

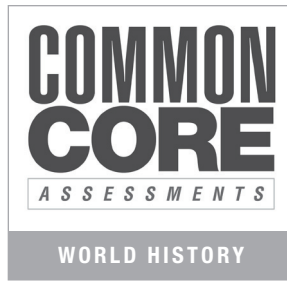
WORLD HISTORY

The
Age of Exploration

**COMMON
CORE**

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



19th-Century Nationalism

BY JONATHAN BURACK



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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about nationalism. 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 world 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 world history**

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. 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. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

- **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 as both 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 students' 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.

Assessment 1 *Basic Level*

The Holy Alliance Treaty

★ Key Ideas and Details

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

★ Using This Assessment

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

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

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the monarchs refer to Christianity as the basis for an underlying unity among themselves. They say they are all “members of one and the same Christian nation.” They say the Christian world has only one real sovereign, God. However, God has appointed monarchs like themselves to rule in his name. In claiming this, these three monarchs are strengthening their rule against any other view of where authority comes from. Acceptable responses to the second assessment question should see that the three monarchs in Document 1 were reacting against the forces unleashed by Napoleon. They were leaders at the Congress of Vienna and backed its effort to preserve conservative and aristocratic rule in the face of new democratic and nationalist movements. Those movements had very different ideas about the legitimate basis of political authority.

The Holy Alliance Treaty

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

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

Document 1: A Primary Source

In the name of the Most Holy and Indivisible Trinity. Their Majesties the Emperor of Austria, the King of Prussia, and the Emperor of Russia, because of the great events of the three last years in Europe, and especially of the blessings which it has pleased Divine Providence to shower upon those States which place their confidence and their hope on it alone, we have become convinced of the need to settle the steps to be observed by the Powers, in their reciprocal relations, based upon the sublime truths which the Holy Religion of our Savior teaches. . . .

Conformably to the words of the Holy Scriptures, which command all men to consider each other as brethren, the Three contracting Monarchs . . . consider themselves all as members of one and the same Christian nation and look on themselves as merely designated by Providence to govern three branches of the One family, namely, Austria, Prussia and Russia. In saying this, they thus confess that the Christian world, of which they and their people form a part, has in reality no other Sovereign than Him to whom alone power really belongs, because in Him alone are found all the treasures of love, science and infinite wisdom, that is to say, God, our Divine Savior, the Word of the Most High, the Word of Life. Their Majesties consequently recommend to their people, with the most tender solicitude, as the sole means of enjoying that Peace, which arises from a good conscience, and which alone is more durable, to strengthen themselves every day more and more in the principles and exercise of the duties which the Divine Savior has taught to mankind.

Source Information: The long struggle of the major monarchs of Europe against France ended after Napoleon was finally defeated in 1815. The monarchs feared the ideas of the French Revolution as well as the nationalist feelings Napoleon's invasions brought forth in people resisting him. The Holy Alliance Treaty of 1815 reflects this desire to restore a conservative political order based on royal dynasties, not on notions of national identity or democratic citizenship. The treaty was drawn and signed by the rulers of Austria, Russia, and Prussia. This passage from the Holy Alliance Treaty is adapted from the version found on the website The Napoleon Series.

Document 2: A Secondary Source

After the French army's nightmarish, unsuccessful attempt to conquer Russia in 1812, the Fourth Coalition of Britain, Russia, Prussia, Sweden, and Austria joined to defeat Napoleon. By January of 1814, Napoleon's forces were retreating toward Paris and in April of 1814 Emperor Napoleon abdicated the throne. The victors now faced the challenge of restoring political order and economic stability to Europe.

King Wilhelm III of Prussia, Czar Alexander I of Russia, and Emperor Francis I of Austria met in Vienna, where they were joined by aristocratic delegates of other European countries. The Congress of Vienna lasted for eight months, until June of 1815. Eventually, the German Confederation was founded; Poland was divided up among Russia, Prussia, and Austria; and southern Europe (territories in the Mediterranean region) were awarded to the Bourbons, France, the Hapsburg Empire, Austria, and the Kingdom of Sardinia.

The Congress of Vienna was successful in that it established national borders that were largely respected until World War I began in 1914. However, the Congress did not limit the power of conservative politicians or absolutist rulers, and it could not stifle liberal political ideas that had stimulated the French Revolution twenty-six years earlier.

Political liberals and radicals of the time believed that a citizen's loyalty should not be to a ruling king or queen, but rather to the country itself. Within large kingdoms—and especially within empires—there were communities of people who recognized that they shared a common culture and history. They dreamed of freedom and equality. The idea of “nation” and the spirit of nationalism motivated them to fight for this freedom, and for the political guarantees of a constitutional government.

Source Information: Document 2 is a secondary source about the 1815 Congress of Vienna and the conservative reaction against Napoleon and the French Revolution. The Congress concluded its work in June 1815. The Holy Alliance Treaty was signed a few months later. A secondary source is an account of past events written later by someone who did not experience or take part in those events. This particular secondary source historical account is adapted from “Overview: 19th-Century Nationalism,” introduction to *Document-Based Activities on 19th-Century Nationalism* by Elizabeth Ten Dyke (Culver City, CA: Social Studies School Service, 2004), p. vii.

Assessment Questions

1. The three monarchs who wrote the Holy Alliance Treaty (Document 1) claimed to be acting in the name of God and their religion. Why do you think it was so important to them to stress this idea? Cite details from the document to support your answer.
2. What details in Document 2 help explain why the monarchs wanted Europeans in 1815 to accept this idea?

Assessment 1 *Advanced Level*

The Holy Alliance Treaty

★ Key Ideas and Details

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

★ Using This Assessment

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Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should note that the three rulers first say there is only one real sovereign, God. However, God has appointed monarchs such as themselves to rule in his name, presumably through their birth into a ruling dynasty. Hence, God is the sole source of legitimate political authority, but he exercises it through monarchs and other dynastic rulers such as themselves. Acceptable responses to the second assessment question should see that the three monarchs in Document 1 were reacting against the forces unleashed by Napoleon and felt a strong need to restore traditional national boundaries and dynastic rulers. These three monarchs were also leaders in the Congress of Vienna's efforts to preserve conservative and aristocratic rule. By defining themselves as Christian rulers of one overarching Christian nation, these monarchs were undercutting new democratic and nationalist ideals and movements with very different ideas about the legitimate basis of political authority.

The Holy Alliance Treaty

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

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

Document 1: A Primary Source

In the name of the Most Holy and Indivisible Trinity. Their Majesties the Emperor of Austria, the King of Prussia, and the Emperor of Russia, because of the great events of the three last years in Europe, and especially of the blessings which it has pleased Divine Providence to shower upon those States which place their confidence and their hope on it alone, we have become convinced of the need to settle the steps to be observed by the Powers, in their reciprocal relations, based upon the sublime truths which the Holy Religion of our Savior teaches. . . .

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Source Information: The long struggle of the major monarchs of Europe against France ended after Napoleon was finally defeated in 1815. The monarchs feared the ideas of the French Revolution as well as the nationalist feelings Napoleon's invasions brought forth in people resisting him. The Holy Alliance Treaty of 1815 reflects this desire to restore a conservative political order based on royal dynasties, not on notions of national identity or democratic citizenship. The treaty was drawn and signed by the rulers of Austria, Russia, and Prussia. This passage from the Holy Alliance Treaty is adapted from the version found on the website The Napoleon Series.

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Political liberals and radicals of the time believed that a citizen's loyalty should not be to a ruling king or queen, but rather to the country itself. Within large kingdoms—and especially within empires—there were communities of people who recognized that they shared a common culture and history. They dreamed of freedom and equality. The idea of “nation” and the spirit of nationalism motivated them to fight for this freedom, and for the political guarantees of a constitutional government.

Source Information: Document 2 is a secondary source about the 1815 Congress of Vienna and the conservative reaction against Napoleon and the French Revolution. The Congress concluded its work in June 1815. The Holy Alliance Treaty was signed a few months later. A secondary source is an account of past events written later by someone who did not experience or take part in those events. This particular secondary source historical account is adapted from “Overview: 19th-Century Nationalism,” introduction to *Document-Based Activities on 19th-Century Nationalism* by Elizabeth Ten Dyke (Culver City, CA: Social Studies School Service, 2004), p. vii.

