

Grade 10 Informational Mini-Assessment

World War II Set

This grade 10 mini-assessment is based on two speeches. The first is a speech by President Roosevelt, asking for Congress to declare war on Japan. The second speech is by Emperor Hirohito, declaring war on the United States and Great Britain. The texts are considered to be worthy of students' time to read and also meet the expectations for text complexity at grade 10. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are seven selected-response questions, two paper/pencil equivalent of technology-enhanced items that address the Reading Standards listed below, and an optional writing prompt, which is aligned to the Reading Standards for Informational Text, Reading Standards for Literacy in History/Social Studies, Writing Standards, as well as applicable Language Standards.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

*Note for teachers of English Language Learners (ELLs): This assessment is designed to measure students' ability to read and write in English. Therefore, educators will not see the level of scaffolding typically used in instructional materials to support ELLs—these would interfere with the ability to understand their mastery of these skills. If ELL students are receiving instruction in grade-level ELA content, they should be given access to unaltered practice assessment items to gauge their progress. Passages and items should not be modified; however, **additional information about accommodations you may consider when administering this assessment to ELLs is available in the teacher section of this resource.***

The questions align to the following standards:

RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of

	specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	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.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	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.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org

Grade 10 Mini-Assessment – World War II Set

Today you will read two speeches given during the outset of World War II. You will then answer several questions based on the text. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read the speeches and answer the questions. I encourage you to write notes in the margin as you read the passage.

Speech 1: Franklin D. Roosevelt's Address to Congress Requesting a Declaration of War with Japan

December 8, 1941

- 1) Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives:
- 2) Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.
- 3) The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.
- 4) It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.
- 5) The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.
- 6) Yesterday the Japanese Government also launched an attack against Malaya. Last night Japanese forces attacked Hong Kong. Last night Japanese forces attacked Guam. Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.

- 7) Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation.
- 8) As Commander in Chief of the Army and Navy I have directed that all measures be taken for our defense.
- 9) But always will our whole Nation remember the character of the onslaught against us.
- 10) No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.
- 11) Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.
- 12) With confidence in our armed forces- with the unbounding determination of our people- we will gain the inevitable triumph- so help us God.
- 13) I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

PUBLIC DOMAIN

Speech 2: Japanese Emperor Hirohito Declares War on the United States and Britain

Dec. 08, 1941

- 14) We, by the grace of Heaven, Emperor of Japan, and seated on the throne of a line unbroken for ages eternal, enjoin upon thee, our loyal and brave subjects. We hereby declare war upon the United States of America and the British Empire.
- 15) The men and officers of our army and navy shall do their utmost in prosecuting the war. Our public servants of various departments will perform faithfully and diligently their appointed tasks and all other subjects of ours shall pursue their respective duties.
- 16) The entire nation with united will shall mobilize their united strength so that nothing will miscarry in the attainment of our royal aims.
- 17) To insure the solidity of these ages and contribute to world peace is the far-sighted policy which was formulated by our great, illustrious, imperial grandsire and our great imperial sire's experience, and which we lay constantly to heart; to cultivate friendship among nations and to enjoy prosperity in common with all nations - has always been the guiding principle of our empire's foreign policy.
- 18) It has been unavoidable and far from our wishes that our empire has been brought to cross swords with America and Britain.
- 19) More than four years have passed since China, failing to comprehend the true intentions of our empire, and recklessly causing trouble, disturbed the peace of East Asia and compelled our empire to take up arms.
- 20) Although there has been re-established the National government of China, with which Japan has effected neighborly intercourse and co-operation, the regime which has survived at Chungking, relying upon American and British protection still continues its opposition.
- 21) Eager for the realization of their inordinate ambitions to dominate the Orient, both America and Britain, supporting the Chungking regime, have aggravated disturbances in East Asia. Moreover, these two powers, inducing other countries to follow suit, increased military preparations on all sides of our empire to challenge us. They have obstructed by every means our peaceful commerce and finally resorted to direct severance of economic relations, menacing gravely the existence of our empire.
- 22) Patiently have we waited and long have we endured in the hope that our government might retrieve the situation in peace.
- 23) But our adversaries, showing not the least spirit of conciliation, have unduly delayed a settlement, and in the meantime they have intensified the economic and political pressure to compel thereby our empire to submission.

