

Teacher Introduction

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

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

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

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

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

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

★ *What Are These Assessments Like?*

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

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

- *Based on primary or secondary sources*

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

- *Brief tasks promoting historical literacy*

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

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

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

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

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

- *Evaluating student responses*

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

The 1920s Assessment 1

Basic Level

Teacher Instructions

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

★ Key Ideas and Details

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

★ Using this Assessment

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The 1920s: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to this Assessment

[This section is not available for review on sample pages]

The 1920s: Assessment 1

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

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

Document 1: Primary Source

The secretary of the Illinois Music Teachers' Association announces that superheated jazz is on the wane. He predicts that we shall soon be in the attic digging up sheet music of "The Good Old Summer Time," "In the Shade of the Old Apple Tree," and tunes of the past, having deposited all the current works of tin-pan alley in the ash can.

May we venture an opinion that the secretary of the Music Teachers' Association is in error? We suspect he is deceived by a very common longing for a return of his youth. We share it and sympathize. Our fathers and mothers felt a similar preference for a similar reason for "Rosalie, the Prairie Flower," "Shells of Ocean," Roll On, Silver Moon," "Larboard Watch," and "O, Susannah." But they didn't pass them on. Nor are we going to infect our youngsters with our sentimental yearnings for the favorites of our youth. Our youth belongs to us. Theirs belongs to them. Fair enough, we say.

And there is another reason, a special reason, why jazz is not going to be replaced by the old tunes. Jazz is the rhythm of today. It is the rhythm of the internal combustion engine and nothing can drown that out. There are several million automobiles playing jazz and our nerves are keyed to them. We older folks may tire of it and yearn for the long swing of the waltz, but not our young folks. You can't drive a nifty roadster to waltz rhythm nor yet the airplane you are just learning to let out at one hundred miles the hour.

Source Information: This passage is adapted from "The Rhythm of the Age," an editorial in *The Chicago Tribune*, October 23, 1927.

Source: America in Class from the National Humanities Center. "The Twenties in Contemporary Commentary: The Age We Live In." *Becoming Modern: America in the 1920s*. Accessed September 26, 2013.
<http://americainclass.org/sources/becomingmodern/theage/text1/colcommentary.pdf>.

Document 2: A Secondary Source

With the end of the war years and the earnest age of Progressive reform, a more carefree time of looser social and cultural attitudes arrived. The nation turned dramatically against one Progressive reform, Prohibition. The speakeasy, where illegal alcoholic beverages flowed, became a symbol of the new era. In general, a more urban, “liberated,” and cosmopolitan outlook asserted itself against the more traditional “Victorian” attitudes of the past. It was a time for “The Jazz Singer” and other Hollywood “talkies,” bathtub gin and speakeasies, rebellious teens using movies and the automobile to escape their watchful parents, the flapper age of newly liberated women, a time of adventurous individualists and heroes—Henry Ford, Babe Ruth, Charles Lindbergh.

Critical writers like F. Scott Fitzgerald, H. L. Mencken, and Sinclair Lewis all poked fun in different ways at more conventional Main-Street American values. Mencken was famous for the satirical ridicule he directed during the Scopes trial at those who opposed the teaching of evolution in the schools. However, that trial itself shows how contradictory the 1920s were, for the Scopes trial also gave voice to a widely shared religious fundamentalism that opposed the secular, urban values of people like Mencken. Jim Crow segregation also remained solidly entrenched throughout the South and elsewhere. Support for Prohibition was as widespread as opposition to it. This was true even in the face of the gangsterism spawned by the illegal sale of liquor. Labor unions declined in strength during the decade. The 1920s began with a terrifying “Red Scare” in which radical immigrants were demonized and deported by the thousands. Fears of ethnic newcomers led to strict new limits on immigration, especially against southern and eastern Europeans.