Assessment Questions

1. According to Document 1, what is the basis for legitimate political authority in a nation? Cite details from the document that most clearly suggest what its concept of legitimate political authority is.
2. In Document 1, the three monarchs say they are “members of one and the same Christian nation” chosen by God “to govern three branches of the One family.” How does Document 2 help explain why they wanted people to view their authority in this way?

Assessment 2 *Basic Level*

Herder's Cultural Nationalism

★ *Key Ideas and Details*

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

★ *Using This Assessment*

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

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that the idea of the “natural” nation is central for Herder even though it is not an easy concept to define fully. By a natural nation, Herder appears to mean a nation whose people are united by some naturally shared cultural pattern, especially a common language and other traditions and customs—a people united in “spirit and language.” He also speaks of the natural nation as like a family. Elsewhere he describes the early Germanic tribes as making up an “unadulterated, original nation” and also suggests they were uniform in physical development. Answers should refer to some or all of these aspects of what makes a nation “natural.” Acceptable responses to the second assessment question should note that a “degraded” nation is the opposite of a natural nation in that its people have sacrificed their “natural disposition” by mingling with others. At one point he calls such a nation “a monstrosity.” It is that loss of their natural cultural unity that has “degraded” the German nation.

Herder's Cultural Nationalism

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

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

A Primary Source Document

Nature brings forth families; the most natural state therefore is also one people, with a national character of its own. For thousands of years this character preserves itself within the people and, if the native princes concern themselves with it, it can be cultivated in the most natural way: for a people is as much a plant of nature as is a family, except that it has more branches. Nothing therefore seems more contradictory to the true end of governments than the endless expansion of states, the wild confusion of races and nations under one scepter. An empire made up of a hundred peoples and 120 provinces which have been forced together is a monstrosity, not a state-body. . . .

No greater injury can be inflicted on a nation than to be robbed of her national character, the peculiarity of her spirit and her language. Reflect on this and you will perceive our irreparable loss. Look about you in Germany for the character of the nation, for their own particular cast of thought, for their own peculiar vein of speech; where are they? Read [ancient Roman author] Tacitus; there you will find their character: "The tribes of Germany, who never degrade themselves by mingling with others, form a peculiar, unadulterated, original nation, which is its own archetype. Even their physical development is universally uniform, despite the large numbers of the people," and so forth. Now look about you and say: "The tribes of Germany have been degraded by mingling with others; they have sacrificed their natural disposition in protracted intellectual servitude; and, since they have, in contrast to others, imitated a tyrannical prototype for a long time, they are, among all the nations of Europe, the least true to themselves."

Source Information: Johann Gottfried von Herder (1744–1803) was a German philosopher and poet who promoted a cultural form of nationalism. His 1784 *Materials for the Philosophy of the History of Mankind* called for this form of nationalism. That is, it sought to unite people of different kingdoms, dukedoms, or other regions into a single nation based on uniform cultural traditions, language, and ethnic group identities. This passage from Herder is available on the webpage "Forging the German Nation," edited by Robert Horton, Department of History, University of Warwick.

Assessment Questions

1. Herder's central idea here has to do with what makes a people or region into a "natural" nation. Based on this passage, explain his concept of a "natural" nation.
2. What does Herder mean toward the end of the passage when he says the German nation in modern times has been "degraded"?

Assessment 2 *Advanced Level*

Herder's Cultural Nationalism

★ *Key Ideas and Details*

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

★ *Using This Assessment*

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

Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that Herder's idea of a "natural" nation appears to mean a nation whose people are united by some naturally shared cultural pattern, especially a common language and other traditions and customs—a people united in "spirit and language." He also speaks of the natural nation as similar to a family. Elsewhere he describes the early Germanic tribes as making up an "unadulterated, original nation" and also suggests they were uniform in physical development. In speaking of Germany as a "degraded" nation, Herder twice refers to its people as "mingling with others." As a result, he says, they are no longer "true to themselves." He also laments that Germans are divided up into several states. Herder's emphasis is on the idea that Germans have been degraded by losing their natural cultural unity. Acceptable responses to the second assessment question may vary. Some may see the idea that Germany is now "degraded" as suggesting that a natural German superiority was diminished by mingling with other peoples. However, others may feel that Herder sees all peoples, not just Germans, as having an essential nature, which they all should preserve, and with no group superior to any other.

Herder's Cultural Nationalism

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

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

A Primary Source Document

Nature brings forth families; the most natural state therefore is also one people, with a national character of its own. For thousands of years this character preserves itself within the people and, if the native princes concern themselves with it, it can be cultivated in the most natural way: for a people is as much a plant of nature as is a family, except that it has more branches. Nothing therefore seems more contradictory to the true end of governments than the endless expansion of states, the wild confusion of races and nations under one scepter. An empire made up of a hundred peoples and 120 provinces which have been forced together is a monstrosity, not a state-body. . . .

No greater injury can be inflicted on a nation than to be robbed of her national character, the peculiarity of her spirit and her language. Reflect on this and you will perceive our irreparable loss. Look about you in Germany for the character of the nation, for their own particular cast of thought, for their own peculiar vein of speech; where are they? Read [ancient Roman author] Tacitus; there you will find their character: "The tribes of Germany, who never degrade themselves by mingling with others, form a peculiar, unadulterated, original nation, which is its own archetype. Even their physical development is universally uniform, despite the large numbers of the people," and so forth. Now look about you and say: "The tribes of Germany have been degraded by mingling with others; they have sacrificed their natural disposition in protracted intellectual servitude; and, since they have, in contrast to others, imitated a tyrannical prototype for a long time, they are, among all the nations of Europe, the least true to themselves."

Source Information: Johann Gottfried von Herder (1744–1803) was a German philosopher and poet who promoted a cultural form of nationalism. His 1784 *Materials for the Philosophy of the History of Mankind* called for this form of nationalism. That is, it sought to unite people of different kingdoms, dukedoms, or other regions into a single nation based on uniform cultural traditions, language, and ethnic group identities. This passage from Herder is available on the webpage "Forging the German Nation," edited by Robert Horton, Department of History, University of Warwick.

Assessment Questions

1. Herder contrasts what he regards as the “natural” German nation with its “degraded” state in the present. Explain in a few sentences the contrasting concepts of a “natural” and a “degraded” German nation.
2. One historian comments, “Some say Herder supports an aggressive form of German nationalism and sense of superiority. This is very unjust.” Do you agree with this historian? Why or why not?

Assessment 3 *Basic Level*

Richard Price's Liberal Nationalism

★ Key Ideas and Details

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

★ Using This Assessment

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Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. This activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to This Assessment

Answers to the assessment question should see that Price develops his notion of the right and wrong ways to love one's country in several steps throughout the entire passage. Responses should first note that Price wants us to see our country not as a place but as a community. He does not want us to view it as superior to any other country or attempt to dominate or conquer any other country. Finally, he does not want us to love our country exclusively. Above all, we should care about the rights of all other countries and be "citizens of the world."

Richard Price's Liberal Nationalism

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

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

A Primary Source Document

The love of our country has in all times been a subject of warm commendations and it is certainly a noble passion, but, like all other passions, it requires regulation and direction. There are mistakes and prejudices by which, in this instance, we are in particular danger of being misled. I will briefly mention some of these to you and observe,

First, that by our country is meant, in this case, not the soil or the spot of earth on which we happen to have been born, not the forests and fields, but that community of which we are members, or that body of companions and friends and kindred who are associated with us under the same constitution of government, protected by the same laws, and bound together by the same civil polity.

Secondly, it is proper to observe that even in this sense of our country, that love of it which is our duty does not imply any conviction of the superior value of it to other countries, or any particular preference of its laws and constitution of government. Were this implied, the love of their country would be the duty of only a very small part of mankind, for there are few countries that enjoy the advantage of laws and governments which deserve to be preferred. . . .

Thirdly, it is proper I should desire you particularly to distinguish between the love of our country and that spirit of rivalry and ambition which has been common among nations. What has the love of their country hitherto been among mankind? What has it been but a love of domination, a desire of conquest, and a thirst for grandeur and glory, by extending territory and enslaving surrounding countries? What has it been but a blind and narrow principle, producing in every country a contempt of other countries, and forming men into combinations and factions against their common rights and liberties? . . .

Let us learn by such reflections to correct and purify this passion, and to make it a just and rational principle of action. . . .

