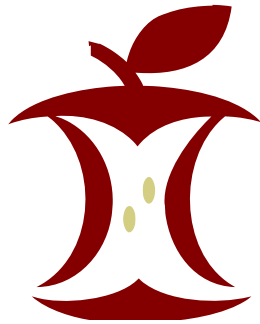


# COMMON CORE:

Literacy (Reading)

in the Social Studies



## Sampler

*Standards, Strategy Suggestions, and Sample Assessments*

*Social Studies Curriculum Office, Edmond Public Schools*



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 1. CITE EVIDENCE

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>1. CITE EVIDENCE to SUPPORT TEXT ANALYSIS</b>		
Cite specific textual evidence to support analysis of primary and secondary sources.	Cite specific textual evidence to support analysis of primary and secondary sources, <i>attending to such features as the date and origin of the information.</i>	Cite specific textual evidence to support analysis of primary and secondary sources, <i>connecting insights gained from specific details to an understanding of the text as a whole.</i>
<b>Recommended STEPS Strategies:</b>		
Anticipation Guides; QAR; SOAPS; Six-Step Reading & Note-taking; Dialectical Journal; KWL; Think, Pair, Share; Primary Sources Cycle; Prediction With Evidence; Half-Page Solutions; Mind Maps; Five Ws Organizer; Five Themes Organizer.		

**Overview:** Students with skills in reading comprehension often lack the ability to identify explicit information from textual passages, whether from primary or secondary sources. Such elements, when identified, create a deeper understanding of the author’s purpose. Elements include such basic information as the author and his/her background, the date and occasion in which the text was created and/or published, the intended audience, and the goal or purpose of the text. The College Board’s SOAPS strategy is one of the most reliable methods used by secondary students to “dissect” a text in order to identify such important elements. The Anticipation Guide, developed by reading specialists and researchers over the past few decades, is also an effective strategy for identifying textual passages containing vital details to understanding the text as a whole. Regardless of the method used, consistency is important so that such analysis becomes second nature to the reader of informational text.

#### Sample Assessment Items: (grades 6-8)

“From my situation, sir...I think it is my duty to call attention to the American soldiers and on the part they must take in the next campaign. The troops have as much courage and discipline as those they oppose. They have officers of great merit (ability)...The recruits we are expecting have seen more gunshots than the opposing armies. But the advance-guard of the Count de Romchambeau, by its presence alone, has rendered (given) an essential service to America; if it has not arrived, the campaign would have been a ruinous (unsuccessful) one.”

*Letter from General Marquis de Lafayette  
to the French foreign minister  
to the North American colonies,  
January 20, 1781*

What factor revealed in the letter above was most responsible for the American victory over the military strength of the British?

- leadership by outstanding generals
- courage of the Hessain soldiers
- assistance by the Spanish navy
- arrival by French reinforcement troops

The Global Positioning System (GPS) is a space-based global navigation satellite system that provides location and time information in all weather, anywhere on or near the Earth. It is maintained by the United States government and is freely accessible by anyone with a GPS receiver.

The GPS project was developed in the 1970s by the U.S. Department of Defense and operated using only 24 satellites. While originally a military project, GPS is considered a dual-use technology, meaning it has both military and civilian uses. GPS has become a useful tool for business and science, too. GPS also assists in everyday activities such as mobile phone operations.

In addition to GPS, other systems are under development. The Russian Global Navigation Satellite System (GLONASS) was in use by only the Russian military until it was made fully available to citizens a few years ago. Similarly, there are also the planned Chinese Compass navigation system and the European Union's Galileo positioning system.

According to the passage above, why was the GPS system developed?

- A as a tool for global commerce and science
- B for United States military and defense purposes
- C to replace satellites for navigation purposes
- D for prediction of hazardous weather

**Sample Assessment Items: (grades 9-12)**

"(We) arrived at the confluence of the Red River with another of much greater size, which we at once perceived to be the Arkansas...Our horses so far exhausted as it beyond our power to attempt the discovery of the sources of the Red River."

*Dr. Edwin James, botanist and geologist,  
Long Expedition, September 10, 1820.*

According to the passage above, what was one of the goals of the Long expedition?

- a. to identify where the Mississippi River began
- b. to locate a legendary source of gold
- c. to map sources of rivers and major water routes through Oklahoma
- d. to negotiate peace treaties with Native Americans along the Red River

The term "gerrymander" is used to describe the creation of an odd-shaped electoral district in order to favor the candidates of one party. The term is named after Elbridge Gerry, a signer of the Declaration of Independence, who as Governor of Massachusetts in 1812, proposed new electoral districts that would give his party a majority of seats in the State senate.

In *Shaw v. Reno*, 1993, the Supreme Court limited gerrymandering for racial reasons, but gerrymandering continues in many states today. Two types of gerrymandering are common: "fragmenting" and "packing."

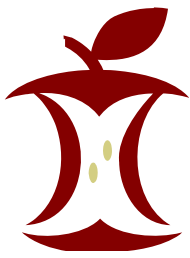
Fragmenting happens when the party in power shapes districts that break the other party's majority into smaller segments, thereby reducing the chance of the majority winning office. Packing is done by creating fewer districts that contain minority party voters, thus reducing the competition against the majority hoping to win the other districts.

Some people believe that one way to end gerrymandering is to have bipartisan commissions to create districts of regular shapes. Others want to change the electoral system to "proportional representation" where the makeup of the legislature more closely reflects the views of the people.

*Close Up, Prentice-Hall Publishers*

According to the passage above, what solution(s) would help avoid the concerns some people express toward the practice of "gerrymandering"?

- a. multi-racial districts
- b. fragmenting and packing
- c. bipartisan commissions
- d. electoral college



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 2. SUMMARIZE CENTRAL IDEAS

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>2. SUMMARIZE CENTRAL IDEAS</b>		
Determine the central ideas or information from a primary or secondary source; provide an accurate summary of the source, distinct from prior knowledge or opinions.	Determine the central ideas or information from a primary or secondary source; provide an accurate summary <i>of how key events or ideas developed over the course of the text.</i>	Determine the central ideas or information from a primary or secondary source; provide an accurate summary <i>that makes clear the relationships among the key details and ideas.</i>
<b>Recommended STEPS Strategies:</b>		
Paired Reading; GIST; Six-Step Paired Reading & Note-taking; Summarize with Subtitles; Before-During-After; Quick-Writes; Ticket Out-the-Door; Inside-Outside Circles; Inside-Outside Circles; Cornell (2-column) Note-taking; Formal Outlining; Reading Roles; Radio Reading; Generalizations; Grand Conversation; It's a Wrap; SEED Discussions; Frames of Reference; Inner-Outer Circle; RSVP		

**Overview:** Understanding the topic of a textual passage, the “gist”, or the central idea(s) of a textbook chapter, an article, or primary source is a sophisticated reading task. Being able to draw conclusions, evaluate, and critically interpret text is important for overall comprehension in reading. Textbook chapters, articles, and even individual paragraphs all have main (central) ideas. The topic of a text is the broad, general theme. It is what some call the “subject”. The main (central) idea is the “key concept” being expressed or the “message”. Details, whether major and minor, support the central idea by telling how, what, when, where, why, and how. Locating the main idea and supporting details helps a student understand the point(s) the writer is attempting to express.

