

Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about the civil rights movement. 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 students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

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

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

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

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

- *Evaluating student responses*

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

The Civil Rights Movement 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 Civil Rights Movement: 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.

★ Evaluating Student Responses to this Assessment

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The Civil Rights Movement: Assessment 1

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

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

Document 1: A Secondary Source

The combination of political pressures and the practical demands of winning the war helped bring about a considerable shift in military policy. The maintenance of segregation was declared to be official policy in 1940, and at a conference for the Black press in 1941 in Washington D.C., War Department officials insisted that the military would not act as a “sociological laboratory.” However, in practice, segregation proved to be inefficient, unworkable in some areas, and clearly harmful to Black morale....The inability to provide segregated recreational facilities for all those in camps led to the beginning of an open access policy in 1944. The same year, conflict over transportation between southern military bases and neighboring towns led to the introduction of a first come, first served policy with no segregation. The most radical departures came in the Navy, where the wider use of Black personnel made segregation increasingly unworkable, and in the Army during the Battle of the Bulge, when a limited number of Black platoons were integrated with White companies.

By the end of the war, more than one million African Americans had served in different branches of the military. There can be little doubt that, for many, such service was a bitter and disillusioning experience....However, a recent study of the attitudes of Black servicemen suggests that a much higher proportion of Blacks than Whites (41 percent to 25 percent) expected to be better off as a result of their service, and that for many African Americans service was “an eye-opening experience.”

Source Information: This is a secondary source document. The excerpts in it are from “War and Racial Progress: The African American Experience during World War II” by Neil A. Wynn in *Peace & Change, A Journal of Peace Research*, Volume 20, Number 3, July 1995, 356–357. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of World War II. It is a later account by someone writing about the war and its impact on African American soldiers.

Document 2: A Primary Source

It was to my amazement, a short time ago, when I had the opportunity of visiting the German concentration camp here at Barkeley to observe a sign in the latrine actually segregating a section of the latrine for Negro soldiers, the other being used by the German prisoners and the white soldiers. Seeing this was honestly disheartening. It made me feel, here, the tyrant is actually placed over the liberator.

Many of the existing conditions we discussed with our company commander but to no avail. Being himself a Texan and probably accustomed to the maltreatment of Negroes, we find it extremely difficult to obtain his assistance. I was severely reprimanded by the company commander one afternoon after a class on court martial, for asking, "To who could we, as Colored soldiers turn to if we were innocently maltreated." He asked me to be specific. I spoke of the treatments we received in town, on camp buses and theaters. My question was very diplomatically ignored and after class, in his office, he called me a trouble maker and gave me an order not to even discuss the subject with the other fellows, who were as aware of the existing conditions as myself. There are many reasons in my estimation which makes our company commander, Lt. Schuessle unfit for leadership.

About a month and a half ago, we had the extreme privilege of having a Colored Colonel visit us, namely Hamilton Neal. At this particular time, we had practically no form of amusement, not even a service club. At this time, the only way we could get to town which was eleven miles away, was to hitchhike or walk. Our only form of recreations was the outdoor theater in which even here we were segregated. Colonel Neal said nothing in the way of encouragement to us. We listen to him, of course, for we realized that his was a position rarely achieved by a Negro. He spoke of his pleasure in viewing our IQ records and told us we should be proud to be at camp Barkeley. I suppose Colonel Neal was sent as a morale builder, but to us he completely failed in his mission, for we looked upon him as a figurehead.

Source Information: This document includes parts of a letter by Pvt. Bert B. Babero, February 13, 1944, to Attorney Truman Gibson, Civilian Aide to the Secretary of War. In his letter, Babero complains of segregation at Camp Barkeley in Texas, where he was stationed. During World War II, Many African American soldiers, including many from the North, trained in segregated bases in the U.S. South. Babero's letter was printed in *America Firsthand, Volume II: From Reconstruction to Present*, edited by Robert D. Marcus and David Burner (New York: St. Martin's Press, 1995). The entire letter can also be accessed online at http://education.ucsb.edu/webdata/instruction/hss/Generalizations/Wright_Letters.pdf.

Assessment Questions

1. Both documents describe segregation practices in the army. Cite two examples of such segregation that *both* documents mention. What additional examples of such segregation does Document 2 provide?
2. Does Pvt. Babero's letter (Document 2) mainly support Document 1's overall view of segregation in the army during World War II? Why or why not?

The Civil Rights Movement 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 Civil Rights Movement: 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*