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Our regards, according to the order of nature, begin with ourselves, and every man is charged primarily with the care of himself. Next come our families, and benefactors, and friends, and after them our country. We can do little for the interest of mankind at large. To this interest, however, all other interests are subordinate. The noblest principle in our nature is the regard to general justice and that good-will which embraces all the world. . . . Though our immediate attention must be employed in promoting our own interest and that of our nearest connections, yet we must remember that a narrower interest ought always to give way to a more extensive interest. In pursuing particularly the interest of our country we ought to carry our views beyond it. We should love it ardently but not exclusively. We ought to seek its good, by all the means that our different circumstances and abilities will allow, but at the same time we ought to consider ourselves as citizens of the world, and take care to maintain a just regard to the rights of other countries.

Source Information: Richard Price (1723–1791) was a Welsh philosopher, preacher, and radical republican. He supported greater political and religious liberty in England and backed the colonists in the American Revolution. This passage is made up of excerpts adapted from a speech he delivered November 4, 1789, called “A Discourse on the Love of Our Country.” It can be found in *Richard Price: Political Writings*, edited by D. O. Thomas (Cambridge: Cambridge University Press, 1991), pp. 176–96.

Assessment Question

1. Price’s central idea is that we should love our country, but only in the right way. He also speaks of the “mistakes and prejudices” that mislead people about what love of country means. How does the entire passage clarify Price’s contrast between the right and wrong ways to love one’s country?

Assessment 3 *Advanced Level*

Richard Price's Liberal Nationalism

★ Key Ideas and Details

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

★ Using This Assessment

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Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that Price develops his notion of the right and wrong ways to love one's country in several steps throughout the entire passage. The overall point is that love of country should not replace respect for other countries and a love for the rights of all humanity. Price wants us to see our country first of all not as a place but as a community. We also must not view it as superior to any other country. We should not engage in rivalry with other countries or in attempts to dominate or conquer other countries. Finally, we should not love our country exclusively but should also care about the rights of other countries and be "citizens of the world." Answers to the second assessment question should see that "liberal" here means a desire to promote liberty, individual rights, and tolerance. Hence, liberal nationalism opposes narrow and aggressive chauvinism and instead promotes a love of country respectful of the rights of all individuals and the rights of all other countries as well.

Richard Price's Liberal Nationalism

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

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

A Primary Source Document

The love of our country has in all times been a subject of warm commendations and it is certainly a noble passion, but, like all other passions, it requires regulation and direction. There are mistakes and prejudices by which, in this instance, we are in particular danger of being misled. I will briefly mention some of these to you and observe,

First, that by our country is meant, in this case, not the soil or the spot of earth on which we happen to have been born, not the forests and fields, but that community of which we are members, or that body of companions and friends and kindred who are associated with us under the same constitution of government, protected by the same laws, and bound together by the same civil polity.

Secondly, it is proper to observe that even in this sense of our country, that love of it which is our duty does not imply any conviction of the superior value of it to other countries, or any particular preference of its laws and constitution of government. Were this implied, the love of their country would be the duty of only a very small part of mankind, for there are few countries that enjoy the advantage of laws and governments which deserve to be preferred. . . .

Thirdly, it is proper I should desire you particularly to distinguish between the love of our country and that spirit of rivalry and ambition which has been common among nations. What has the love of their country hitherto been among mankind? What has it been but a love of domination, a desire of conquest, and a thirst for grandeur and glory, by extending territory and enslaving surrounding countries? What has it been but a blind and narrow principle, producing in every country a contempt of other countries, and forming men into combinations and factions against their common rights and liberties? . . .

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Assessment Questions

1. In this passage, Price contrasts what he sees as the right and the wrong ways to love one’s country. How does the entire passage clarify this contrast as he sees it?
2. The phrase “liberal nationalism” has been used for the ideas Price expresses in this passage. Given the passage, explain what you think the phrase “liberal nationalism” means.

Assessment 4 *Basic Level*

Mazzini's "True Country"

★ *Craft and Structure*

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

★ *Using This Assessment*

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

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should select such phrases as those that refer to a "community of free men and equals," to a country where the laws express "universal aspiration, and promote the universal good," or to a place where a "sense of communion . . . unites in one all the sons of that territory." In general, Mazzini stresses the idea that a true country will overcome privilege and achieve a great degree of equality, a "union of all classes." Answers to the second assessment question should see that Mazzini rejects the idea that a true country is a mere extent of territory or collection of people—it is not "a multitude, a fortuitous agglomeration," and it is not a "mere zone of territory." Even more importantly, it is not a land where great class inequalities exist. It is above all not a land that allows the "existence of caste privilege and inequality." This social equality is Mazzini's central theme in defining the idea of a true country.

Mazzini's "True Country"

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

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

A Primary Source Document

Your country is the sign of the Mission God has given you to fulfill towards Humanity. The faculties and forces of all her sons should be associated in the accomplishment of that mission. The true country is a community of free men and equals, bound together in fraternal concord to labor towards a common aim. You are bound to make it and to maintain it such. The country is not an aggregation, but an association. There is, therefore, no true country without a uniform right. There is no true country where the uniformity of that right is violated by the existence of caste privilege and inequality. Where the activity of a portion of the powers and faculties of the individual is either cancelled or dormant; where there is not a common Principle, recognized, accepted, and developed by all, there is no true Nation, no People; but only a multitude, a fortuitous agglomeration of men whom circumstances have called together and whom circumstances may again divide. In the name of the love you bear your country, you must peacefully but untiringly combat the existence of privilege and inequality in the land that gave you life. . . .

The laws should be the expression of the universal aspiration, and promote the universal good. They should be a pulsation of the heart of the nation. The entire nation should, either directly or indirectly, legislate.

By yielding up this mission into the hands of a few, you substitute the selfishness of one class for the Country, which is the union of all classes.

Country is not only a mere zone of territory. The true Country is the Idea to which it gives birth; it is the Thought of love, the sense of communion which unites in one all the sons of that territory.

So long as a single one amongst your brothers has no vote to represent him in the development of the national life, so long as there is one left to vegetate in ignorance where others are educated, so long as a single man, able and willing to work, languishes in poverty through want of work to do, you have no country in the sense in which Country ought to exist—the country of all and for all.

Source Information: Giuseppe (Joseph) Mazzini (1805–1872) was an Italian political leader who founded the secret revolutionary society Young Italy and took part in efforts in the mid-1800s to unite several separate states into an independent Italian nation. This passage is a short excerpt adapted from Mazzini's 1858 "Duties towards Your Country," chapter 5 in *An Essay on the Duties of Man: Addressed to Workingmen* (New York: Funk & Wagnalls, 1892), pp. 61–63.

Assessment 4 *Advanced Level*

Mazzini's "True Country"

★ *Craft and Structure*

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

★ *Using This Assessment*

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★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that the issue of social and political equality is the central one in determining for Mazzini what is and is not a "true country." He says a true country is a "community of free men and equals," one where the laws express "universal aspiration, and promote the universal good," and where a "sense of communion . . . unites in one all the sons of that territory." In general, Mazzini stresses the idea that a true country will overcome privilege and achieve a great degree of equality. A land that is a mere extent of territory or one where deep class divisions persist is not a true country. Answers to the second assessment question should see that Mazzini uses highly negative phrases for groupings he feels are not true countries. He speaks of such a grouping as "a fortuitous agglomeration" or a "mere zone of territory," and more importantly, as a land of "caste privilege and inequality." These word choices draw a sharp contrast with the idea of a true country as a land of free men and equals. Best answers will note that Mazzini never defines more specifically what degree or kind of inequality he is willing to accept and what he does not accept as consistent with his idea of a true country.

Mazzini's "True Country"

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

A Primary Source Document

Your country is the sign of the Mission God has given you to fulfill towards Humanity. The faculties and forces of all her sons should be associated in the accomplishment of that mission. The true country is a community of free men and equals, bound together in fraternal concord to labor towards a common aim. You are bound to make it and to maintain it such. The country is not an aggregation, but an association. There is, therefore, no true country without a uniform right. There is no true country where the uniformity of that right is violated by the existence of caste privilege and inequality. Where the activity of a portion of the powers and faculties of the individual is either cancelled or dormant; where there is not a common Principle, recognized, accepted, and developed by all, there is no true Nation, no People; but only a multitude, a fortuitous agglomeration of men whom circumstances have called together and whom circumstances may again divide. In the name of the love you bear your country, you must peacefully but untiringly combat the existence of privilege and inequality in the land that gave you life. . . .

