

An Introduction to Building Assessment Systems with Informational Sources from the Library of Congress

STEP 1:

Search assessments by topic at the following site: <http://tps.siu.edu/assessing/index.php>.

Classroom Assessments Created by Educators for Educators



[First Nations & Colonization](#)
Through Early 1700s



[Revolution & Early Republic](#)
1763-1815



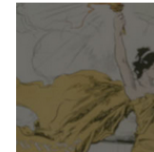
[Antebellum America](#)
1815-1860



[Civil War & Reconstruction](#)
1860-1877



[Expansion of Industrial US](#)
1876-1900



[Progressive to New Era](#)
1900-1929



[Great Depression & WWII](#)
1929-1945



[Postwar United States](#)
1945-Present



[Illinois History](#)
All Eras

STEP 2:

Select standard(s) you will assess and identify 3 to 4 multiple-choice assessments you can give students over a two- or three-week period.

Antebellum America, 1815-1860

The assessments below focus upon people and events during Antebellum America, 1815-1860. These sources often stress the expansion and growth of the United States during the first half of the nineteenth century, along with growing political and social regional divides. Many of these sources especially address slavery within the U.S. Other topics include the Jacksonian era, the Texas Revolution, Indian Removal, the Gold Rush, and the coming of the Civil War.



STANDARD 1 ASSESSMENTS (CITE EVIDENCE)

Cite specific textual evidence to support analysis of primary and secondary sources.

[Morse, Telegraph Letter, 1844](#)

[A Letter from a Gold Miner, 1850](#)

[Indian Removal Act, 1830](#)

[President Jackson's Speech to Congress, 1830](#)

["Slavery Not Confined to the Negro Race," 1856](#)

[Effect of John Brown's Invasion at the South, 1859](#)

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Effect of John Brown's Invasion at the South (1859)



Questions:

1) Below are four claims that could be based on the above political cartoon? Select the claim it supported the most relevant and sufficient evidence within the cartoon (CCSS-FH-10.2)

- A. The cartoon shows slaves use of violence to end slavery in the south.
- B. The cartoon encourages diplomacy and communication to end the slavery conflict.
- C. The cartoon shows that blacks are more violent and aggressive than whites.
- D. The cartoon shows that women play a great role in ending slavery

2) Which piece of evidence from the cartoon best support the correct response to question 1? (CCSS-FH-10.1)

- A. The first scene of the cartoon shows a woman cook brandishing a kitchen knife.
- B. The white woman appeared in the third scene seems scared and frightened.
- C. The third scene of the cartoon shows a black man who tries to peacefully communicate with white people.
- D. All slaves in the cartoon even women and children are holding weapons and are attacking the white individuals.

STEP 3:

Document all of your students' scores related to the standard(s) you have targeted.

| | Standard 1 Question | Standard 1 Question | Standard 1 Question | Standard 1 Question | Totals |
|-----------|---------------------|---------------------|---------------------|---------------------|--------|
| Student A | 0 | 0 | 1 | 0 | 1/4 |
| Student B | 1 | 1 | 1 | 0 | 3/4 |
| Student C | 1 | 0 | 1 | 0 | 2/4 |
| Student D | 1 | 1 | 1 | 1 | 4/4 |
| Student E | 1 | 0 | 1 | 0 | 2/4 |
| Student F | 1 | 1 | 1 | 1 | 4/4 |
| Student G | 0 | 0 | 1 | 0 | 1/4 |

Note: It might be easier to record these data in EXCEL or another spreadsheet program. In the example above, 0s and 1s represent incorrect and correct responses, respectively.

STEP 4:

Use the open-ended assessments to collect additional information about why students are struggling or excelling with the standards you targeted.

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Directions: Circle two (2) specific parts of the image that could be used as evidence to support the claim. For each part of the image you circle, explain how it supports the claim. (CCSS-8.1)

Government Care Versus Government Neglect, 1913



Claim: According to this cartoonist, the government cares more about the conditions of the environment than young human beings.

1) _____

2) _____

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