- 24) This turn of affairs would, if left unchecked, not only nullify our empire's efforts of many years for the sake of the stabilization of East Asia, but also endanger the very existence of our nation.
- 25) The situation being such as it is our empire, for its existence and self-defense, has no other recourse but to appeal to arms and to crush every obstacle in its path.
- 26) The hallowed spirits of our imperial ancestors guard us from above and we rely upon the loyalty and courage of our subjects in our confident expectation that the task bequeathed by our forefathers will be carried forward and that the source of the evil will be speedily eradicated and an enduring peace immutably established in East Asia, preserving thereby the glory of our empire.

PUBLIC DOMAIN

QUESTIONS:

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which statement most accurately describes Roosevelt's central idea in Speech 1?

- A. The Japanese Empire's unjustified aggressive behavior must be met with equal aggression.
- B. Negotiations with the Japanese Empire were ongoing and the attack on America was disappointing.
- C. Americans are worried about the security of the nation and are assured of a victory over the Japanese Empire if war were declared.
- D. Americans are demanding that the Japanese Empire's attack on Pearl Harbor result in a declaration of war and the government should honor their wishes.

Part B: Which detail from Speech 1 best helps develop the correct answer to Part A?

- A. "The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific."
- B. "The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our Nation."
- C. "I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us."
- D. "I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire."

2. In Speech 1, in what way does Roosevelt use a rhetorical device in paragraph 6 to advance his purpose?

- A. He uses the word "attacked" repeatedly to exaggerate the level of damage the Japanese Empire has inflicted on the world.
- B. He uses the word "forces" repeatedly to imply that the people in the Japanese Empire are united in their intent to conquer America.
- C. He uses simple sentences to keep the focus on the various areas attacked by the Japanese Empire in a short amount of time to highlight their hostile nature.
- D. He uses unfounded rumors of other invasions by the Japanese Empire to appeal to the emotions of the American Congress.

3. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 10 of Speech 1, what does the word premeditated mean?

- A. very destructive
- B. designed in advance
- C. completely undeserved
- D. launched unexpectedly

Part B: Which sentence from Speech 1 helps the reader understand the meaning of premeditated?

- A. "Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message."
- B. "And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack."
- C. "It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago."
- D. "The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces."

4. Reread paragraphs 9–12 of Speech 1, below. Circle the two underlined sentences that best develop the idea that Roosevelt believes his country has an advantage over the Japanese Empire in the upcoming war.

9 But always will our whole Nation remember the character of the onslaught against us.

10 No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

11 Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

12 With confidence in our armed forces- with the unbounding determination of our people- we will gain the inevitable triumph- so help us God.

5. The following question has two parts. Answer Part A and then answer Part B.

Part A: In Speech 2, what is the main reason Emperor Hirohito uses to justify his declaration of war on the United States and Great Britain?

- A. He feels compelled by the traditions of his ancestors to protect his countrymen from the bad influence America and Great Britain might have on their customs.
- B. He feels that it is the best way to demonstrate his country's strong bond of friendship with other countries in East Asia.
- C. He feels frustrated by the fact his country has been ignored and treated as being inferior to China.
- D. He feels that America and Great Britain have created instability in the region in order to rule in the area.

Part B: Which excerpt from Speech 2 best helps develop the correct answer to Part A?

- A. "To insure the solidity of these ages and contribute to world peace is the far-sighted policy which was formulated by our great, illustrious, imperial grandsire and our great imperial sire's experience. . . ."
- B. ". . . to cultivate friendship among nations and to enjoy prosperity in common with all nations - has always been the guiding principle of our empire's foreign policy."
- C. "Although there has been re-established the National government of China, with which Japan has effected neighborly intercourse and co-operation, the regime which has survived at Chungking, relying upon American and British protection still continues its opposition."
- D. "Eager for the realization of their inordinate ambitions to dominate the Orient, both America and Britain, supporting the Chungking regime, have aggravated disturbances in East Asia."

6. In Speech 2, which two terms does Hirohito use to best advance his point that the U.S. and Great Britain have treated his country poorly?

- A. "four years have passed" (paragraph 19)
- B. "failing to comprehend" (paragraph 19)
- C. "take up arms" (paragraph 19)
- D. "obstructed by every means" (paragraph 21)
- E. "direct severance of economic relations" (paragraph 21)
- F. "might retrieve the situation in peace" (paragraph 21)

7. Based on Speech 2, what does the word conciliation mean in paragraph 23?

- A. competition
- B. compromise
- C. compensation
- D. communication

8. There are key points on which Roosevelt and Hirohito disagree. In the chart below, for each key point, circle the sentence in EACH COLUMN AND ROW that is used most effectively by each leader to establish his perspective. You will not use all of the possible evidence.