### Sample Assessment Items: (grades 6-8)

“Let us not deceive ourselves longer...We have done everything that could be done to avert the storm which is now coming on...There is no retreat but in submission and slavery! Our chains are forged. The war is inevitable -- and let it come! Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? ...I know not what course others may take; but as for me -- give me liberty or give me death!”

Patrick Henry,  
March, 1775

Which of the following best summarizes the author’s main idea?

- No cause is worth dying for.
- Governments will inevitably be abusive.
- War can be avoided by submission to the law.
- Freedom must be won through sacrifice.

## GLOBAL CHILLING

Global warming is a major scientific and political issue, the consequences of which are not fully known. Long-term records have shown that the world's natural climatic cycles include periodic warming episodes, followed by sharp cooling of the earth. This phenomenon has baffled scientists. But many propose that the interaction between the atmosphere and ocean currents may hold the key to understanding such cycles. Some scientists are suggesting that global warming may alter the world's ocean currents, which, in turn, cease to redistribute heat to the polar regions. This sequence of events could account for the "big chills" that follow previous global warming events.

Which statement best summarizes the main idea of the paragraph above?

- A Global warming is caused by automobile and industrial pollution.
- B The earth's climate is slowly and steadily warming with each decade.
- C Scientists can prove the earth's climate is cooling due to melting of the polar regions.
- D Scientists believe that the earth's climate includes periods of both warming and cooling.

### Sample Assessment Items: (grades 9-12)

"Africa was one of the sites where agriculture began. Archaeological investigations suggest that knowledge of cultivation moved west from ancient Judea (Israel) and arrived in the Nile Delta in Egypt about five centuries before the birth of Christ. Settled agriculture then traveled down the Nile Valley and moved west across the Sahara to West Africa. African farmers learned to domesticate plants, including millet and yams. Cereal-growing people probably taught forest people to plant regular fields. Gradually, African farmers learned to clear land by burning. Thus, they evolved a sedentary way of life- living in permanent villages, clearing fields and fishing."

*A History of World Societies, Vol. 1. 5th Edition.*

Which of the following best summarizes the main idea of the passage above?

- a. Agriculture reached Africa first in Egypt.
- b. African farmers domesticated millet and yams.
- c. Agriculture reached Africa early and developed slowly.
- d. African farmers learned to clear land by burning.

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle...to all which may achieve... a lasting peace among ourselves and with all nations."

*A. Lincoln, Second Inaugural Address, 1865*

The state above reveals Lincoln's support for \_\_\_\_.

- a. a new peace treaty with Britain
- b. harsh punishment for Confederate leaders
- c. a generous peace with Confederate states
- d. universal male suffrage



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 3. PROCESS & CAUSE-EFFECT RELATIONSHIPS

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>3. PROCESS/ CAUSE-EFFECT</b>		
Identify key steps in a text's description of a process related to history/social studies.	Analyze in detail a series of events described in a text; <i>determine whether earlier events caused later ones or simply preceded them.</i>	<i>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</i>
<b>Recommended STEPS Strategies:</b>		
CSI (Cause/Spark/Impact organizer); Somebody Wanted But So; Episodic Organizers; Timelines; Cause-Effect Organizers; Fish Tree Organizer; Human Timeline, etc.		

**Overview:** As we ask students to become more sophisticated in their historical thinking and reading abilities, we expect them to move from reporting historical events to explaining and interpreting them. Making claims about historical events, as well as contemporary events, requires using different language tools. Many students, especially English learners and struggling readers, will require more support in the form of explicit instruction in determining whether causal relationships exist between chronologically-sequenced events, or if such a relationship is merely coincidental. Graphic organizers are a great way for students to organize their ideas about causes and effects described in primary or secondary sources.

#### Sample Assessment Items: (grades 6-8)

#### Selling the Euro

The European Union made the long-awaited step of establishing a common currency- the "euro"- a decade ago. This single step bound Europe into a huge trading block, creating European political and economic unity and strengthening the region's role in world affairs. Of all the agreements, the one dealing with a common currency was by far the most significant. Most saw the euro as an equalizer and unifier, binding the member countries to a common destiny. The euro hit the streets in 2002, replacing the individual countries' currencies. The European Union's 300 million population is as large as the United states and represents 20% of the world's economic output. This made the European Union a mighty player in future world markets and the euro a strong competitor to the U.S. dollar.

According to the passage above, what event led to the strength of the U.S. dollar being challenged worldwide?

- A creation of the European Union after World War II.
- B fall of Communism in the Soviet Union
- C replacement of European currencies by the euro
- D abandonment of all forms of paper money and coins

- I. \_\_\_\_\_
- A. Increasing sectionalism
  - B. Disagreements over states' rights issues
  - C. Breakdown of compromise
  - D. Election of 1860

Which phrase best completes a title for the outline above?

- a. Ratification of the 14th Amendment
- b. Secession of Southern States from the Union
- c. Efforts at Reconstruction
- d. Expansion of the Railroad Across the Western Territories

**Sample Assessment Items:** (grades 9-12)

“With the removal of the slavery issue in 1862, the Homestead Act was passed and signed into law. The new law established a three-fold acquisition process: filing an application, improving the land, and filing a deed for title. Any U.S. citizen who had never borne arms against the U.S. government could file an application, improving the land, and lay claim to 160 acres of surveyed government land..for \$1.25 per acre.”

According to the passage above, how did the Homestead Act encourage the settlement of the West?

- Developed land could be obtained at cheap prices.
- Native Americans could return to their original homelands.
- Immigrants could become citizens through an easier process.
- Confederate soldiers could become owners of extensive plantations.

• If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall be put to death.

• If any one steal cattle or sheep or a pig or a goat...and the thief has nothing with which to pay, he shall be put to death.

• If a man wishes to separate from a woman who has borne him children, then he shall give that wife a part of the field, garden, and property, so that she can rear her children.

***Code of Hammurabi***

Hammurabi's Code of ancient Mesopotamian society was important because it \_\_\_\_.