Source Information: This document is a secondary source account of changes in social and cultural life in the 1920s. 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 decade of the 1920s. It is a later account by someone writing about that decade. This document is adapted from the Introductory Essay for *The 1920s: Golden Age or Age of Illusion?*

Source: Burack, Jonathan. *1920s: Golden Age or Age of Illusion?* Historian's Apprentice. Culver City, C.A.: MindSparks, 2009.

Assessment Questions

1. Document 1 lists two groups of songs, and then it talks about jazz. The author’s final point is that older music styles will not return and the popularity of jazz will not fade. How do the details in all three paragraphs help support that point?

2. Document 2 sums up broad social and cultural changes in the 1920s. Underline or highlight three details in it that further illustrate the shift in tastes described in Document 1.

The 1920s Assessment 7

Advanced Level

Teacher Instructions

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

★ *Integration of Knowledge and Ideas*

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

★ *Using this Assessment*

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The 1920s: 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*

[This section is not available for review on sample pages]

The 1920s: Assessment 7

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

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

Document 1: A Written Primary Source

We believe that the pioneers who built America bequeathed to their own children a priority right to it, the control of it and of its future, and that no one on earth can claim any part of this inheritance except through our generosity. We believe, too, that the mission of America under Almighty God is to perpetuate and develop just the kind of nation and just the kind of civilization which our forefathers created. This is said without offense to other civilizations, but we do believe that ours, through all possible growth and expansion, should remain the same kind that was “brought forth upon this continent.” Also, we believe that races of men are as distinct as breeds of animals; that any mixture between races of any great divergence is evil; that the American stock, which was bred under highly selective surroundings, has proved its value and should not be mongrelized ... Finally, we believe that all foreigners were admitted with the idea, and on the basis of at least an implied understanding, that they would become a part of us, adopt our ideas and ideals, and help in fulfilling our destiny along those lines, but never that they should be permitted to force us to change into anything else.

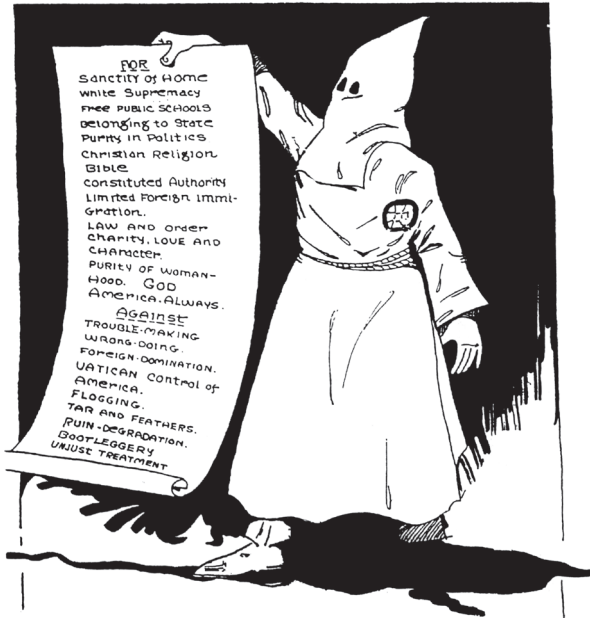
This is the basic idea of the Klan. There is, perhaps, much to be said for the liberal idea of making America a mongrel nation, but that involves the two points which, as I have pointed out, the Klan will not debate. We hold firmly that America belongs to Americans, and should be kept American ... The whole purpose of the Klan is to bring this belief to fulfillment. We make many mistakes, but we are doing this one thing, and no one else is even trying to do it. Within a few years the America of our fathers will either be saved or lost, and unless some other way is found, all who wish to see it saved must work with us.