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Source Information: Giuseppe (Joseph) Mazzini (1805–1872) was an Italian political leader who founded the secret revolutionary society Young Italy and took part in efforts in the mid-1800s to unite several separate states into an independent Italian nation. This passage is a short excerpt adapted from Mazzini's 1858 "Duties towards Your Country," chapter 5 in his *An Essay on the Duties of Man: Addressed to Workingmen* (New York: Funk & Wagnalls, 1892), pp. 61–63.

Assessment Questions

1. In this passage, Mazzini seeks to define what a "true country" is. Explain what he means by a "true country" and how he contrasts it with false ideas about what a country is.
2. Notice the words Mazzini uses to describe groupings that are not true countries. How do these word choices help him support his idea about what a true country is?

Assessment 5 *Basic Level*

Carl Schurz Recalls the Revolution of 1848

★ *Craft and Structure*

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

★ *Using This Assessment*

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

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that Schurz is recalling events mainly in the order in which they occurred where he was during the upheaval of 1848. That is, he uses a "time order/chronology" text structure. He does include many descriptive details but does not organize them as examples of either specified separate topics or broader generalizations. Therefore, the other two text structure options do not apply. He is mainly concerned with describing events as they unfolded over time. Acceptable responses to the second assessment question should see that Schurz wants to convey the sense of excitement and surprise that he and the other students felt about the upheaval. He also captures the sense of uncertainty people felt about what was happening elsewhere and about what would happen next. These purposes are well served by the dramatic chronological ordering of the events as they unfolded.

Carl Schurz Recalls the Revolution of 1848

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

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

A Primary Source Document

One morning, toward the end of February 1848, I sat quietly in my attic chamber, working hard at the tragedy of “Ulrich von Hutten,” when suddenly a friend rushed breathlessly into the room, exclaiming: “What, you sitting here! Do you not know what has happened?”

“No; what?”

“The French have driven away Louis Philippe and proclaimed the Republic!”

I threw down my pen—and that was the end of “Ulrich von Hutten.” I never touched the manuscript again. We tore down the stairs, into the street, to the market-square, the accustomed meeting-place for all the student societies after their midday dinner. Although it was still forenoon, the market was already crowded with young men talking excitedly. There was no shouting, no noise, only agitated conversation. . . . We were dominated by a vague feeling as if a great outbreak of elemental forces had begun, as if an earthquake was impending of which we had felt the first shock, and we instinctively crowded together. . . .

Great news came from Vienna. There the students of the university were the first to assail the Emperor of Austria with the cry for liberty and citizens’ rights. Blood flowed in the streets, and the downfall of Prince Metternich was the result. The students organized themselves as the armed guard of liberty. In the great cities of Prussia there was a mighty commotion. . . .

While such tidings rushed in upon us from all sides like a roaring hurricane, we in the little university town of Bonn were also busy preparing addresses to the sovereign, to circulate them for signature, and to send them to Berlin. On the 18th of March we too had our mass demonstration. A great multitude gathered for a solemn procession through the streets of the town. . . . At the head of the procession Professor Kinkel bore the tricolor—black, red and gold—which so long had been prohibited as the revolutionary flag. Arrived in the market-square, he mounted the steps of the city hall and spoke to the assembled throng. He spoke with wonderful eloquence, his voice ringing out in its most powerful tones as he depicted a resurrection of German unity and greatness and new liberties and rights of the German people, which now must be conceded by the princes or won by force by the people. And when at last he waved the black, red and gold banner, and predicted to a free German nation a magnificent future, enthusiasm without bounds broke forth. People clapped their hands; they shouted; they embraced one another; they shed tears.

Source Information: John Carl Schurz was a radical student in Germany when the German Revolution of 1848 took place. He later immigrated to the United States where he became a Union general in the Civil War, a U.S. Senator, and a diplomat. This passage from his memoirs is made up of several short excerpts in his account of the 1848 uprising when he was still a student in Germany. The excerpts are in Carl Schurz, Frederic Bancroft, William Archibald Dunning, *The Reminiscences of Carl Schurz*, vol. 1 (London: John Murray, 1909), pp. 111–16.

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:
 - *Time Order/Chronology*: A narrative structure describing how a group of events unfolds over time.
 - *Description/Details*: A topic is stated and important or illustrative descriptions, traits, examples, or characteristics are listed.
 - *Generalization/Specific Examples*: A general statement or definition is followed by a series of examples illustrating it.

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

2. Why is this passage’s text structure effective for presenting this particular kind of historical event?

Assessment 5 *Advanced Level*

Carl Schurz Recalls the Revolution of 1848

★ *Craft and Structure*

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

★ *Using This Assessment*

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should see that Schurz is recalling events mainly in the order in which they occurred where he was during the upheaval of 1848. Hence he uses a text structure presenting a sequence of events in chronological order. He includes many descriptive details in an organized way but does not group them in any other way than chronologically. Schurz mainly wants to convey the sense of excitement and surprise that he and the other students felt about the upheaval. He also captures the sense of uncertainty people felt about the rapidly developing crisis elsewhere in Europe and about what would happen next. These purposes are well served by the dramatic chronological ordering of the events as they unfolded. Acceptable responses to the second assessment question should see that a different structure might have made it hard to convey the way the events affected Schurz himself and his fellow students. This text structure allows us to experience his own sense of surprise and excitement. It also helps convey a sense of the then-uncertain outcome of past events as they were experienced. A different kind of structure might have made it easier to set these events in a broader context—for example, by showing how the upheaval concluded or by considering some of the social or economic factors that caused it.

Carl Schurz Recalls the Revolution of 1848

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

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

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Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Describe the text structure of this passage and explain how it helps Schurz present an effective account of this particular kind of historical event?
2. What, if anything, might be lost or distorted about this event by presenting it using this particular text structure?

Assessment 6 *Basic Level*

Metternich versus Mazzini

★ *Craft and Structure*

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

★ *Using This Assessment*

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

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see that Metternich’s evaluation rests on one very sweeping and simple generalization. He notes that Italy is, in fact, divided into many provinces, city-states, and regions. He then says that deep hatreds of a personal sort divide each of these separate political entities. He simply asserts that these hatreds and rivalries are so deeply ingrained in the character of the Italian people they can never overcome them and unite. Acceptable answers to the second assessment question should see that Mazzini thinks Italy can overcome its past divisiveness with the right kind of political movement. “Young Italy” can be that kind of movement, he says, if it stays committed to republicanism and to creating a united Italian state. Republicanism, not monarchy, is supposedly the Italian tradition. A united political order, not a federal or divided one, must also be created. In addition, the movement must remain moral in its actions if it is to win over broad support throughout Italy. Though some may see this passage as emotional and somewhat vague, it does assert these specific key ideas in presenting a point of view to counter Metternich’s.

Metternich versus Mazzini

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

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

Document 1: A Primary Source

Italians talk loud, but do not act. The history of the last thirty years is an example of this, for during that time, in spite of all intrigues, Italy was never revolutionized, properly speaking. With Italians hatred never expresses itself against a cause, but only against a person. Therefore, in Italy provinces are against provinces, towns against towns, families against families, and—men against men. If a movement broke out in Florence, the Pisan or Pistoian would take the contrary side, because he hates Florence; thus Naples hates Rome; Rome, Bologna; Leghorn, Ancona; and Milan, Venice.

Source Information: Prince Klemens von Metternich was the Austrian diplomat who led the efforts to restore a conservative and monarchical order to Europe after Napoleon's downfall. He strongly opposed liberal and nationalist movements of reform. Metternich once famously said "Italy is a geographical expression." This passage, an excerpt from a letter Metternich wrote on May 7, 1819, adds to his thoughts about Italy. It can be found in Klemens von Metternich's *Memoirs of Prince Metternich*, vol. 3, edited by Richard Metternich (London: Richard Bentley & Son, 1881), pp. 279–80.

Document 2: A Primary Source

Young Italy is a brotherhood of Italians who believe in a law of Progress and Duty, and are convinced that Italy is destined to become one nation—convinced also that she possesses sufficient strength within herself to become one, and that the ill success of her former efforts is to be attributed not to the weakness, but to the misdirection of the revolutionary elements within her—that the secret of force lies in constancy and unity of effort. . . .

Young Italy is Republican and Unitarian.

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Young Italy is Republican—Because theoretically every nation is destined by the law of God and humanity, to form a free and equal community of brothers; and the republican is the only form of government that insures this future. . . . Because our Italian tradition is essentially republican; our great memories are republican; the whole history of our national progress is republican; whereas the introduction of monarchy amongst us was coëval with our decay, and consummated our ruin by its constant servility to the foreigner, and the antagonism to the people, as well as to the unity of the nation.