- described how to perform religious ceremonies.
- listed the laws and the punishments.
- established a single currency for use across the empire.
- explained how government officials were chosen.



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 4. VOCABULARY

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>3. PROCESS/ CAUSE-EFFECT</b>		
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Determine the meaning of words and phrases as they are used in a text, including vocabulary <i>describing political, social, or economic aspects of history/social studies.</i>	Determine the meaning of words and phrases as they are used in a text, <i>including analyzing how an author uses and refines the meaning of a key term over the course of a text.</i>
<b>Recommended STEPS Strategies:</b>		
History Unfolding; Triangle Clues; Pre-Learning Concept Check; Word Splash (Concept Connections)		

**Overview:** Sound academic vocabulary instruction focuses on important words necessary to fully understand the content of social studies and usually involves teaching conceptually-related words, rather than individual words unrelated to one another. The maxim “relate the new to the known” is highly applicable in vocabulary instruction – students must make connections between words they already know and words they are learning. Academic vocabulary specific to social studies is best taught through multiple exposures to the term, guiding students to use contextual clues to infer its meaning.

#### Sample Assessment Items: (grades 6-8)

The Chinese Communists may have come to power with revolutionary fervor, but their agenda was little different from those before them. The agenda was to restore China its prosperity and power (fuqiang). Half a century on, China’s Communist leaders still keep fuqiang at the top of their agenda. So what have they achieved?  
 When the Communists came to power, there were half a billion Chinese running the risk of going hungry. Today, the population is over 1 billion, but only perhaps 50 million are so poor that they go hungry. Without the sharp fall in the Chinese birth rate since the 1970s, achieved by government coercion, it would have been impossible to reduce the poverty rate so dramatically. China’s growth rate is now manageable and the government is relaxing its one-child policy.  
*Wealth and Power, The Economist, April 8, 2000.*

In the passage above, the word “coercion” means \_\_\_\_.

- a. force
- b. policy
- c. wealth
- d. hunger

#### The European Union: Past and Future

After World War II, the economy of every European country was in ruins. Some European leaders realized that Europe had a better chance of restoring its economic health if countries worked together and opened their markets to one another rather than remaining isolated. These leaders hoped that with free trade and cooperation, Europe would be able to create an economy that could compete successfully with the world’s two new superpowers- the United States and the Soviet Union. Furthermore, this economic cooperation would reduce the chance of future conflicts within Europe. The countries that formed the European Union dedicated themselves to the creation of a common market and the removal of trade barriers. The creation of the EU also meant more agreement on political and even defense matters.

Which phrase from the passage above offers the best clue to understanding what the term “common market” as used in this text?

- a. “removal of trade barriers”
- b. “remaining isolated”
- c. “compete... with the world’s two new superpowers”
- d. “more agreement on...defense matters”



**Sample Assessment Items: (grades 9-12)**

“Our government is not copied from those of our neighbors; we are an example to them. Our constitution is named a democracy because it is in the hands not of the few, but of the many...Out citizens attend to public duties...We debate all matters of policy...”

*Funeral Oration of Pericles, 431, B.C.*

According to Pericles, a democratic government is one in which \_\_\_\_.

- a. education is to be valued above all other matters.
- b. power is placed in the hands of the citizens themselves.
- c. policy is debated by a few who hold the power.
- d. neighboring states are at constant warfare.

“The growth of a large business is merely survival of the fittest. The American beauty rose can be produced in the splendor and fragrance which bring cheer to its beholder only by sacrificing the early buds which grow up around it. This is not an evil tendency in business. It is merely the working out of a law of nature and a law of God. . . .”

— John D. Rockefeller, Jr.

What concept is being described in the passage above?

- a. socialism
- b. collective bargaining
- c. Gospel of Wealth
- d. Social Darwinism



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 5. TEXT ORGANIZATION

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>5. TEXT ORGANIZATION</b>		
Describe how a text presents information (e.g. sequentially, comparatively, causally)	Analyze how a text uses structure <i>to emphasize key points or advance an explanation or analysis.</i>	5. Analyze in detail how a <i>complex primary source</i> is structured, <i>including how key sentences and paragraphs contribute to the whole.</i>
<b>Recommended STEPS Strategies:</b>		
THIEVES; Summarize with Subtitles; Formal Outlining; PERSIA; PEGS; Mind Maps; Why Am I Reading This; Structural Patterns Graphic Organizers; All About My Text; DRTA;		

**Overview:** *Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content-area texts can help students focus attention on key concepts and relationships, anticipate what's to come, and monitor their comprehension as they read. As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Obviously, all texts are different to a certain extent, but depending upon the author's purpose, the topic and the genre, reading selections tend to be organized to employ a few predominant structural patterns: Cause and Effect, Sequence & Chronological, Problem/Solution, Description, Compare and Contrast .*

#### Sample Assessment Items: (grades 6-8)

The most precious fluid on earth is not oil, but water. There are few challenges as important as conserving the world's cleanest water for drinking, as well as water for irrigation. Yet, this work is not getting done. Humans are depleting the earth's store of usable water at a rate that will soon threaten our food supply. Poor water management already kills millions of people a year and condemns hundreds of millions to hunger.

The technology exists to solve these problems. Providing slums with drinking water and sanitation, for example, is easy to do and a cost-effective way to prevent disease. But because those who suffer are poor, their access to water is rarely a political priority.

There is now an opportunity for progress. More than 100 water experts from around the world have gathered in the Netherlands. The conference will try to persuade governments and banks to pay more attention to conservation and fairer distribution of water.

In 1980, the United Nations set a goal of safe drinking water for all. Because of international prodding, about a billion people have received clean drinking water over the past ten years. A new commitment is urgently needed to spread their health gains and conserve the world's most precious supply of water.

*New York Times, March 20, 2000.*

The organizational pattern used in the passage above is \_\_\_\_.

- a. chronological
- b. problem-solution
- c. cause and effect
- d. compare and contrast

The Iroquois were unique among Native Americans, not only because of their strength in battle, but because of the alliances they formed with newcomers to the New World. Before the arrival of the Europeans, the Iroquois waged wars in order to gain captives used to replenish their population. Contact with foreign traders brought diseases and intensified the need for more captives. At the same time, Europeans created motives for warfare. They sought to control the fur trade. For example, in the 1640s, a series of conflicts with other tribes began over regions rich in wild game.

In the 1670s, the French attempted to trade directly with the Indians of the Great Lake and Mississippi valley. Over the next twenty years, the French launched repeated attacks on Iroquois villages. The English offered little assistance other than new weapons to their trading partners. With their people and resources depleted from warfare, the Iroquois negotiated neutrality treaties with both France and England. For the next half-century, they maintained their power through trade and diplomacy rather than warfare.

