to work and slave all the time.

Massa Jim had about one of the biggest plantations in the section. I guess he had nigh onto a hundred blacks on the place ...

The folks nowadays are always complaining about how they are having such hard times, but they just don't know nothing. They should have come up when I did and they'd see how now they are living just like kings and queens. They don't know what it's like to have to keep up with the leader. You know there was always somebody that could work faster than the rest of the folks, and this fellow was always the leader. And everybody else was supposed to keep up with him or her, whoever it was. If you didn't keep up with the leader you got a good thrashing when you got home at night. It was always good and dark when the hands got in from the field. Of course, if there was a lady that had a baby at home, she could leave just a little before the sun set.

Young kids nowadays don't know what it is to be punished. They think if they get a little whipping from their mammy now that they've been punished terrible. They should of had to follow the leader for one day and see how they'd be punished if they got too far behind. The biggest thing that we were punished for was not keeping up ... We worked all day, every day except some Saturdays, we had a half day off. We didn't get many, and only when we asked for them. On Sundays we just laid around most all day.

Source Information: This excerpt is adapted from an interview with a former slave by the Federal Writers' Project, a New Deal agency in the Works Progress Administration (WPA). The interview was with Mary Ella Grandberry, who was enslaved in Alabama.

Source: National Humanities Center. "Enslaved Labor on Southern Plantations: Selections from the WPA interviews of formerly enslaved African Americans, 1938–1938." *The Making of African American Identity, Vol. 1, 1500–1865*. <http://www.nationalhumanitiescenter.org/pds/maai/enslavement/text5/plantationlaborwpa.pdf>.

Assessment Questions

1. Document 1 is a chart comparing two types of Southern farms. It shows how productive each type of farm was in 1860, on the eve of the Civil War. Which set of farms appears to have been more productive? Does this fact surprise you? Why or why not?
2. Of Documents 2 and 3, which one is better at suggesting one possible reason for the results shown by the chart in Document 1? Explain your answer.

Slavery Assessment 7

Advanced Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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.

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

★ *Evaluating Student Responses to this Assessment*

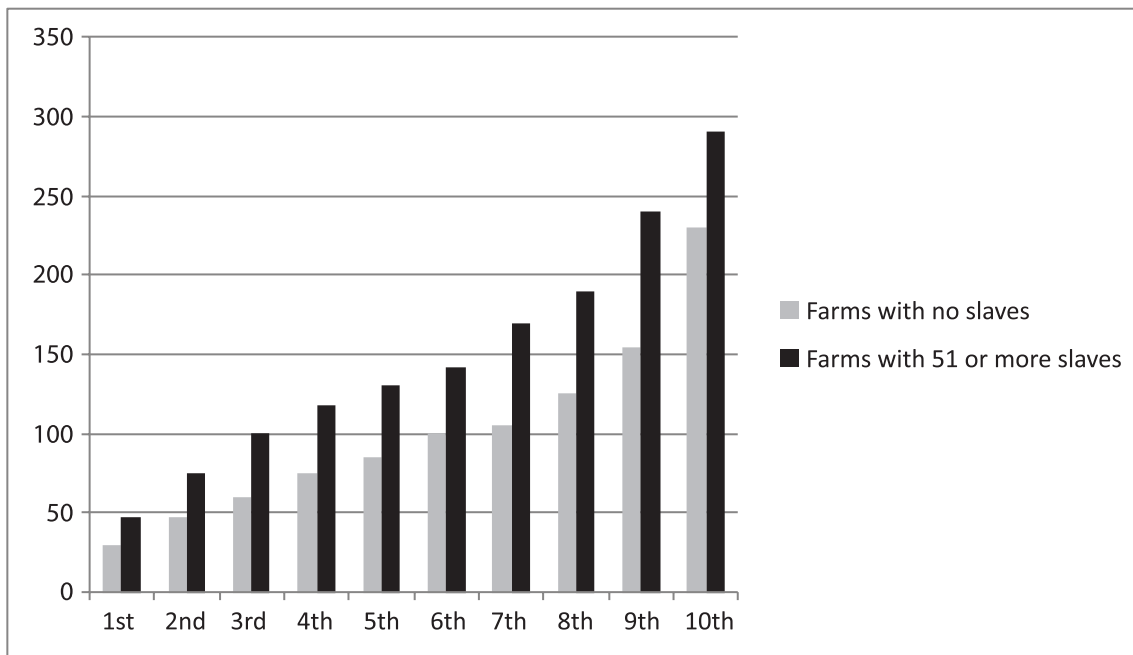
Acceptable responses to the first assessment question should be able to explain that for each pairing of farms on the bar chart, the slave plantations were more productive on average than the farms without slaves. They should then identify Document 2 as basically at odds with the graph. That is, it depicts slaves as an inefficient labor force compared with free, white workers, whereas the graph suggests slave labor was in fact quite efficient. Document 3, however, is basically consistent with the graph. It describes the harsh and very strict gang system of many plantations where a fast pace of production was one factor making slave labor quite efficient indeed. Answers to the second assessment question should see that these documents overall do not support this theory. Documents 1 and 3 suggest that slavery in the South was highly productive even on the eve of the Civil War. Document 2 does claim that slave labor will weaken the South, but the other two documents undercut that view. Document 2 also undercuts its own view by showing bias about the inferiority of blacks, a bias that could raise doubts about the reliability of its economic judgment in general.