Young Italy is Unitarian—Because, without unity, there is no true nation. Because, without unity, there is no real strength; and Italy, surrounded as she is by powerful, united and jealous nations, has need of strength before all things. Because federalism, by reducing her to the political impotence of Switzerland, would necessarily place her under the influence of one of the neighboring nations. . . . National unity, as understood by Young Italy, does not imply the despotism of any, but the association and concord of all. The life inherent in each locality is sacred. . . .

We must never forget that the moral application of every principle is the first and most essential; that without morality there is no true citizen; . . . that it is only by virtue that the members of Young Italy can win over the others to their belief.

Source Information: Giuseppe Mazzini was the Italian political leader who founded the “Young Italy” movement and played a major role in the struggle to achieve a united Italy in the mid-1800s. This shortened and adapted passage is from an 1831 essay by Mazzini titled “General Instructions for the Members of Young Italy.” It can be found in Mazzini’s *Selected Writings*, edited by N. Gangulee (London: L. Drummond Limited, 1945), pp. 129–31.

Assessment Questions

1. According to Metternich (Document 1), what characteristics typical of Italy and its people are sure to keep Italy from ever uniting?
2. How does Mazzini think Italians can prove Metternich wrong? Cite details from his essay to support your answer.

Assessment 6 *Advanced Level***Metternich versus Mazzini**★ *Craft and Structure*

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

★ *Using This Assessment*

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★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see that Metternich's evaluation rests on one very sweeping and simple generalization about what Italy is and what it will therefore always be. He notes that Italy is in fact divided into many provinces, city-states, and regions. He then asserts that deep hatreds divide and always will divide these separate political entities. Mazzini does seem to accept that this true of Italy in his present time. However, he thinks Italy can overcome this divisiveness through a highly moral movement that remains united and republican in its values. So the disagreement between Metternich and Mazzini is over what is possible for the future. Acceptable answers to the second assessment question should note that Mazzini's rhetoric is highly moral and idealistic in tone. He thinks "Young Italy" can succeed if it stays committed to a republicanism he sees as part of Italy's traditions and which his movement is "destined by the law of God and humanity" to restore. Mazzini's rhetorical idealism comes through also in his insistence that Young Italy must remain pure and moral, calling it a "holy enterprise" that requires "the purification of the soul by virtue."

Metternich versus Mazzini

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

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

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Source Information: Prince Klemens von Metternich was the Austrian diplomat who led the efforts to restore a conservative and monarchical order to Europe after Napoleon's downfall. He strongly opposed liberal and nationalist movements of reform. Metternich once famously said "Italy is a geographical expression." This passage, an excerpt from a letter Metternich wrote on May 7, 1819, adds to his thoughts about Italy. It can be found in Klemens von Metternich's *Memoirs of Prince Metternich*, vol. 3, edited by Richard Metternich. (London: Richard Bentley & Son, 1881), pp. 279–80.

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Young Italy is a brotherhood of Italians who believe in a law of Progress and Duty, and are convinced that Italy is destined to become one nation—convinced also that she possesses sufficient strength within herself to become one, and that the ill success of her former efforts is to be attributed not to the weakness, but to the misdirection of the revolutionary elements within her—that the secret of force lies in constancy and unity of effort. . . .

Young Italy is Republican and Unitarian.

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Republican—because theoretically every nation is destined by the law of God and humanity, to form a free and equal community of brothers; and the republican is the only form of government that insures this future. . . . Because our Italian tradition is essentially republican; our great memories are republican; the whole history of our national progress is republican; whereas the introduction of monarchy amongst us was coëval with our decay, and consummated our ruin by its constant servility to the foreigner, and the antagonism to the people, as well as to the unity of the nation.

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We must never forget that the moral application of every principle is the first and most essential; that without morality there is no true citizen; that the first step towards the achievement of a holy enterprise is the purification of the soul by virtue; that, where the daily life of the individual is not in harmony with the principles he preaches, the inculcation of those principles is an infamous profanation and hypocrisy; that it is only by virtue that the members of Young Italy can win over the others to their belief.

Source Information: Giuseppe Mazzini was the Italian political leader who founded the “Young Italy” movement and played a major role in the struggle to achieve a united Italy in the mid-1800s. This shortened and adapted passage is from an 1831 essay by Mazzini titled “General Instructions for the Members of Young Italy.” It can be found in Mazzini’s *Selected Writings*, edited by N. Gangulee (London: L. Drummond Limited, 1945), pp. 129–31.

Assessment Questions

1. Do Metternich and Mazzini disagree about Italy’s current condition, or do they disagree more about what Italy can become? Cite details from both documents to support your answer.
2. Mazzini thinks Italians can prove Metternich wrong if they accept his ideas. How does he use rhetoric to strengthen his case? Cite details from his essay to support your answer.

Assessment 7 *Basic Level*

The Problem of National Identity

★ *Integration of Knowledge and Ideas*

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

★ *Using This Assessment*

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see first how Arndt's poem (Document 1) illustrates the challenge German nationalists faced in convincing Germans to ignore the many principalities and state boundaries that divided up their lands and to accept the idea that their "fatherland" was the entire region where "the Germans [language] rings." It finally took the force of arms for one German state, Prussia, to unite most of the rest of the lands Arndt speaks of in his poem. Document 2 is evidence of how Prussia met that difficult challenge. These first two documents address the problem of uniting a single ethnic group that is divided up among several states. Document 3 illustrates the opposite aspect of the problem of national identity. It shows how difficult it could be to divide a single political state in such a way as to satisfy each of the resident nationalities within that state.

The Problem of National Identity

Directions: This exercise asks you to study three documents carefully and answer one question 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 question that follows.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