*A People and a Nation, 5th ed. Vol. 1.*

The most important organizational pattern used in the passage above is \_\_\_\_.

- a. problem-solution
- b. compare and contrast
- c. chronological
- d. sequence

**Sample Assessment Items: (grades 9-12)**

The North, South, and West followed distinctive economic paths between 1800 and 1860. Everywhere, agriculture remained the foundation of the American economy. Nevertheless, the North increasingly invested its resources in industry, commerce, and finance; the South in plantations and subsistence farms; and the West in commercialized family farms, agricultural processing, and small manufacturing. The tendency toward regional specialization made the various sections of the country less alike and more interdependent. All looked to transportation to link the various sections' economic activities. The revolution in transportation was probably the single overriding cause of these changes. Heavy investment in canals and railroads made the North the center of American trade. Its growing seaports distributed western produce and New England textiles. New York financial businesses linked the southern cotton-exporting economy to the North and Europe. The South, with most of its capital invested in slave labor, built fewer canals, railroads, and factories, remaining rural and underdeveloped.

*A Nation and a People, 5th ed. Vol. 1*

The primary organizational pattern used in the passage above is \_\_\_\_.

- a. compare and contrast
- b. chronological
- c. sequence
- d. problem- solution

The radical transformation of Soviet society had an impact on women's lives. Marxists had traditionally believed that capitalism exploited women. The Russian Revolution of 1917 proclaimed complete equality of rights for women. In the 1920s, divorce was made available to women; they were encouraged to work outside of the home. After Stalin came to power, the most lasting changes for women involved work and education. Peasant women had long experienced the backbreaking physical labor of the countryside, but with the five-year plans, millions of women began to toil in factories or heavy construction, where higher-paying jobs formerly done by men were now open to women. Through educational opportunities, women pursued studies and entered the ranks of better-paid professional doctors and scientists. By 1950, over 75% of the doctors in the Soviet Union were women.

*A History of World Societies, 4th ed. Vol. II*

The overall organizational pattern of the passage above is \_\_\_\_.

- a. example/illustrations
- b. chronological
- c. sequence
- d. cause and effect



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 6. POINT OF VIEW

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>6. Point of View</b>		
Identify aspects of a text that reveal an author's point of view or purpose.	<i>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 from their respective accounts.</i>	Evaluate authors' points of views on historical events or issues <i>by assessing the authors' claims, reasoning, and evidence.</i>
<b>Recommended STEPS Strategies:</b>		
SOAPS; SOAPStone; Yes, But; RAFT Writings; Point of View Letters; Opinion Continuum; You Decide; TACOS; APParts; Putting Myself in the Picture; Collaborative Notes; Poem for Two Voices; Point of View Organizer; Great Debates; Dinner Party		

**Overview:** *Understanding an author's point of view, or perspective, toward an event or issue in history or contemporary situations is vital to comprehending the issue itself and the motivations of individuals and groups as they respond to events. By reading and interpreting primary and secondary sources, identifying an author's point of view, including the details of evidence (facts, examples, reasoning) he/she uses to support this point of view, students will gain a deeper understanding of social studies content knowledge. In addition, they will come to realize that history is not found in one version of events, but through the consideration of multiple sides and perspectives.*

#### Sample Assessment Items: (grades 6-8)

"We affirm that the ends for which the federal government was instituted have been defeated. Government itself has been made destructive by the action of non-slaveholding states. Those states have assumed the right of deciding upon the propriety (appropriateness) of our domestic institutions and have denied the rights of property established in and recognized by the Constitution...The states north have united in the election of a man to the high office of President...whose opinions and purposes are hostile to slavery."

The passage above was most likely taken from the \_\_\_\_.

- Emancipation Proclamation
- Declaration of the Causes Which Induce Secession
- Lincoln's Second Inaugural Address
- Frederick Douglass' Letter to the Confederacy

"I could cut a swath to the sea and divide the Confederacy in two...The march would be a demonstration to the world...that we have a power that Davis cannot resist. I can make the march, and make Georgia howl!"  
*General Sherman*

After occupying Atlanta, Sherman triumphantly makes this bold statement \_\_\_\_.

- to demand that Davis and the Southerners divide the Confederacy in two parts.
- to urge Southerners to abandon the dream of secession.
- about retaking Bull Run from General Lee.
- proposing a punishing series of attacks across Georgia.

Sample Assessment Items: (grades 9-12)

“There is not among these three hundred bands of Indians, one which has not suffered cruelly at the hands either of the Government or of white settlers...It makes little difference, however where one opens the record of the history of the Indians, every page and every year has its dark stain. The story of one tribe is the story of all, varied only by the differences of time and place. Colorado is as greedy and unjust in 1880 as was Georgia in 1830...and the Government breaks promises now as deftly as then...Why should the Indian be expected to plant corn, fence lands, build houses, or do anything but get food day to day, when experience has taught him that the product of his labor will be seized by the white man tomorrow?”

In addition to the class of robbers and outlaws who find impunity in their nefarious pursuits on the frontiers, there is a large class of professedly reputable men who use every means in their power to bring on Indian wars for the sake of the profit to be realized...Every crime committed by a white man against an Indian is concealed; every offence committed by an Indian against a white man is borne on the wings of the telegraph to the remotest corner of the land, clothed with all the horrors which the reality or imagination can throw around it...

While they continue individually to gather the crumbs that fall from the table of the United States...indebtedness will be the rule...The utter absence of individual title to lands deprives every one among them of the chief incentive to labor- the very mainspring on which the prosperity of a people depends. All judicious plans and measures for their safety and salvation must embody provisions for their becoming citizens as fast as they are fit, and must protect them til then in every right in which our laws protect persons who are citizens.”

*Helen Hunt Jackson, Century of Dishonor, 1881*

Which of the following best expresses the author’s purpose, as reflected in the passage above?

- a. Inform the public of the true motivation for the Indian Wars.
- b. Describe the violence committed by Native Americans against white settlers.
- c. Lobby for rights and privileges for Native Americans as full citizens.
- d. Promote the formal education of all Native American children.

“The American electorate is still faced with two major parties that serve up virtually identical political menus every four years. When citizens balk at the limited and unappetizing choices, the political professionals roll out impassioned pleas about the need for a vote that is essentially for the lesser of two evils. As long as voters tolerate a political structure that narrows choices and discourages ideas that do not fit within the comfort zone of the Democratic and Republican parties, the parties will continue to give us Tweedledee and Tweedledum choices.

