

**STUDENTS AS HISTORIANS:
INVESTIGATING THE GULF WAR**

Summative Assessment: Parts II, III, IV
SSA.1.3.1.6.1, SS.A.1.3.2.6.1, SS.A.1.3.2.6.2, LA.A.2.3.6.6.2

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Students as Historians: Investigating the Gulf War
Summatives II, III, IV
INSTRUCTIONS AND SCORING GUIDE

Teacher Instructions:

Prior to administering: Duplicate the summative for each student. The summative instrument is in three parts, II, III, and IV. Before giving this summative to students, it would be a good idea to orally review the items with students as well as reviewing other facts and opinions, primary and secondary sources and explanations of how different people remember the same event. Students will not have encountered all of the sources listed on the summative, but will have to use the clues given to determine if they are primary or secondary. Also make sure that students know that facts can be true or false, but can be verified true or false, unlike opinions.

During:

1. Distribute to students.
2. Tell students to follow the directions. If necessary, read the statements aloud to students who are having difficulty reading them.
3. Collect the papers and score them.

After administering the summative: Return papers to students and allow them to see their assessments. Allow time for discussion and take note of areas that need reteaching or extending.

Duration: This summative should take 30 minutes or less for students to complete.

Student Directions:

1. Look at the summative that you have been given.
2. It is in three parts. The first part involves identifying statements as either fact or opinion. The second part requires you to identify sources as either primary or secondary. The last part has two short answer questions. Please read the directions silently as I read them aloud. (Read the directions aloud to students.) If you have difficulty reading something, please raise your hand and I will help you.
3. When you have finished, turn your paper over and draw quietly or you may read a book. I will collect all the papers at the same time.

Scoring:

Each fact and opinion statement and each primary or secondary source indication should be worth 3 points for a total of 75 points. The two short answer questions can either be assessed separately (so as to get two summative grades) or be added into a total score for all three parts for one summative grade. If using all three parts for one grade, each short answer questions should be worth 12.5 points. (See the key for suggested answers.)

Fact and Opinion (SSA13161)
SUMMATIVE ASSESSMENT: PART II

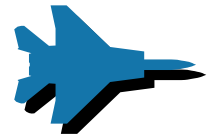


Name _____

Read each of the following statements. In the space to the left write **F** if the statement is a fact. Write **O** if the statement is an opinion.

1. _____ The president at the time of the Gulf War was George Bush.
2. _____ The United States and its allies fought The Gulf War against Iraq.
3. _____ All nations were eager to join the United States to fight Iraq.
4. _____ All the soldiers were well trained.
5. _____ This War used soldiers on foot as well as airplanes and missiles.
6. _____ The War was fought in Iraq.
7. _____ American soldiers hated the desert.
8. _____ American soldiers were the bravest of all.
9. _____ The Spanish people thought the War was a good thing.
- 10 _____ Spain joined in the fight against Iraq.

Sources (SSA13262)
SUMMATIVE ASSESSMENT: PART III

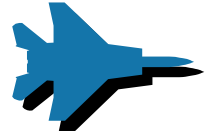


Name: _____

Directions: Decide if each of the following sources is primary or secondary. In the column to the left, Write **P** for **primary source**, or **S** for **secondary source**.

1. _____ A letter from a soldier to his wife describing a battle.
2. _____ The exact words of a Presidential speech reprinted the next day in the newspaper.
3. _____ A book on the Gulf War, published in 1999
4. _____ An encyclopaedia article on war
5. _____ A videotaped interview with General Schwartzkopf who was an allied commander.
6. _____ A book about General Schwartzkopf's whole life written by his cousin
7. _____ A book about Sadaam Hussein by three different authors
8. _____ A newspaper account of a battle written by someone who wasn't there but heard about it from someone else
9. _____ A store receipt showing the price of a certain item that soldiers could purchase
10. _____ A live weather report on TV by a reporter standing in the rain and wind
11. _____ An Internet article giving an opinion about the money the war cost America
12. _____ A painting by a famous artist showing his idea of a battle, painted from several photographs taken during the war.
13. _____ A collection of hand-written letters by soldiers of the Gulf War.
14. _____ Photographs of the Gulf War taken by a soldier while he was stationed in Iraq
15. _____ A magazine article about school children in Iraq after the war

SUMMATIVE ASSESSMENT: PART II KEY
Fact and Opinion (SSA13161)

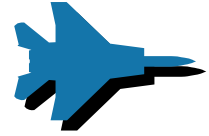


Name _____

Read each of the following statements. In the space to the left write **F** if the statement is a fact. Write **O** if the statement is an opinion.