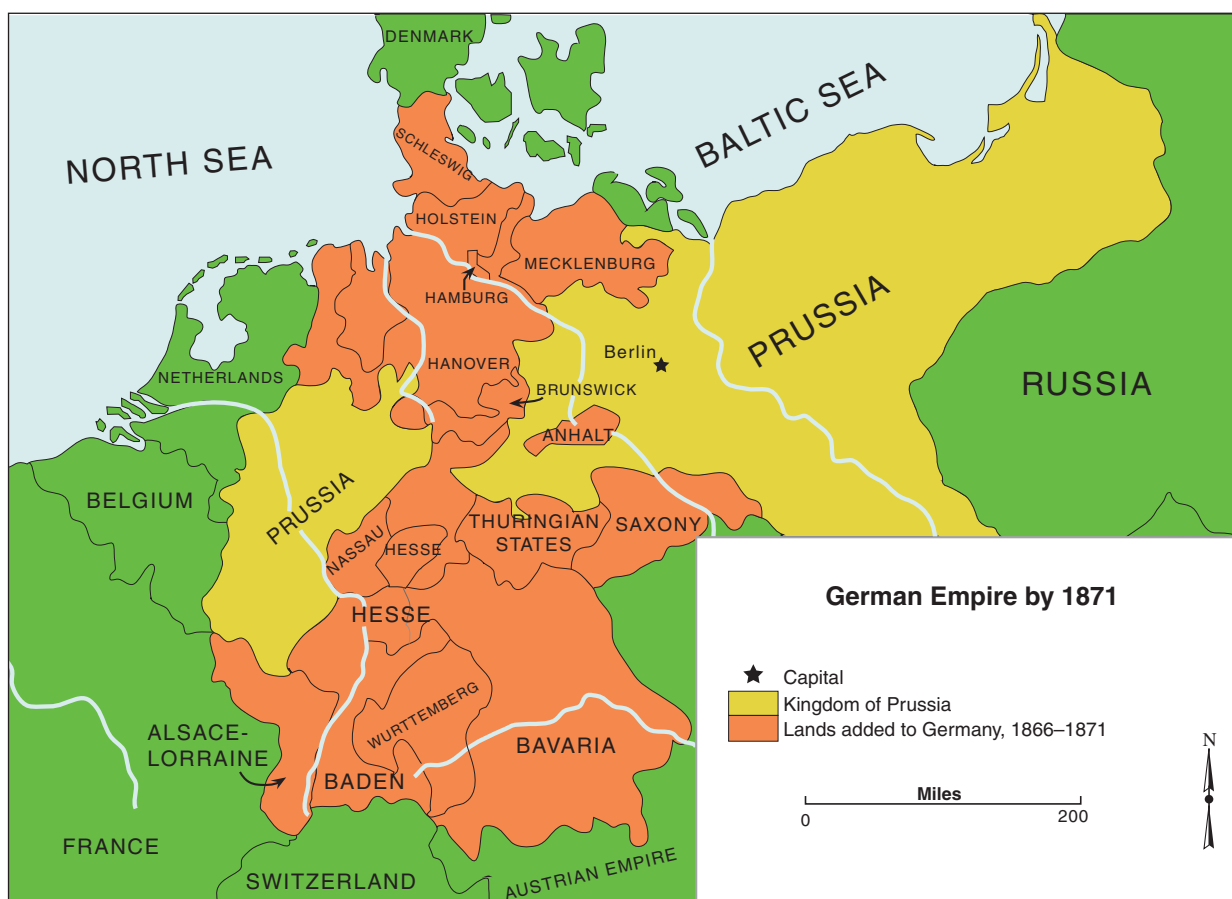
Document 1: A Primary Source

Which is the German's fatherland?
[Is it] Prussia's or Swabia's land?
[Is it] where the Rhine's rich vintage streams?
Or where the Northern sea-gull screams?—
 Ah, no, no, no!
His fatherland's not bounded so!

Which is the German's fatherland?
Bavaria's or Styria's land?
[Is it] where the Marsian ox unbends?
Or where the Marksman iron rends?—
 Ah, no, no, no!
His fatherland's not bounded so. . . .

Which is the German's fatherland?
So tell me now at last the land!—
As far as the Germans [language] rings
And hymns to God in heaven sings,—
 That is the land,—
There, brother, is thy fatherland!

Source Information: This document is made up of three stanzas from an 1813 poem by Ernst Moritz Arndt titled "The German Fatherland." Arndt was a German patriot who opposed Napoleon's invasions and promoted German nationalism and the drive to create a unified German nation. These stanzas are from the translation of "The German Fatherland" found in *The Poets and Poetry of Europe*, edited by Cornelius Conway Fenton and Henry Wadsworth Longfellow (New York: C. S. Francis and Company, 1855), pp. 332–33.

Document 2: A Primary Source

Map source: Data from Creation of the German Empire (1866–1871), German History in Documents and Images

Source Information: This map shows how the German Empire was assembled during the period from 1866 to 1871. In those years, Prussia fought one war with Austria (1866) and another with France (1870). As a result, it was able to annex several territories and pressure several others to join a new German Empire, which was proclaimed at Versailles, France, on January 18, 1871.

Document 3: A Primary Source



Map source: Data from "Revolution, Liberalism, and Nationalism in Europe, 1789–1914," Robert W. Brown, University of North Carolina–Pembroke

Source Information: Austria-Hungary united the Empire of Austria with the Kingdom of Hungary from 1867 to 1914. This map shows the location of various ethnic groups making up Austria-Hungary during those years.

Assessment Question

Nationalism created many problems for political leaders in Central and Eastern Europe in the 1800s. Explain how *all three* of these documents offer evidence to support this idea.

Assessment 7 *Advanced Level*

The Problem of National Identity

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

★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see how challenging the task would be to make national identity the basis for every state in this part of the world. Arndt's poem (Document 1) illustrates the challenge German nationalists faced in the early 1800s in convincing Germans to ignore the many principalities and state boundaries into which they were divided and see their true "fatherland" as the entire region where "the Germans [language] rings." As Document 2 shows, it finally took the force of arms for one German state, Prussia, to unite most of the rest of the lands Arndt speaks to in his poem. Even then, many Germans continued to reside outside the German Empire—for instance in part of Austria-Hungary, as Document 3 shows. More generally, Document 3 illustrates the opposite aspect of the problem of national identity from Documents 1 and 2. Those documents show the difficulty of uniting one group across several state boundaries. Document 3 shows how difficult it could be to divide up a single political state so as to satisfy each of the resident nationalities within that one state.

The Problem of National Identity

Directions: This exercise asks you to study three documents carefully and answer one question 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 question that follows.

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.

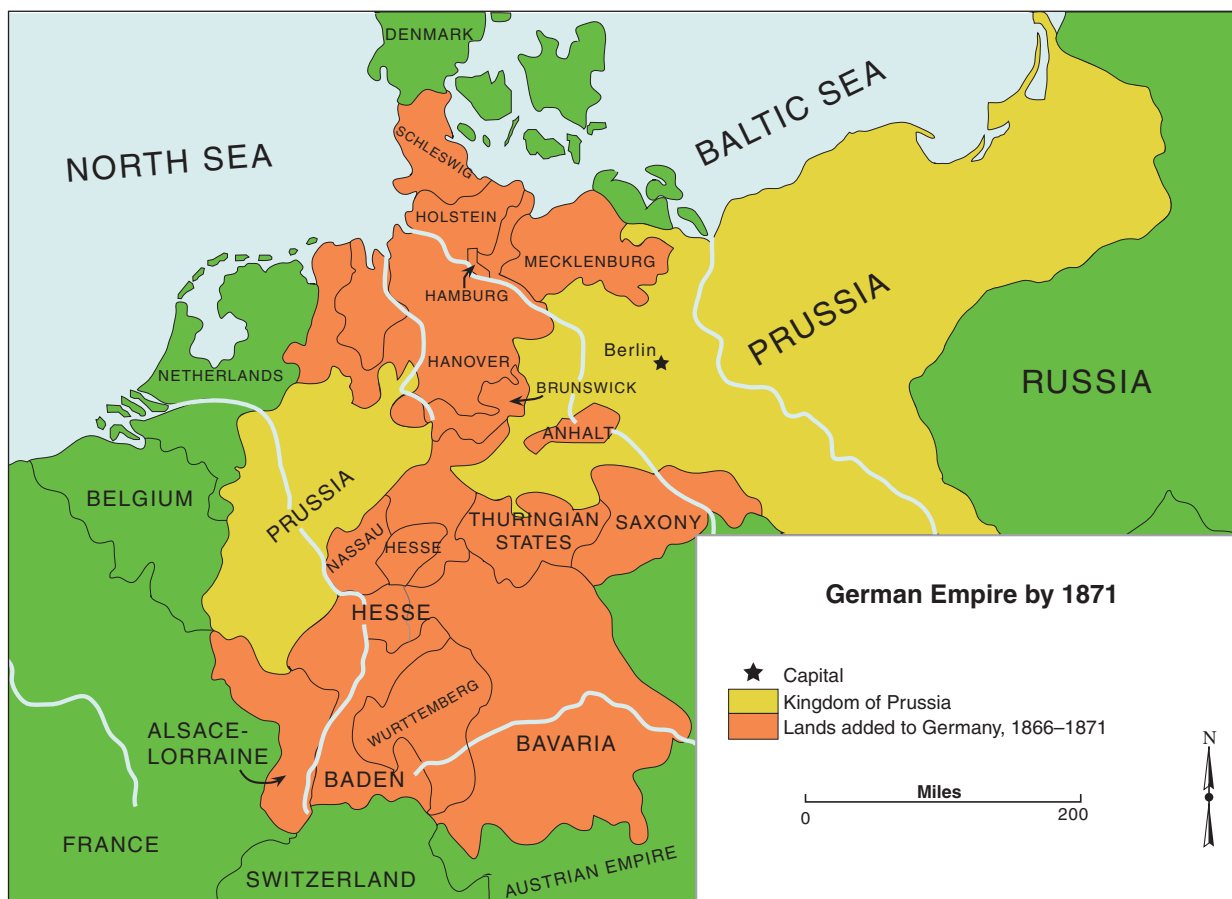
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 Ah, no, no, no!
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Which is the German's fatherland?
Bavaria's or Styria's land?
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Map source: Data from "Revolution, Liberalism, and Nationalism in Europe, 1789–1914," Robert W. Brown, University of North Carolina–Pembroke

Source Information: Austria-Hungary united the Empire of Austria with the Kingdom of Hungary from 1867 to 1914. This map shows the location of various ethnic groups making up Austria-Hungary during those years.

Assessment Question

Could "national identity" ever have been the basis of state formation in Central and Eastern Europe in the 1800s? In answering this question, address the issues suggested by *all three* of these documents.