Slavery: Assessment 7

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



Source Information: This chart compares two kinds of farms in the South in 1860—farms with no slaves and larger plantations with 51 or more slaves. The numbers on the left side of the chart are a production index. This index is a measure of how productive each group of farms was. The farms are grouped in tenths, from the least productive tenth to the most productive tenth. This table is adapted from one published in Robert William Fogel, *Without Consent or Contract: The Rise and Fall of American Slavery* (New York: W. W. Norton, 1989), p.76.

Document 2: A Written Primary Source

Slavery is the source of indolence, and destructive of all industry, which in times past among the wise has ever been regarded as the first friend of religion, morality, and happiness. The poor despise labor, because slavery makes it degrading. The mass of slaveholders are idlers.

It is destructive of all mechanical excellence. The free states build ships and steam cars for the nations of the world. The slave states import the handles for their axes—these primitive tools of the architect. The educated population will not work at all. The uneducated must work without science, and of course without skill.

It induces national poverty. Slaves consume more and produce less than freemen.

Here in the South are three millions of slaves, doing only about one-half of the effective work of the same number of whites in the North, because they are not so skilful, so energetic, and above all, have not the stimulus of self-interest, as the whites. Next they waste as much again through carelessness and design.

Source Information: Cassius Marcellus Clay was a Southern abolitionist. He argued that slavery was not only morally wrong but also harmful to the economy of the South. This document includes excerpts from a long letter he wrote to the *New-York Tribune*. The letter, titled “Slavery! The Evil—The Remedy,” can be found in *The Writings of Cassius Marcellus Clay, Speeches and Addresses* (New York, Harper & Brothers, 1848), pp. 204–205 and 224. Available online from the Internet Archive, accessed at http://archive.org/stream/writingsofcassiu00inclay/writingsofcassiu00inclay_djvu.txt.

Student Handout

Document 3: A Written Primary Source

We all lived in a little two-room log cabin just off the Big House. Life wasn't ever much for us, because we had to work and slave all the time.

Massa Jim had about one of the biggest plantations in the section. I guess he had nigh onto a hundred blacks on the place ...

The folks nowadays are always complaining about how they are having such hard times, but they just don't know nothing. They should have come up when I did and they'd see how now they are living just like kings and queens. They don't know what it's like to have to keep up with the leader. You know there was always somebody that could work faster than the rest of the folks, and this fellow was always the leader. And everybody else was supposed to keep up with him or her, whoever it was. If you didn't keep up with the leader you got a good thrashing when you got home at night. It was always good and dark when the hands got in from the field. Of course, if there was a lady that had a baby at home, she could leave just a little before the sun set.

Young kids nowadays don't know what it is to be punished. They think if they get a little whipping from their mammy now that they've been punished terrible. They should of had to follow the leader for one day and see how they'd be punished if they got too far behind. The biggest thing that we were punished for was not keeping up ... We worked all day, every day except some Saturdays, we had a half day off. We didn't get many, and only when we asked for them. On Sundays we just laid around most all day.

Source Information: This excerpt is adapted from an interview with a former slave by the Federal Writers' Project, a New Deal agency in the Works Progress Administration (WPA). The interview was with Mary Ella Grandberry, who was enslaved in Alabama.