Around 50 percent of the eligible voters do not even bother to show up at the polls to select the chief executive. This despite massive expenditures by the two major parties and endless groups urging citizen participation. Grassroots politics that once generated neighborhood discourse has given way to mass media with corporate contributors financing expensive television advertising, which sells candidates in thirty-second pops.

This growing urge of the Democrats and Republicans to imitate one another on major issues can only be cured by alternative parties that are willing to raise the issues that count in people’s lives. External competition is necessary to break up the two-party system- either to produce really different parties or lead to political realignments.”

*Ralph Nadar,  
Consumer Advocate and former presidential candidate*

The author’s major purpose is to \_\_\_\_\_.

- a. legally ban the formation of political parties
- b. limit the influence of mass media in the electoral process
- c. support the need for third political parties and their candidates
- d. suggest limits on spending during presidential campaigns



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 7. VISUAL EVIDENCE

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>7. VISUAL EVIDENCE</b>		
Integrate visual information (e.g. charts, graphs, photographs, videos, maps) with other information in print and digital texts.	Integrate <i>quantitative analysis</i> (e.g. charts, data) with <i>qualitative analysis</i> in print or digital text.	<i>Integrate</i> and evaluate multiple sources of information presented in diverse formats and media <i>in order to address a question or solve a problem.</i>
<b>Recommended STEPS Strategies:</b>		
Speculation or Evidence; M & Ms; Carousel; In-Focus Video Guide; Sneak Peeks; SOAPS; PAL; TACOS; PIE; Impressions; What Do I See; Bucket Art; Artifact Hunt.		

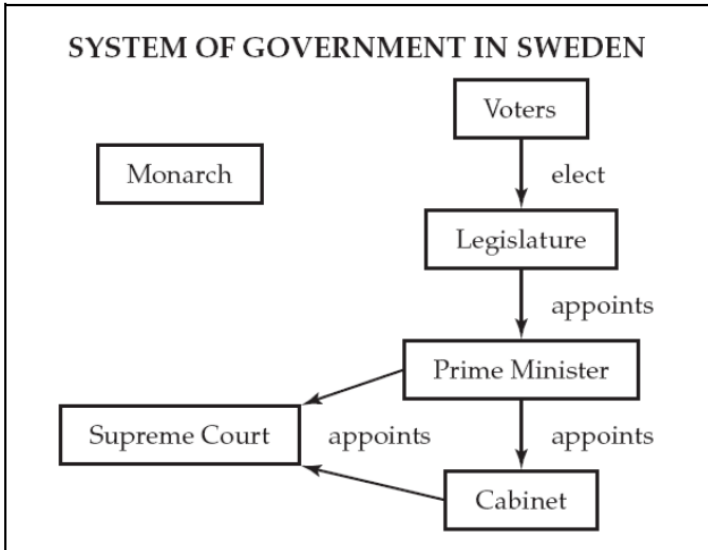
**Overview:** This standard, requiring the integration of visual evidence, is aimed at developing thinking processes needed to reinforce understanding of the written text. Representations, such as diagrams, charts and graphs, causal chains, concept webs, timelines, and flow charts are intended to keep students focused on content. When teaching this standard, teachers need to carefully consider what kind of representation to employ for specific tasks and structure of texts. For example, timelines help students arrange events chronologically, web diagrams help them connect related ideas, pro/con charts help them weigh evidence, and flow charts help them understand the steps of a process. However, part of the integration of visual evidence should also focus on developing student independence in deciding which method to use. Visual representations are also an excellent way for teachers to check what students already know about a topic or how well they understand key relationships. They can be used before, during, and after reading of the text.

### Sample Assessment Items: (grades 6-8)



What impact did Paul Revere's engraving above have on the American colonists?

- It alarmed citizens in Britain who ignored America's cry for independence.
- It enraged colonists by portraying British soldiers as cruel.
- It resulted in a peace treaty between Britain and the colonies.
- It encouraged many to abandon the idea of independence.



The diagram above is an example of which type of government common in several European nations?

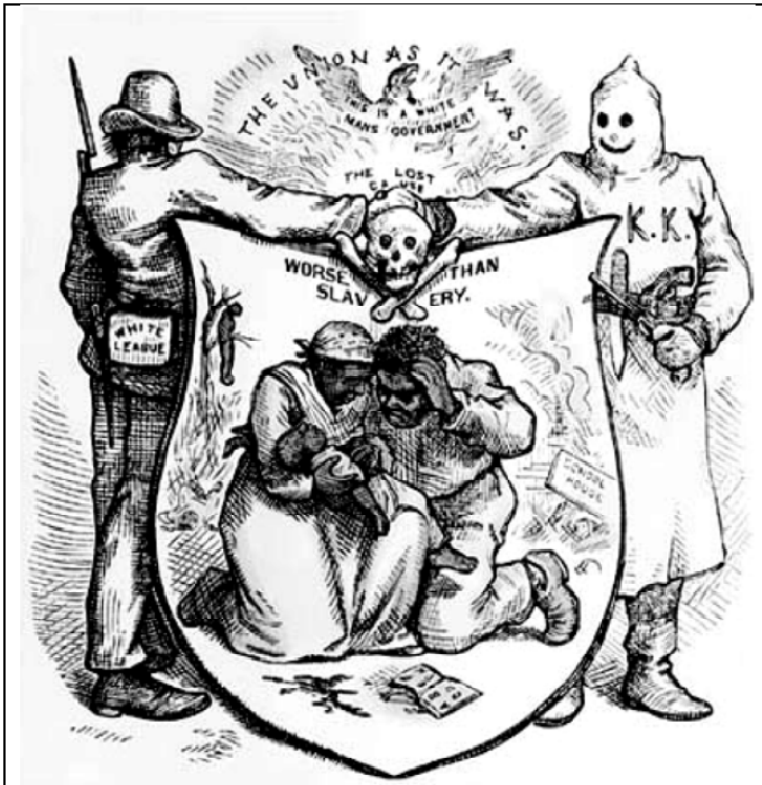
- A Dictatorship
- B Constitutional Monarchy
- C Representative Democracy
- D Direct Democracy

*(grades 9-12)*

<b>Political Ideology in the United States</b>	
<b>Republican Party</b>	<b>Democratic Party</b>
<ul style="list-style-type: none"> <li>• <b>Supports traditional values and the status quo</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Believes government should actively promote social reform</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Favors less regulation of business and intervention in the economy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advocates active role by the government to correct shortcomings of the economy</b></li> </ul>

According to the chart above, the Republican Party would more *likely* support \_\_\_\_.