Assessment 8 *Basic Level*

One View of Nationalist Sentiment in Bulgaria

★ *Integration of Knowledge and Ideas*

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

★ *Using This Assessment*

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

★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should note that Dicey does not think the majority of Bulgarians hold to an aggressive form of nationalism. Their country was at the time still a part of the Ottoman Empire. He says they do want to become an independent nation but have no desire to expand their borders or conquer the Ottoman Empire. Dicey says Bulgarians are brave soldiers but not aggressive ones. He sees Bulgaria as a “peasant state of small proprietors” and thinks that “by character, by custom, and by tradition” Bulgaria is content to remain limited to a confined area. Answers to the second assessment question should see that Dicey is careful to admit that his knowledge may be limited. His views are based on his own travels and the reports he has heard from many informants, both native and foreign. He takes into account possible bias in these informants, but he feels he can draw some tentative conclusions from them nevertheless. Answers will vary as to how convincing Dicey's conclusions are. Some may feel he is honest and has made a real effort to learn about this issue. Others may wonder at the absence, in this passage at least, of specific quotes from his informants, as well as a lack of other kinds of evidence, such as factual details from newspapers, political speeches, or other sources of opinion.

One View of Nationalist Sentiment in Bulgaria

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

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

A Primary Source Document

It is very difficult to understand the national policy of any country except your own. Nor is it always easy to understand that. It is, therefore, with some hesitation I venture to explain what, in my view is the national policy of Bulgaria, in as far as she has at present any definite policy, other than that of waiting the course of events. Putting together the many different opinions I have heard from natives and foreign residents in the country, and after making due allowance for the bias of my informants, I have arrived at one or two conclusions which, if not quite the truth, are, I fancy, very near the truth.

I am convinced that for the time being the national ambition of the country is confined within very reasonable limits. There may be Bulgarian enthusiasts who, inspired by the traditions of the doubtful glories of a somewhat hypothetical past, look forward to the day when a Bulgarian empire might be re-established with Constantinople as its capital. But I do not believe that any such aspirations are entertained by the great mass of the people. Amongst the Bulgarians there is no dominant sentiment analogous to the *grande idée* of the Greeks. Every Bulgarian entertains the belief that within the lifetime of the generation now growing into manhood the Ottoman Empire in Europe will become a thing of the past. There is a very general desire that the ultimate solution of the Eastern Question should prove such as to secure the independence of Bulgaria, but there is no desire that Bulgaria should succeed to the inheritance of the Ottoman Empire. I quite admit that such an aspiration would be even more unreasonable in the case of the Bulgarians than it is in that of the Greeks. The Hellenic nation has a great past, a grand literature, and has also large colonies of fellow-Greeks settled over the whole face of the Levant. Bulgaria can put forward no pretensions of any equal value. Her people have not—and, I think know that they have not—the qualities of a ruling race. No more for that matter have the Greeks, but they fancy that they have, which makes all the difference.

The Bulgars are brave soldiers but they are not—which is by no means the same thing—a military nation. A peasant State of small proprietors can never, as a community, be actuated by a blind desire of conquest. By character, by custom, and by tradition, the interests of Bulgaria are confined pretty well within her own borders; and the prospect of ruling over foreign countries and alien races, even if such a prospect were realizable would have little attraction for the sober, matter-of-fact Bulgarian character.

Thus it is a mistake to imagine that the Bulgarians, as a nation, have any particular desire to bring about the fall of the Ottoman Empire.

Source Information: Edward Dicey was a writer and journalist who often traveled abroad and wrote extensively about foreign politics, especially events in Eastern Europe. In this passage, Dicey discusses nationalist sentiment in Bulgaria, which at the time was still a part of the Ottoman Empire. This passage is from Dicey's *The Peasant State: An Account of Bulgaria in 1894* (London: John Murray, 1894), pp. 246–47.

Assessment Questions

1. Sometimes nationalism develops into an aggressive drive for military conquest. Why does Dicey think this is unlikely to happen in Bulgaria?
2. What evidence does Dicey use to support his claims, and how convincing do you think this evidence is? Cite details from the document to support your view.

Assessment 8 *Advanced Level*

One View of Nationalist Sentiment in Bulgaria

★ *Integration of Knowledge and Ideas*

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

★ *Using This Assessment*

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★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should note that Dicey's main point is that Bulgarian nationalism was not all that aggressive or expansionist. Bulgaria was then a part of the Ottoman Empire. Dicey does think Bulgarians want to become independent. However, he emphasizes that in his view, the majority there have no desire to expand their country or to conquer and take over the Ottoman Empire. Dicey says Bulgarians are brave soldiers but not aggressive ones. He calls Bulgaria a "peasant state of small proprietors" and thinks that "by character, by custom, and by tradition" Bulgarians are content to remain limited to a confined area. Answers to the second assessment question should see that Dicey is careful to admit that his knowledge may be limited. He tells us it is based on his own travels and the reports he has heard from many informants, both native and foreign. He acknowledges the possible bias in these informants. After making these qualifications, he still feels he can draw some tentative conclusions. Some may feel Dicey then does offer a credible account. They may feel he is honest and has made a real effort to learn about this issue. Others, however, may wonder at the absence, in this passage at least, of specific quotes from his informants' reports, as well as a lack of other kinds of evidence, such as factual details from newspapers, political speeches, or other sources of opinion.

One View of Nationalist Sentiment in Bulgaria

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

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

A Primary Source Document

It is very difficult to understand the national policy of any country except your own. Nor is it always easy to understand that. It is, therefore, with some hesitation I venture to explain what, in my view is the national policy of Bulgaria, in as far as she has at present any definite policy, other than that of waiting the course of events. Putting together the many different opinions I have heard from natives and foreign residents in the country, and after making due allowance for the bias of my informants, I have arrived at one or two conclusions which, if not quite the truth, are, I fancy, very near the truth.

I am convinced that for the time being the national ambition of the country is confined within very reasonable limits. There may be Bulgarian enthusiasts who, inspired by the traditions of the doubtful glories of a somewhat hypothetical past, look forward to the day when a Bulgarian empire might be re-established with Constantinople as its capital. But I do not believe that any such aspirations are entertained by the great mass of the people. Amongst the Bulgarians there is no dominant sentiment analogous to the *grande idée* of the Greeks. Every Bulgarian entertains the belief that within the lifetime of the generation now growing into manhood the Ottoman Empire in Europe will become a thing of the past. There is a very general desire that the ultimate solution of the Eastern Question should prove such as to secure the independence of Bulgaria, but there is no desire that Bulgaria should succeed to the inheritance of the Ottoman Empire. I quite admit that such an aspiration would be even more unreasonable in the case of the Bulgarians than it is in that of the Greeks. The Hellenic nation has a great past, a grand literature, and has also large colonies of fellow-Greeks settled over the whole face of the Levant. Bulgaria can put forward no pretensions of any equal value. Her people have not—and, I think know that they have not—the qualities of a ruling race. No more for that matter have the Greeks, but they fancy that they have, which makes all the differences.

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The Bulgars are brave soldiers but they are not—which is by no means the same thing—a military nation. A peasant State of small proprietors can never, as a community, be actuated by a blind desire of conquest. By character, by custom, and by tradition, the interests of Bulgaria are confined pretty well within her own borders; and the prospect of ruling over foreign countries and alien races, even if such a prospect were realizable would have little attraction for the sober, matter-of-fact Bulgarian character.

Thus it is a mistake to imagine that the Bulgarians, as a nation, have any particular desire to bring about the fall of the Ottoman Empire.

Source Information: Edward Dicey was a writer and journalist who often traveled abroad and wrote extensively about foreign politics, especially events in Eastern Europe. In this passage, Dicey discusses nationalist sentiment in Bulgaria, which at the time was still a part of the Ottoman Empire. This passage is from Dicey's *The Peasant State: An Account of Bulgaria in 1894* (London: John Murray, 1894), pp. 246–47.

Assessment Questions

1. Dicey describes nationalist sentiment in Bulgaria in the 1890s. Summarize his conclusions about Bulgarian nationalism at that time.
2. One historian says “Dicey is careful in his reasoning as well as cautious about jumping to conclusions.” Explain how this passage does or does not support this historian’s judgment.

