

Benchmark: Students will compare competing historical narratives, by contrasting different historian’s choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

“We must use the weapon of love. We must realize that so many people are taught to hate us that they are not totally responsible for their hate.” —Martin Luther King, Jr.

“We’re sorry about the bricks and bottles, . . . but when you get pushed, you shove back. Man, you don’t like to stand on a corner and be told to get off it when you got nowhere else to go.” — an African American man’s quote adapted from *Anyplace But Here*

Brief Constructed Response Prompt:

Social issues often create different interpretations and result in groups of people approaching problems in different ways as illustrated with the quotations above. Name one factor that might determine the way a group of people would feel about change. Explain your answer with historical evidence.

Desired Responses:

FACTOR	HISTORICAL EVIDENCE
<u>Heritage</u>	<u>Displacement of Native Americans, Immigration laws, Japanese Internment, Threat of nuclear warfare during Cold War</u>
<u>Political party affiliation</u>	<u>Position on Iraqi War, support of New Deal Legislation</u>
<u>Equal opportunities</u>	<u>Desegregation (Brown v. Board of Board of Education, Jim Crow Laws</u>
<u>Poverty, economic status</u>	<u>Great Society Legislation</u>

Accept other reasonable responses.

Rubric

- 2** = This response gives a valid factor with accurate and relevant evidence.
- 1** = This response gives a valid factor with inaccurate, irrelevant, or no evidence.
- 0** = inaccurate or no response