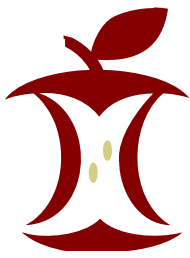
- a. increased taxes for health care
- b. less tax money for public welfare programs
- c. more government control over the banking industry
- d. increased regulation of the automobile manufacturing



Which of the following best summarizes the message depicted in the political cartoon above, by artist Thomas Nast?

- One of many goals of the Klan was to lend support to newly freed slaves.
- Poverty would always plague the freed slaves of the Confederacy.
- Slavery should be banished from the United States territories.
- Because of prejudice, post-Civil War life was not better for African-Americans.





# COMMON CORE: Literacy

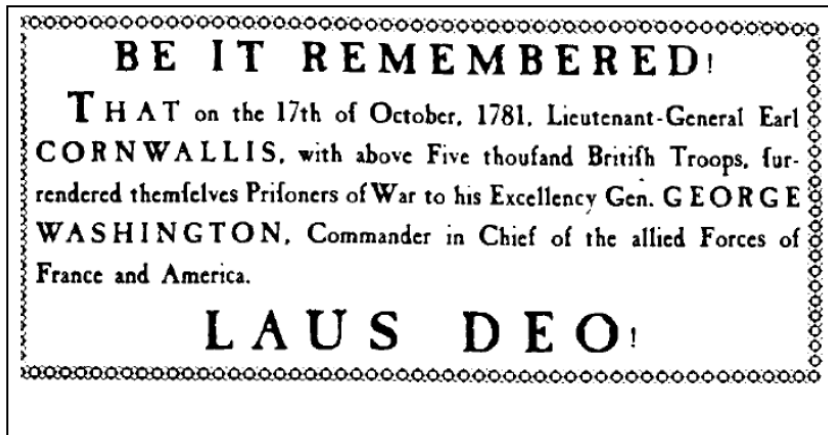
## Lessons for Social Studies Educators

### Reading Standard 8. FACT, OPINION, REASONING

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>8. FACT, OPINION, REASONING</b>		
Distinguish among fact, opinion, and reasoned judgment in a text.	<i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i>	Evaluate the author's premise, claims, and evidence by <i>corroborating or challenging them with other information.</i>
Recommended STEPS Strategies:		
Intro to Propaganda; Fact-Opinion T-Chart; CLUES; IntraAct: Concept Connections; Fact or Inference Graphic Organizer; Toast or Roast; Triangle Clues		

**Overview:** Authors utilize different strategies and approaches in order to support the claims made in their writings. This standard's expectation focuses primarily on rhetoric - the study and the use of language with persuasive effect. One important aspect of rhetoric includes understanding how an author uses three major persuasive appeals: reasoning, emotion, and values, as well as mastery of the differences between fact versus opinion.

### Sample Assessment Items: (grades 6-8)



*The text above reads, "Be it remembered! That on the 17th of October, Lieutenant-General Earl Cornwallis, with above Five thousand British Troops surrendered themselves Prisoners of War to his Excellency Gen. GEORGE WASHINGTON, Commander in Chief of the allied Forces of France and America. LAUS DEO (Praise be to God)."*

Which of the following phrases from the primary source above is a statement of opinion, as opposed to a factual statement?

- "...on the 17th of October...Cornwallis...surrendered"
- "...five thousand British Troops surrendered themselves Prisoners of War..."
- "Be it remembered...Praise be to God."
- "George Washington, Commander in Chief of the allied Forces of France and America..."

If a butterfly flaps its wings in Cairo, could this cause a hurricane in Beijing? Students of the so-called 'butterfly effect' know that small changes in one place can sometimes lead to enormous events in another. In international relations, local incidents have set in motion chains of events which led to the outbreak of wars, peace treaties, and the foundation of democratic governments. Dictatorships can be overthrown in a matter of days, but building a functioning democracy is a generational challenge.

In the case of revolutions in the Arab world, the butterfly flapped its wings in the form of the legitimate protest. The repercussions of this rapidly spread and led to the toppling of autocratic leaders in Tunisia and Egypt, a revolt and civil war in Libya, and widespread demonstrations in the Middle East and North Africa. The eventual impact of the democracy revolutions in the Arab world is not yet clear and the overall consequences for Arab democracy may not crystallize for many decades. From the international community's perspective, it should now be very clear that decades of aid to corrupt regimes in these countries did nothing more than prop-up autocrats and stifle democracy. The need for shifting gear must be acknowledged. The European Union has recently announced increased aid and loans to the region. It is important that this type of economic assistance fully support democracy in the Arab countries. We need to recognize that transition to democracy is a long-term process. It needs our patience and enduring commitment.

Which phrase from the editorial above makes a statement of *fact* about recent events, known as the "Arab Spring"?

- "In international relations, local incidents have set in motion chains of events which led to the outbreak of wars, peace treaties, and the foundation of democratic governments."
- "In the case of revolutions in the Arab world, the butterfly flapped its wings in the form of the legitimate protest."
- "From the international community's perspective, it should now be very clear that decades of aid to corrupt regimes in these countries did nothing more than prop-up autocrats and stifle democracy."
- "We need to recognize that transition to democracy is a long-term process. It needs our patience and enduring commitment."

**Sample Assessment Item: (grades 9-12)**

Fort Gibson is the extreme south-western outpost on the United States frontier; beautifully situated on the banks of the river in the midst of an extensive and lovely prairie; and occupied by the 7<sup>th</sup> regiment of United States infantry, under the command of General Arbuckle, one of the oldest officers on the frontier, and the original builder of the post.

Being soon to leave this little civilized world for a campaign in the Indian country, I take this opportunity to bequeath a few words before the moment of departure. Having sometime since obtained permission from the Secretary of War to accompany the regiment of United States dragoons in their summer campaign.

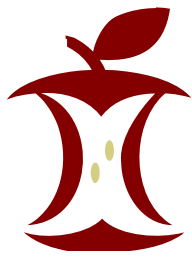
The grassy plains are resounding with the trampling hoofs of the prancing warhorse—and already the hills are echoing back the notes of the spirit-stirring trumpets. The natives are again "to be astonished," and I shall probably again be a witness to the scene. I should delight in seeing these red knights of the lance and I care not how badly we frighten them, provided we hurt them not.

I take an indescribable pleasure in roaming through Nature's trackless wilds.  
We shall be on the move again in a few days.

*North American Indians,  
Leavenworth Expedition, George Catlin*

Which of the following phrases is a statement of fact, as opposed to the author's opinion?

- "Fort Gibson is...beautifully situated on the banks of the river in the midst of an extensive and lovely prairie"
- "Fort Gibson is...occupied by the 7<sup>th</sup> regiment of United States infantry, under the command of General Arbuckle"
- "I care not how badly we frighten them, provided we hurt them not."
- "I take an indescribable pleasure in roaming through Nature's trackless wilds."