Source: National Humanities Center. "Enslaved Labor on Southern Plantations: Selections from the WPA interviews of formerly enslaved African Americans, 1938–1938." *The Making of African American Identity, Vol. 1, 1500–1865*. <http://www.nationalhumanitiescenter.org/pds/maai/enslavement/text5/plantationlaborwpa.pdf>.

Assessment Questions

1. Briefly interpret the results of the chart in Document 1 and explain how each of the other documents does or does not help explain those results.

2. Some historians have said that slavery in the South was an economic failure and would in time die out on its own. How much support do these documents provide for that theory? Explain your answer.

Slavery Assessment 8

Basic Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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.

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

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should note especially the second half of Hammond's second paragraph. There, he compares slaves favorably with Northern workers, saying "our slaves are hired for life and well compensated" whereas the Northern workers "are hired by the day, not cared for, and poorly compensated." Hammond also hints at the emerging social problems of the big cities of the North with his comment that his views can "be proved in the most painful manner, at any hour in any street of your large towns." Responses to the second assessment question should note that Hammond supplies very little actual evidence for his claim. He simply asserts that the slaves are "well compensated" and that there is no begging or starvation. Answers should show awareness of Hammond's heavy reliance on racist views about the inferiority of black slaves, their "intellectual weakness," etc. It is these biased opinions that buttress his views, rather than any evidence.

Slavery: Assessment 8

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

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

A Primary Source Document

In all social systems there must be a class to do the menial duties, to perform the drudgery of life. That is, a class requiring but a low order of intellect and but little skill. Its requisites are vigor, docility, fidelity. Such a class you must have, or you would not have that other class which leads to progress, civilization, and refinement ... Fortunately for the South, she found a race adapted to that purpose to her hand. A race inferior to her own, but eminently qualified in temper, in vigor, in docility, in capacity to stand the climate, to answer all her purposes. We use them for our purpose, and call them slaves ... Slave is a word discarded now by "ears polite." I will not characterize that class in the North by that term, "slave," but you have it. It is there, it is everywhere, it is eternal.

The Senator from New York said yesterday that the whole world had abolished slavery. Aye, the name, but not the thing. All the powers of the earth cannot abolish that. God only can do it when he repeals the command that "the poor ye always have with you." For the man who lives by daily labor, and scarcely lives at that, and who has to put out his labor in the market and take the best he can get for it—in short, your whole hireling class of manual laborers—are essentially slaves. The difference between us is, that our slaves are hired for life and are well compensated; there is no starvation, no begging, no want of employment among our people, and not too much employment either. Yours are hired by the day, not cared for, and poorly compensated. This may be proved in the most painful manner, at any hour in any street of your large towns. Why, you meet more beggars in one day, in any single street of the city of New York, than you would meet in a lifetime in the whole South.

We do not think that whites should be slaves either by law or necessity. Our slaves are black, of another and inferior race. The status in which we have placed them is a step up for them. None of that race on the whole face of the globe can be compared with the slaves of the South. They are happy, content, un-aspiring, and utterly incapable, from intellectual weakness, ever to give us any trouble by their aspirations. Yours are white, of your own race. You are brothers of one blood. They are your equals in natural endowment of intellect, and they feel galled by their degradation. Our slaves do not vote. We give them no political power. Yours do vote, and, being the majority, they have political power. If they knew that the ballot-box is stronger than "an army with banners," and could combine, where would you be? Your society would be reconstructed, your government overthrown, your property divided.

Source Information: As the battle over slavery grew in America, Southerners increasingly defended slavery not as a necessary evil but as a positive good. An example of this defense of slavery is found in a speech by Senator James Henry Hammond, a Democrat from South Carolina. The speech is titled "Cotton is King," and Hammond gave it on March 4, 1858. This excerpt is adapted from the version reprinted in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow & Co., 1866), pages 311–322. Accessed online at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.

Slavery Assessment 8

Advanced Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should note Hammond’s description of free laborers in the North in the second half of his second paragraph. There he focuses on the insecurity as well as the low pay of Northern workers compared with slaves. He says “our slaves are hired for life and are well compensated,” whereas Northern workers “are hired by the day, not cared for, and poorly compensated.” He makes reference to the emerging social problems of the big cities of the North with his comment that his views can “be proved in the most painful manner, at any hour in any street of your large towns.” Some may note Hammond’s limited use of evidence, but they should see that he does present a reasoned argument on this one point about slave versus free labor. Responses to the second assessment question should note that Hammond supplies no real evidence for his claim that black slaves are members of an inferior race or that they are content with their lot. He relies only on his racist assumptions about this. Answers may vary as to whether he could make a case without this bias—as he perhaps could if he left out race and tried to compare facts about free and slave laborers of any race.