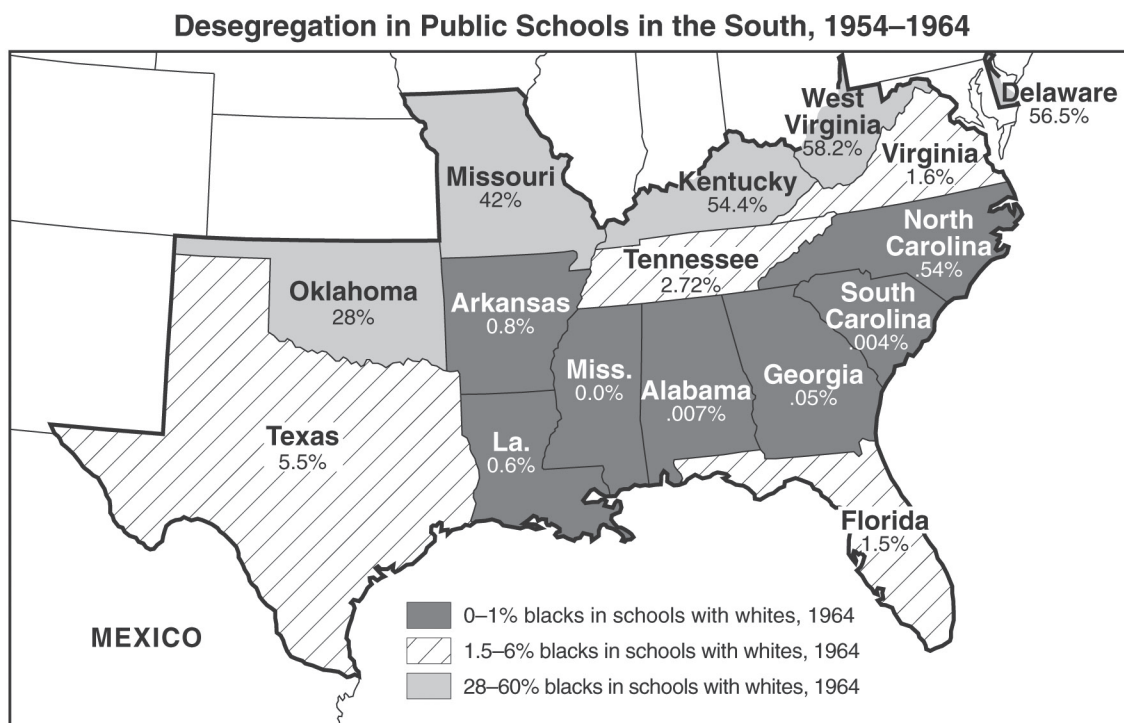
LEYZ dVTz _ Z _ eRgZRSJ WcdVgZ/h ` _ dR^ aJV aRXVd N

The Civil Rights Movement: Assessment 7

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

CCS Standard 7: (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 Comparative Primary Source



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin, 1986 (adapted)

Source Information: The Supreme Court’s *Brown v. Board of Education* decision overruled “separate but equal” schooling. In other words, the Court decided that racial segregation of schools could not be allowed. It ordered schools to desegregate with what it termed “all deliberate speed.” However, the Court could do little to determine that speed. Deeply held attitudes would have to change. This map shows how much school desegregation had occurred in the South by 1964. The map is adapted from Mary Beth Norton, et al, *A People and a Nation*, Vol. 2, 1986.

Student Handout

Document 2: A Visual Primary Source



Library of Congress, Prints and Photographs Division, Reproduction Number LC-DIG-ppmsca-03089.

Source Information: This photograph shows a line of African American students walking through a sullen crowd of white boys into a formerly all-white high school in Clinton, Tennessee. The photo is dated December 4, 1956. The episode occurred during a period of violence related to school integration.

Document 3: A Primary Source

Guardsmen Seal Off Schools at Lamar

National Guardsmen and State Highway Patrolmen Tuesday threw a tight ring of security around the adjacent Lamar High and Lamar Elementary schools in an attempt to prevent new outbreaks of violence over federal court-ordered integration of area classrooms. The battalion, headquartered at Florence and commanded by Col. John Moore, was ordered on standby alert after about 300 white parents showed up at the main entranceways to the schools to protest the mid-term revamping of Darlington County classrooms to produce a racial balance in them.

Violence erupted shortly after school busses began arriving at Lamar high and the protestors moved from a vacant lot on to the highway and started beating on the side of the bus. . . . Two more buses began pulling into the area and the crowd, including several dozen men carrying ax handles and one man with a chain, pressed forward again. They began beating on the sides of the buses and shattering their windows,

The children, most of them black, managed to escape from the first bus without suffering injuries. But several children in the second bus received cuts and bruises while trying to get out of the bus through its emergency door.

The windshield of the lead bus was shattered by a man with a chain, while another man ripped out its ignition wires. Within seconds after the children had cleared the buses, the crowd turned both of them on their sides. An attempt to set them on fire failed.

Between 75 and 100 Highway Patrolmen used considerable restraint in trying to control the mob before temporarily pulling back and resorting to the use of tear gas.

Gov. Robert E. McNair, who ordered out the National Guard, branded the incident as “unspeakable” and...said the violent acts “against innocent children and against the very principle of public education defies all human reason and understanding.”

Source Information: By 1970, most Southern districts were desegregating schools peacefully—not everywhere, however. Federal courts that year ordered schools integrated in two South Carolina counties. The governor urged people to accept the order. Nevertheless, violence broke out in Lamar, SC, over school desegregation. This document is excerpted from a story, written by Leverage Prosser, about the incident in Charleston's *The News and Courier* on March 4, 1970, page 1.

Assessment Questions

1. These three documents all provide evidence about one aspect of the civil rights struggle. What aspect is that, and what conclusions about it do *all three* documents support? Explain your answer by referring to details in each document.
2. According to one historian, “The map for Document 1 especially helps explain Document 3 better.” Do you agree? Why or why not?