# COMMON CORE: Literacy

## Lessons for Social Studies Educators

### Reading Standard 9. TEXT COMPARISONS

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
<b>9. Text Comparisons</b>		
Analyze the relationship between a primary and secondary source on the same topic.	<i>Compare and contrast</i> treatments of the same topic <i>in several primary and secondary sources.</i>	<i>Integrate information</i> from diverse sources, both primary and secondary, <i>into a coherent understanding of an idea or event, noting discrepancies among sources.</i>
<b>Recommended STEPS Strategies:</b>		
Primary Source Buckets; Venn Diagrams; SOAPS; SOAPStone with Essential Questions; Assessing Historic Documents; Primary Source Compare/Contrast Matrix		

**Overview:** History and related social studies disciplines require students to actively engage in analysis of past and contemporary events, drawing conclusions based upon multiple forms of often contradictory evidence drawn from both primary and secondary sources. This skill demands rigorous practice over time, offering students frequent opportunities to weigh the treatment of various sources toward the same event or topic. In able to accomplish this goal, the classroom instructor is encouraged to research and incorporate collections of supplemental resources beyond the textbook.

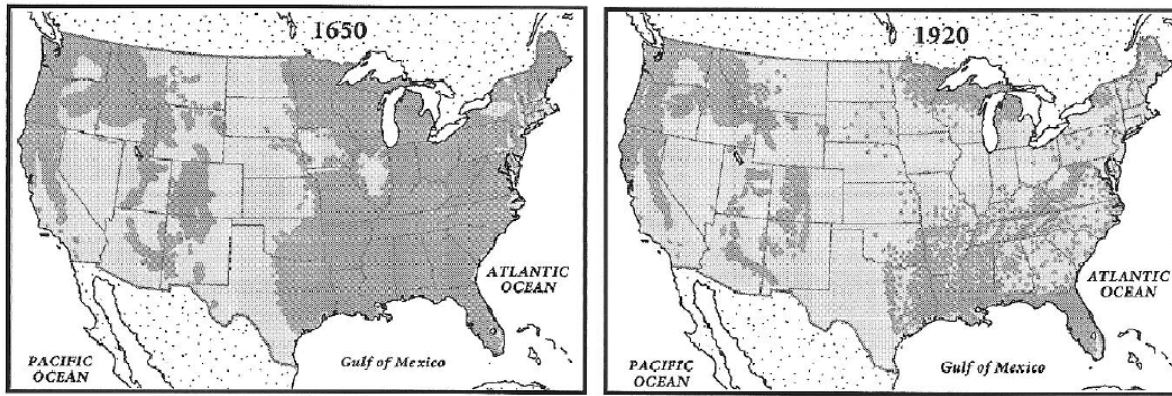
#### Sample Assessment Items: (grades 6-8)

<p>“Whenever the legislators endeavor to take away and destroy the property of the people or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people...who have a right to resume their original liberty and, by the establishment of a new legislature, provide for their own safety and security.”</p> <p style="text-align: right;"><i>John Locke, Second Treatise of Government</i></p>	<p>“That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government, laying its foundation on such principles...as to them shall seem most likely to effect their safety and happiness.”</p> <p style="text-align: right;"><i>Thomas Jefferson, Declaration of Independence</i></p>
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Which statement below summarizes a common theme in the two passages above?

- Governments are always at a state of war against the citizens.
- Citizens may establish new governments when their rights are abused.
- Elected legislatures are the source of government’s abuse of power.
- All humans should have the right to vote and hold public office.

 **Area of Primary (Never been logged) Forests in the United States**



Any fool can destroy trees. They cannot run away; and if they could, they would still be destroyed – chased and hunted down as long as fun or a dollar could be got out of their barks and hides.... It took more than three thousand years to make some of the trees in these western woods – trees that are still standing in perfect strength and beauty, waving and singing in the mighty forests of the Sierras. Through all the wonderful, eventful centuries since Christ’s time – and long before that – God has cared for these trees, saved them from drought, disease, avalanches, and a thousand straining, leveling tempests and floods; but He cannot save them from fools – only Uncle Sam can do that.

by John Muir

Using the maps and the quote, what argument does conservationist John Muir make?

- a. Our natural resources are being depleted.
- b. Lumber companies are slowly restoring our forests.
- c. Our natural resources are easily replenished.
- d. Our forests are valuable resources.

**Sample Assessment Items: (grades 9-12)**

In 1996, Congress passed and President Clinton signed a welfare reform law that significantly changed the welfare system of the country. The Personal Responsibility Work Opportunity and Medicaid Restructuring Act of 1996 was to require welfare recipients to work in exchange for benefits. More control of the federal welfare dollars was to be granted to state governments, as well.

*Close Up,  
Prentice-Hall Publishers*

“The Washington welfare system has robbed recipients of their self-esteem by merely providing a check. This proposal requires each to work for his/her benefits, thereby instilling the pride of employment...This sense of accomplishment and independence often influences children who can see firsthand the benefits of a strong work ethic..Compassion is not the sole property of Washington and this bill also creates a federal-state partnership in meeting the needs of welfare recipients.”

*Representative Gerald Solomon,  
New York, 1996*

What primary reason is cited for requiring welfare recipients to work in return for government benefits?

- a. increase welfare benefits to meet the rising costs of living
- b. reduce state control over how tax dollars are spent
- c. develop self-esteem through support of the work ethic
- d. serve as a role model for children in American families

“If they dare to come out and in the open defend the gold standard as a good thing, we shall fight them to the uttermost, having behind us the producing masses of the nation and the world. Having behind us the commercial interests and the laboring interests and all the toiling masses, we shall answer their demands for a gold standard by saying to them, you shall not press down upon the brow of labor this crown of thorns. You shall not crucify mankind upon a cross of gold.”

*Address to the National Populist Party Convention, 1896*

We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people. We charge that the controlling influences dominating both these parties have permitted the existing dreadful conditions to develop without serious effort to prevent or restrain them. Neither do they now promise us any substantial reform. . . .

*Preamble Populist Party Platform, 1896*

As mentioned in the passages above, which issue was central to the growth of a third political party and the nomination of William Jennings Bryant as its presidential candidate?