1. **F** The president at the time of the Gulf War was George Bush.
2. **F** The United States and its allies fought The Gulf War against Iraq.
3. **O** All nations were eager to join the United States to fight Iraq.
4. **O** All the soldiers were well trained.
5. **F** This war used soldiers on foot as well as airplanes and missiles.
6. **F** The war was fought in Iraq.
7. **O** American soldiers hated the desert.
8. **O** American soldiers were the bravest of all.
9. **O** The Spanish people thought the War was a good thing.
- 10 **F** Spain joined in the fight against Iraq.

SUMMATIVE ASSESSMENT: PART III
Sources (SSA13262)



Name: _____

Directions: Decide if each of the following sources is primary or secondary. In the column to the left, Write **P for primary source**, or **S for secondary source**.

1. P A letter from a soldier to his wife describing a battle.
2. P The exact words of a Presidential speech reprinted the next day in the newspaper.
3. S A book on the Gulf War, published in 1999
4. S An encyclopaedia article on war
5. P A videotaped interview with General Schwartzkopf who was an allied commander.
6. S A book about General Schwartzkopf's whole life written by his cousin
7. S A book about Sadaam Hussein by three different authors
8. S A newspaper account of a battle written by someone who wasn't there but heard about it from someone else
9. P A store receipt showing the price of a certain item those soldiers could purchase
10. P A live weather report on TV by a reporter standing in the rain and wind
11. S An Internet article giving an opinion about the money the war cost America
12. S A painting by a famous artist showing his idea of a battle, painted from several photographs taken during the war.
13. P A collection of hand-written letters by soldiers of the Gulf War.
14. P Photographs of the Gulf War taken by a soldier while he was stationed in Iraq
15. S A magazine article about school children in Iraq after the war



SUMMATIVE ASSESSMENT: PART IV
Interpretation (SSA13161)

Name _____

Directions: Think about the different ways that your research told about the Gulf War. Answer these questions in whole sentences. Be sure to explain your answer. You may want to use information you learned during this unit to help explain the answer you write.

1. Why do you think people remembered the war in so many different ways? Give examples.

STUDENTS SHOULD INDICATE THAT PEOPLE REMEMBERED HOW IT AFFECTED THEM BASED ON THE INFORMATION THEY RECEIVED. THOSE WHO WERE THERE REMEMBER THE WAR IN A MORE VIVID AND PERSONAL WAY THAN THOSE WHO WERE NOT THERE. STUDENTS MAY TALK ABOUT SOLDIERS, THEIR WIVES, THEIR CHILDREN, THE GOVERNMENT, ETC. YOU WILL NEED TO JUDGE THE STUDENTS' ANSWERS SINCE ALL WILL BE DIFFERENT.

2. Would a soldier and a movie producer remember and think about the war in the same way? Why or Why not? Include specific examples
STUDENTS SHOULD INDICATE THAT EACH WILL THINK ABOUT THE WAR AS IT PERTAINS PERSONALLY TO HIM AND HIS ENVIRONMENT. THE MOVIE PRODUCER MAY SEE A FILM POTENTIAL WITH LOTS OF MONEY MAKING IDEAS. THE SOLDIER MAY SEE IT AS A TERRIBLE OR VERY PATRIOTIC EXPERIENCE THAT HE DOESN'T WISH TO REPEAT. STUDENTS SHOULD INCLUDE EXAMPLES SUCH AS THE MOVIE PRODUCER WILL LOOK FOR SOMEONE WHO HE THINKS IS THE PERFECT SOLDIER TO STAR IN HIS MOVIE. THE SOLDIER MIGHT KEEP HIS HELMET AS A REMEMBRANCE OF A FRIEND WHO DIED. ANSWERS WILL VARY GREATLY.

Each question is worth 12.5 points. A suggested point assignment is:

11-12.5 points = Excellent answer, included very specific examples, discussed the concept thoroughly and demonstrated that he/she understands historical events are subject to different interpretations.

9-10 points = Good answer, included some specific examples, discussed the concept and demonstrated that he/she mostly understands historical events are subject to different interpretations.

5-8 points = Average answer, included examples, discussed the concept somewhat and demonstrated that he/she somewhat understands historical events are subject to different interpretations. May have included extraneous information or incorrect information. Examples or explanations may be unclear.

1-4 points = Poor answer, included no examples, ignored the concept and demonstrated that he/she minimally understands historical events are subject to different interpretations. Contains extraneous information and/or unclear explanations.