Assessment 9 *Basic Level*

Nationalism and Manifest Destiny

★ *Integration of Knowledge and Ideas*

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

★ *Using This Assessment*

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

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should identify the following three forms of nationalism: (1) A liberal democratic nationalism, in which all citizens of any background make up a democratically governed nation; (2) A cultural nationalism in which the people share a common ethnic identity based on language and traditions; and (3) An aggressive nationalism asserting the superiority of one national group over all others, often as a justification for expansion and conquest. Answers to the second assessment question may vary. O'Sullivan celebrates America in highly nationalistic terms. He does not define the nation in cultural/ethnic terms, however. Americans, he says, are people "from many other nations." Instead, America's essence for him is its democracy—or as he puts it, "the great principle of human equality" expressed in the Declaration of Independence. This is nationalism of the liberal democratic kind. However, O'Sullivan also includes a powerful drive for expansion in his idea of America's uniqueness. He stresses the vast physical extent of the nation, at one point saying the nation's floor "will be a hemisphere." Hence, some may see his statement as combining liberal democratic nationalism with an aggressive and expansionist dimension as well.

Nationalism and Manifest Destiny

Directions: This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in them. 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 assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Secondary Source

In the nineteenth century, nationalism became a powerful force in world history. However, the term “nationalism” is not an easy one to define. One form of nationalism could be called liberal and democratic. It took shape especially in societies undergoing democratic revolutions—in particular, France and the newly independent United States of America. In those societies, the government was to be based on the will of all the people, not just a monarch and a tiny aristocracy. That is, the government, the people, and the nation were one. Anyone living in the borders of such a nation was a citizen, no matter what his or her cultural or social background. Another form of nationalism, however, could be called “cultural.” It stressed the common cultural patterns that gave a group of people an identity as a nation. Language and traditions and history in particular were key to forming a nation on the basis of a uniform ethnic identity. Germany especially gave birth to this form of nationalism in response to Napoleon and his invasions of the politically divided German lands. Ethnic identity was a way to unite all of these lands to resist France. A third variation on the theme of nationalism was a highly aggressive form that promoted its own group as superior and entitled to dominate others. This chauvinistic form of nationalism has often been one of the most destructive concepts in the history of the past two or three centuries.

Source Information: This is a secondary source document. It briefly summarizes three forms of nationalism that arose in the nineteenth century. As a secondary source, this document is not evidence from the 1800s. It is a later account by someone writing about that time. This particular historical account was written in 2014 specifically for use as part of this activity.

Document 2: A Primary Source

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history . . . and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity. . . .

We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell”—the powers of aristocracy and monarchy—“shall not prevail against it.”

The far-reaching, the boundless future will be the era of American greatness. In its magnificent domain of space and time, the nation of many nations is destined to manifest to mankind the excellence of divine principles; to establish on earth the noblest temple ever dedicated to the worship of the Most High—the Sacred and the True. Its floor shall be a hemisphere—its roof the firmament of the star-studded heavens, and its congregation a Union of many Republics, comprising hundreds of happy millions, calling, owning no man master, but governed by God’s natural and moral law of equality, the law of brotherhood—of “peace and good will amongst men.”

Source Information: Nationalist sentiment was also strong in the young United States of America in the mid-1800s. John Louis O’Sullivan, editor of *The United States Magazine and Democratic Review*, coined the phrase “manifest destiny” in 1845 to express a view of a nation destined to grow and expand across the continent. Even earlier, however, O’Sullivan had begun expressing the idea in similar terms, as he does in these passages from “The Great Nation of Futurity,” *The United States Democratic Review* 6, no. 23 (November 1839): 426–30.

Assessment Questions

1. In your own words, identify and briefly define the three forms of nationalism described in Document 1.
2. Of the three forms of nationalism described in Document 1, which one does John Louis O’Sullivan (in Document 2) seem to express the most? Cite details from Document 2 to support your answer.

Assessment 9 *Advanced Level*

Nationalism and Manifest Destiny

★ *Integration of Knowledge and Ideas*

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

★ *Using This Assessment*

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

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

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question may vary. O'Sullivan does not appear to define the nation in ethnic terms. Americans, he says, are people "from many other nations." Instead, America's essence for him is republican liberty—or as he puts it, "the great principle of human equality" expressed in the Declaration of Independence. This is nationalism of the liberal democratic kind. However, Sullivan also includes a powerful drive for expansion in his idea of America's uniqueness. He stresses the vast physical extent of the nation, at one point saying the nation's floor "will be a hemisphere." Hence some may see his statement as combining liberal democratic nationalism with an aggressive and expansionist dimension as well. Answers to the second assessment question may vary. Some will feel that O'Sullivan's statement does not fit well with any one of Document 1's three types of nationalism. However, Document 1 does not say the three types are mutually exclusive. Mixtures of them may always be present in specific cases. Some may therefore reasonably feel that Document 1's three categories of nationalism are useful analytical tools, a way to make clearer distinctions among many actually existing forms of nationalism.

Nationalism and Manifest Destiny

Directions: This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in them. 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 assessment questions that follow.

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

Document 1: A Secondary Source

In the nineteenth century, nationalism became a powerful force in world history. However, the term “nationalism” is not an easy one to define. One form of nationalism could be called liberal and democratic. It took shape especially in societies undergoing democratic revolutions—in particular, France and the newly independent United States of America. In those societies, the government was to be based on the will of all the people, not just a monarch and a tiny aristocracy. That is, the government, the people, and the nation were one. Anyone living in the borders of such a nation was a citizen, no matter what his or her cultural or social background. Another form of nationalism, however, could be called “cultural.” It stressed the common cultural patterns that gave a group of people an identity as a nation. Language and traditions and history in particular were key to forming a nation on the basis of a uniform ethnic identity. Germany especially gave birth to this form of nationalism in response to Napoleon and his invasions of the politically divided German lands. Ethnic identity was a way to unite all of these lands to resist France. A third variation on the theme of nationalism was a highly aggressive form that promoted its own group as superior and entitled to dominate others. This chauvinistic form of nationalism has often been one of the most destructive concepts in the history of the past two or three centuries.

Source Information: This is a secondary source document. It briefly summarizes three forms of nationalism that arose in the nineteenth century. As a secondary source, this document is not evidence from the 1800s. It is a later account by someone writing about that time. This particular historical account was written in 2014 specifically for use as part of this activity.

Document 2: A Primary Source

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation; that we have, in reality, but little connection with the past history of any of them, and still less with all antiquity, its glories, or its crimes. On the contrary, our national birth was the beginning of a new history . . . and so far as regards the entire development of the natural rights of man, in moral, political, and national life, we may confidently assume that our country is destined to be the great nation of futurity. . . .

We have no interest in the scenes of antiquity, only as lessons of avoidance of nearly all their examples. The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can. We point to the everlasting truth on the first page of our national declaration, and we proclaim to the millions of other lands, that “the gates of hell”—the powers of aristocracy and monarchy—“shall not prevail against it.”

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Source Information: Nationalist sentiment was also strong in the young United States of America in the mid-1800s. John Louis O’Sullivan, editor of *The United States Magazine and Democratic Review*, coined the phrase “manifest destiny” in 1845 to express a view of a nation destined to grow and expand across the continent. Even earlier, however, O’Sullivan had begun expressing the idea in similar terms, as he does in these passages from “The Great Nation of Futurity,” *The United States Democratic Review* 6, no. 23 (November 1839): 426–30.

Assessment Questions

1. Of the forms of nationalism described in Document 1, which one does John Louis O’Sullivan (in Document 2) seem to express the most? Cite details from Document 2 to support your answer.
2. Does O’Sullivan’s concept of America’s uniqueness support Document 1’s analysis of nationalism as taking three separate forms? Why or why not?

Writing Assessment 1

Nationalism

★ The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

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

Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develops those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

Writing Assessment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you do or do not agree with the following statement:

"Nationalism was a fearful, backward-looking reaction against social change and diversity in modern life. It led only to endless conflict."

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

Instructions

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

Writing Assessment 2

Nationalism

★ The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

★ Using This Assessment

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

Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ Evaluating Student Responses to Writing Assessment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

Writing Assessment 2

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

The Question

Review Assessment 9, Document 1 in this set of *Nationalism* assessments. This document is a secondary source describing three forms of nineteenth-century nationalism. Your task in this essay is to explain how well this document describes the range of nationalist viewpoints presented in this entire set of *Nationalism* assessments. To focus your essay, choose from among these documents *five* that can best help you complete this task. Write an essay analyzing in detail your choices and explaining how they fit within the framework provided by Document 1 from Assessment 9.

Documents: Base your essay on your general background knowledge and on your selection of sources from all the primary source documents in the *Nationalism* assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea, and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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