- a. free coinage of silver
- b. import tariffs
- c. immigration restrictions
- d. labor's right to strike

*Grade 6-8 Sample Assessment Item:*

*Analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of Frederick Douglass's Narrative.*

**Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*. Boston: Anti-Slavery Office, 1845. (1845)**

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my

return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trumpet of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

*Grade 6-8 Sample Assessment Item:*

*Analyze how the early years of Harriet Tubman, as related by author Ann Petry, contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life.*

**Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*. New York: HarperCollins, 1983. (1955)  
From Chapter 3, “Six Years Old”**

By the time Harriet Ross was six years old, she had unconsciously absorbed many kinds of knowledge, almost with the air she breathed. She could not, for example, have said how or at what moment she knew that she was a slave.

She knew that her brothers and sisters, her father and mother, and all the other people who lived in the quarter, men, women and children were slaves.

She had been taught to say, “Yes, Missus,” “No, Missus,” to white women, “Yes, Mas’r,” “No, Mas’r” to white men. Or, “Yes, sah,” “No, sah.”

At the same time someone had taught her where to look for the North Star, the star that stayed constant, not rising in the east and setting in the west as the other stars appeared to do; and told her that anyone walking toward the North could use that star as a guide.

She knew about fear, too. Sometimes at night, or during the day, she heard the furious galloping of horses, not just one horse, several horses, thud of the hoofbeats along the road, jingle of harness. She saw the grown folks freeze into stillness, not moving, scarcely breathing, while they listened. She could not remember who first told her that those furious hoofbeats meant that patrollers were going in pursuit of a runaway. Only the slaves said patterollers, whispering the word.

*Grade 6-8 Sample Assessment Item:*

*Compare Washington's Farewell Address to the Monroe Doctrine, analyzing how both texts address similar themes and concepts regarding entangling alliances.*

**Washington, George. "Farewell Address." (1796)**

Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens) the jealousy of a free people ought to be constantly awake, since history and experience prove that foreign influence is one of the most baneful foes of republican government. But that jealousy to be useful must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defense against it. Excessive partiality for one foreign nation and excessive dislike of another cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots who may resist the intrigues of the favorite are liable to become suspected and odious, while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor or caprice?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them.

**Monroe Doctrine, *President Monroe's seventh annual message to Congress, December 2, 1823.***

The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so. It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. ..The late events in Spain and Portugal show that Europe is still unsettled...Our policy in regard to Europe, which was adopted at an early stage of the wars which have so long agitated that quarter of the globe, nevertheless remains the same, which is, not to interfere in the internal concerns of any of its powers...However, it is impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness...It is equally impossible, therefore, that we should behold such interposition in any form with indifference.



*Grades 9-12 Sample Assessment Item:*

*Analyze how Lincoln in his Second Inaugural Address unfolds his examination of the ideas that led to the Civil War, paying particular attention to the order in which the points are made, how Lincoln introduces and develops his points, and the connections that are drawn between them.*

**Lincoln, Abraham. "Second Inaugural Address." (1865)**

Fellow-Countrymen:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

*Grades 9-12 Sample Assessment Item:*

*Evaluate the argument and specific claims about civic responsibility, assessing the validity of Wiesel's reasoning.*

**Wiesel, Elie. "Hope, Despair and Memory." *Nobel Lectures In Peace 1981-1990*. Singapore: World Scientific, 1997. (1986)**

It is with a profound sense of humility that I accept the honor - the highest there is - that you have chosen to bestow upon me. I know your choice transcends my person.

Do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? I do not. No one may speak for the dead, no one may interpret their mutilated dreams and visions. And yet, I sense their presence. I always do - and at this moment more than ever. The presence of my parents, that of my little sister. The presence of my teachers, my friends, my companions..

This honor belongs to all the survivors and their children and, through us to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday, or eitemities ago. A young Jewish boy discovered the Kingdom of Night. I remember his bewilderment, I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember he asked his father: "Can this be true? This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?"

And now the boy is turning to me. "Tell me," he asks, "what have you done with my future, what have you done with your life?" And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explain to him how naïve we were, that the world did know and remained silent. And that is why I swore never to be silent whenever wherever human beings endure suffering and humiliation. We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must— at that moment—become the center of the universe.

**Grades 9-12 Sample Assessment Item:**

**Analyze the role and motivation of the African-American, Union, and Confederate soldiers in the Civil War, comparing and contrasting primary sources against claims and reasoning presented in secondary sources.**

**McPherson, James M. *What They Fought For 1861-1865*. New York: Anchor, 1995. (1994)  
From Chapter 2, "The Best Government on God's Footstool"**

One of the questions often asked a Civil War historian is, "Why did the North fight?" Southern motives seem easier to understand. Confederates fought for independence, for their own property and way of life, for their very survival as a nation. But what did the Yankees fight for? Why did they persist through four years of the bloodiest conflict in American history, costing 360,000 northern lives—not to mention 260,000 southern lives and untold destruction of resources? Puzzling over this question in 1863, Confederate War Department clerk John Jones wrote in his diary: "Our men must prevail in combat, or lose their property, country, freedom, everything.... On the other hand the enemy, in yielding the contest, may retire into their own country, and possess everything they enjoyed before the war began."

If that was true, why did the Yankees keep fighting? We can find much of the answer in Abraham Lincoln's notable speeches: the Gettysburg Address, his first and second inaugural addresses, the peroration of his message to Congress on December 1, 1862. But we can find even more of the answer in the wartime letters and diaries of the men who did the fighting. Confederates who said that they fought for the same goals as their forebears of 1776 would have been surprised by the intense conviction of the northern soldiers that they were upholding the legacy of the American Revolution.

**The Battle Cry of Freedom  
by George F. Root**

Yes, we'll rally round the flag, boys,  
we'll rally once again,  
Shouting the battle cry of Freedom,  
We will rally from the hillside,  
we'll gather from the plain,  
Shouting the battle cry of Freedom.

The Union forever,  
Hurrah! boys, hurrah!  
Down with the traitors,  
Up with the stars,  
While we rally round the flag, boys,  
Rally once again,  
Shouting the battle cry of Freedom.

So we're springing to the call  
from the East and from the West,  
Shouting the battle cry of Freedom,  
And we'll hurl the Rebel crew  
from the land that we love best,  
Shouting the battle cry of Freedom.

**The Bonnie Blue Flag  
by Harry McCarthy**

We are a band of brothers,  
and native to the soil,  
Fighting for the property  
we gained by honest toil;  
And when our rights were threatened,  
the cry rose near and far:  
"Hurrah for the Bonnie Blue Flag that bears a single star!"

Hurrah! Hurrah!  
For Southern rights, hurrah!  
Hurrah for the Bonnie Blue Flag that bears a single star.

Then here's to our Confederacy,  
strong we are and brave,  
Like patriots of old we'll fight,  
our heritage to save;  
And rather than submit to shame,  
to die we would prefer,  
So cheer for the Bonnie Blue Flag that bears a single star.