Source Information: After the Civil War, the Ku Klux Klan arose in the South. It used violence and fear to keep African Americans from gaining full equality there. During the 1920s, it briefly expanded far beyond its Southern roots. It widened the scope of its intolerance as it spread to other parts of the nation. Along with African Americans, it also saw Catholics, Jews, immigrants, and others as a threat to a pure, white Anglo-Saxon Protestant America. It still engaged in acts of terror and intimidation, but in some areas, it tried to present a more nonviolent and respectable image. In December 1925, *The Forum* magazine conducted a debate on the Klan. This excerpt is from the statement there by Hiram Wesley Evans, Imperial Wizard of the Ku Klux Klan.

Source: America in Class from the National Humanities Center. “The Twenties in Contemporary Commentary: The Ku Klux Klan.” *Becoming Modern: America in the 1920s*. Accessed September 26, 2013.
<http://americainclass.org/sources/becomingmodern/divisions/text1/colcommentaryklan.pdf>.

Document 2: A Visual Primary Source

A KLANSMAN'S CREED



Cartooning Texas, by Maury Forman and Robert A Calvert (Texas A&M University Press, 1993)

Source Information: This cartoon by an unknown artist was titled “Texas 100 Percent American.” It appears in *Cartooning Texas*, by Maury Forman and Robert A Calvert (Texas A&M University Press, 1993). It was reprinted by permission in *Moving North*, a lesson on the Harlem Renaissance. The cartoon presents the Klan’s view of itself in the long list this Klansman unfolds. That list reads as follows:

For: Sanctity of Home; White Supremacy; Free Public Schools Belonging to State; Purity in Politics; Christian Religion; Bible; Constituted Authority; Limited Foreign Immigration; Law and Order; Charity, Love and Character; Purity of Womanhood; GOD; America, Always.

Against: Trouble-making; Wrong-doing; Foreign-Domination; Vatican control of America; Flogging; Tar and Feathers; Ruin-Degradation; Bootlegger; Unjust Treatment.

Source: Burack, Jon. “Moving North.” *The Harlem Renaissance*. U.S. History Unfolding: 1865–Present. Culver City, C.A.: MindSparks, 2001.

Document 3: A Visual Primary Source



Library of Congress

Source Information: This photo is of a Ku Klux Klan parade near the nation’s Capitol Building in Washington, D.C. on September 13, 1926.

Source: “Ku Klux Klan Parade.” Photograph. September 13, 1926. From Library of Congress, *National Photo Company Collection*. Accessed September 26, 2013. <http://www.loc.gov/pictures/item/npc2007016218/>.

Student Handout

Document 4: A Primary Source

Regional Distribution of Klan Membership		
Region	1922 % of Membership	1924 % of Membership
North Central (Indiana, Ohio, Illinois)	6.4	40.2
Southwest (Texas, Oklahoma, Arkansas, Louisiana, New Mexico, Arizona)	61.0	25.6
South (Entire South east of the Mississippi River)	22.2	16.1
Midwest (Minnesota, Iowa, Nebraska, Kansas, Missouri, Michigan, North Dakota)	5.0	8.3
Far West (Oregon, California, Idaho, Utah, Washington, Colorado, Wyoming)	5.1	6.1
North Atlantic (New York, Delaware, New Jersey, Pennsylvania, Maryland, New England)	0.3	3.7

Source Information: The Ku Klux Klan died out after the Civil War. It was revived in 1915 by one small group of men in Georgia. By 1925, it had at least one or two million members (exact figures are difficult to determine.) This table shows changing percentages of Klan membership in several regions from 1922 to 1924, the years of the Klan's greatest overall growth. The table is adapted from figures in Kenneth Jackson's *The Ku Klux Klan in the City, 1915–1930*.

Source: Jackson, Kenneth. *The Ku Klux Klan in the City, 1915–1930*. New York, N.Y.: Oxford University press, 1967.

Assessment Questions

1. After the Civil War, the Ku Klux Klan's activities centered on terrorizing African Americans in the South. These documents show that for the revived Klan of the 1920s this narrow focus shifted in several ways. Cite evidence for this from *all four* documents.

2. Why do you think the Klan able to grow and appear more mainstream briefly in the 1920s?