Slavery: Assessment 8

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

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

A Primary Source Document

In all social systems there must be a class to do the menial duties, to perform the drudgery of life. That is, a class requiring but a low order of intellect and but little skill. Its requisites are vigor, docility, fidelity. Such a class you must have, or you would not have that other class which leads to progress, civilization, and refinement ... Fortunately for the South, she found a race adapted to that purpose to her hand. A race inferior to her own, but eminently qualified in temper, in vigor, in docility, in capacity to stand the climate, to answer all her purposes. We use them for our purpose, and call them slaves ... Slave is a word discarded now by “ears polite.” I will not characterize that class in the North by that term, “slave,” but you have it. It is there, it is everywhere, it is eternal.

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Source Information: As the battle over slavery grew in America, Southerners increasingly defended slavery not as a necessary evil but as a positive good. An example of this defense of slavery is found in a speech by Senator James Henry Hammond, a Democrat from South Carolina. The speech is titled “Cotton is King,” and Hammond gave it on March 4, 1858. This excerpt is adapted from the version reprinted in *Selections from the Letters and Speeches of the Hon. James H. Hammond, of South Carolina* (New York: John F. Trow & Co., 1866), pages 311-322. Accessed online at <http://teachingamericanhistory.org/library/document/cotton-is-king/>.

Student Handout

Assessment Questions

1. Senator Hammond tells Northerners, “your whole hireling class of manual laborers are essentially slaves.” Explain his reasoning in support of this claim. Do you think his reasoning on this one point is sound? Why or why not?

2. Hammond presents his overall argument as a case based on reasoning and evidence. Could he make this case without also holding to a racist view of differences among groups? Why or why not?

Slavery Assessment 9

Basic Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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

Slavery: 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*

Responses to the first assessment question could draw from many examples of the friendly style in Pettigrew's letter. For example, there is his opening remark, "Thinking you would be glad to hear from me," or his claim to have "placed much reliance in your management, industry and honesty," or his reference to the "confidence I have placed in you." He also expresses concern for the other slaves, asks Moses to "remember me to all the people—particularly to your Uncle Charles," etc., and signs the letter, "Your friend." Answers to the second assessment question should use this secondary source to understand Pettigrew's friendliness as having a managerial purpose. Despite being the "master," he still has to rely on the human skill and intelligence of his slaves, especially those with supervisory roles. It is simply not possible for him, especially from a distance, to use force or a voice of command alone. Best responses might also deal with the question of whether or not Pettigrew is sincere in his feelings of friendship; it could be a way for him to feel better about his own unlimited power over his slaves.

Slavery: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is 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

Moses:

Thinking you would be glad to hear from me, I have concluded to write you a few lines and will enclose them to Mr. White who will read them to you. I have frequently thought of you since having left home, and have been anxious that your business might go on well and that the health of your people might continue good. Should any of them be sick, be sure not to neglect them. You must do all in your power to promote the welfare and credit of the plantation during my absence. The people promised me to be industrious and obedient to you. You must remind them of this promise should any of them be disposed to forget it. I am anxious, for your credit as well as my own, that all things should go on well. It would be distressing and mortifying to me to hear the contrary on my return home.

I have placed much reliance in your management, industry and honesty by thus leaving the plantation and all on it in your charge. Nor have I any fear that you will fall short of the confidence I have placed in you. I suppose harvest has begun and hope the weather is such as to enable you to go on well with it.

You and Henry must endeavor to manage to the best advantage, and occasionally you should talk together on the subject of what should be done. You must not be unfriendly to each other, as it would injure both places and yourselves, as well as myself. You may give the slaves such time on Saturdays as you think proper. Mr. Johnston's health has been very much improved, I am glad to say. I am as usual well. Remember me to all the people—particularly to your Uncle Charles, Gillie and Lizzie, and believe me,

*Your friend,
William S. Pettigrew*

P.S. I hope your Uncle Charles' feet are improving

Source Information: William Shepard Pettigrew owned two plantations in North Carolina. He chose two of his slaves, Moses and Henry, to supervise each plantation's work. Each man supervised about forty slaves. In the 1850s, Pettigrew spent June to October vacationing in the Virginia mountains. He left Moses and Henry to manage his plantations alone. Pettigrew wrote to them regularly. He also expected them to report back through letters dictated to a neighbor farmer. This document is adapted from a letter Pettigrew sent to Moses, dated June 24, 1856.

Source: National Humanities Center. "Correspondences of William Pettigrew, Plantation and Slaver Owner, North Carolina, and Moses & Henry, Black Drivers on the Pettigrew Plantations." *The Making of African American Identity: Vol. 1, 1500–1865*. <http://www.nationalhumanitiescenter.org/pds/maai/enlavement/text4/mosesandhenry.pdf>.

Slavery Assessment 9

Advanced Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should note the many friendly and respectful expressions in Pettigrew’s letter. He opens with a gracious greeting: “Thinking you would be glad to hear from me ...” He claims he has “placed much reliance in your management, industry and honesty,” and he refers to the “confidence I have placed in you.” He also expresses concern for the other slaves, asks Moses to “remember me to all the people—particularly to your Uncle Charles,” etc. All of this seems designed to instill in Moses a sense that his master’s relationship with him is more like that of a business owner with his only slightly less independent manager. Answers to the second assessment question should use this secondary source to understand the managerial purpose of Pettigrew’s friendliness. Despite being the “master,” he still has to rely on the human skill and intelligence of his slaves, especially those with supervisory roles. It is simply not as effective for him merely to command them, especially from a distance. Answers may vary as to how sincere Pettigrew is. Some may feel he is mostly putting on an act to encourage his slaves to work harder. Others might feel it is perfectly possible he does regard Moses as a friend, or that friendliness is a way for him to feel better about his own unlimited power over his slaves.

Slavery: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is 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: (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

Moses:

Thinking you would be glad to hear from me, I have concluded to write you a few lines and will enclose them to Mr. White who will read them to you. I have frequently thought of you since having left home, and have been anxious that your business might go on well and that the health of your people might continue good. Should any of them be sick, be sure not to neglect them. You must do all in your power to promote the welfare and credit of the plantation during my absence. The people promised me to be industrious and obedient to you. You must remind them of this promise should any of them be disposed to forget it. I am anxious, for your credit as well as my own, that all things should go on well. It would be distressing and mortifying to me to hear the contrary on my return home.

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*Your friend,
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P.S. I hope your Uncle Charles' feet are improving

Source Information: William Shepard Pettigrew owned two plantations in North Carolina. He chose two of his slaves, Moses and Henry, to supervise each plantation's work. Each man supervised about forty slaves. In the 1850s, Pettigrew spent June to October vacationing in the Virginia mountains. He left Moses and Henry to manage his plantations alone. Pettigrew wrote to them regularly. He also expected them to report back through letters dictated to a neighbor farmer. This document is adapted from a letter Pettigrew sent to Moses, dated June 24, 1856.

Source: National Humanities Center. "Correspondences of William Pettigrew, Plantation and Slaver Owner, North Carolina, and Moses & Henry, Black Drivers on the Pettigrew Plantations." *The Making of African American Identity: Vol. 1, 1500–1865*. <http://www.nationalhumanitiescenter.org/pds/maai/enslavement/text4/mosesandhenry.pdf>.

Slavery

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*

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Slavery: 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?

Slavery: 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:

“American slavery was so brutal it deprived the slaves of any ability to assert themselves. They simply had to wait, passively, for the Civil War to free them.”

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

Slavery

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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Slavery: Writing Assignment 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?

Slavery: Writing Assignment 2

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

The Question

Pretend you are a member of an anti-slavery organization in the United States in 1859. You have a reputation as someone who knows a good deal about American slavery. You receive a request from a group in Great Britain that seeks to end slavery in other parts of the world (Great Britain itself abolished slavery in its empire in 1833). The group seeks to better understand the condition of slaves in America, as well as the range of American attitudes about slavery. They do not want to know your views; they want a report on American slavery in general. They have asked you to write this report for them. Your task in this assignment is to write an essay in response to their request.

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Slavery Assessments*. (You may treat the three WPA documents in this set as if they were recorded at the time of your report.)

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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