Key Point	Roosevelt's perspective	Hirohito's perspective
Who is being the aggressor		
The cause of declaration of war		
	Evidence from Roosevelt	Evidence from Hirohito
	<p>Choices for "Who is being the aggressor":</p> <ul style="list-style-type: none"> • "Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan." (paragraph 2) • "And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack." (paragraph 3) • "The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces." (paragraph 5) 	<p>Choices for "Who is being the aggressor":</p> <ul style="list-style-type: none"> • "The men and officers of our army and navy shall do their utmost in prosecuting the war." (paragraph 15) • "Moreover, these two powers, inducing other countries to follow suit, increased military preparations on all sides of our empire to challenge us." (paragraph 21) • "The hallowed spirits of our imperial ancestors guard us from above and we rely upon the loyalty and courage of our subjects in our confident expectation that the task bequeathed by our forefathers will be carried forward. . . ." (paragraph 26)
	<p>Choices for "The cause of declaration of war":</p> <ul style="list-style-type: none"> • "The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific." (paragraph 3) • "Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area." (paragraph 7) 	<p>Choices for "The cause of declaration of war":</p> <ul style="list-style-type: none"> • "The entire nation with united will shall mobilize their united strength so that nothing will miscarry in the attainment of our royal aims." (paragraph 16) • "This turn of affairs would, if left unchecked, not only nullify our empire's efforts of many years for the sake of the stabilization of East Asia, but also endanger the very existence of our nation." (paragraph 24)

Information for Teachers: Quantitative and Qualitative Analyses of the Texts

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The text for this mini-assessment has been placed at grade 10, and the process used to determine this grade-level placement is described below. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a **grade band** based on at least one¹ quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a **grade level** based on a qualitative analysis.

Quantitative Analysis

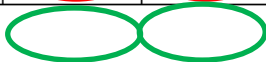
Passage Title	Quantitative Measure #1 Lexile	Quantitative Measure #2 Flesch-Kincaid
FDR’s Address to Congress (red circle on chart)	1200-1300L	11.7
Japanese Emperor Hirohito Speech (green circle on chart)	1400-1500L	15.3

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the **grade band** of the text. Note that literary texts at the high school level are sometimes more complex than indicated by quantitative ratings.

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Reading Maturity and the Flesch-Kincaid were converted to grade bands.

Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid [§]	The Lexile Framework®	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50



¹ For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same **band**, the results provide additional assurance that the text selected is appropriate for the band.

To find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. (www.corestandards.org)

Qualitative Analysis	“Franklin D. Roosevelt’s Address to Congress Requesting a Declaration of War with Japan”	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too Low	Early-mid 9	Mid-end 9	Early-mid 10	End 10	NOT suited to band
Structure (both story structure or form of piece)	This speech begins with a description of the state of affairs prior to the attack on Pearl Harbor, then moves to detailing the various unexpected aggressions of the Japanese Empire despite being in peace talks with the U.S. It concludes with Roosevelt’s call to action and request for declaration of war against the Japanese Empire. The straightforward, sequential order likely makes this text readily accessible for grade 10 students.						
Language Clarity and Conventions	This speech includes simple sentences as well as some complex, longer sentences. The connections between ideas are clear. There are many Tier 2 words central to understanding the text (deliberately, severe, determination) with the vast majority being surrounded by context. The text should be easily accessible by grade 10 students in regard to the Language Clarity and Conventions features.						
Knowledge Demands (life, content, cultural/literary)	This speech focuses on an event that should be familiar to grade 10 students: the entry of the United States into WWII after the Japanese Empire attacked Pearl Harbor. It may be helpful to be familiar with the geographical references made (e.g., Guam, Hong Kong), but the main message of the text is clear even without that understanding.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	There is one main purpose to the speech: Roosevelt wishes to declare War on the Japanese Empire. With that said, there are aspects of explanation such as the deliberate nature of attack, the deceptive planning of attack during peace talks, etc., that make the text more complex.						
Overall placement: Grade 10	The non-chronological structure, combined with the implicit underlying purposes of showing how calculating Japan was, push this text from grade 9 into grade 10.						

Qualitative Analysis	“Japanese Emperor Hirohito Declares War on the United States and Britain”	Where to place within the band?					
Category	Notes and comments on text, support for placement in this band	Too Low	Early-mid 9	Mid-end 9	Early-mid 10	End 10	NOT suited to band
Structure (both story structure or form of piece)	This speech begins with the declaration of war on the U.S. and Britain by the Japanese emperor, establishing the main purpose early. The speech then moves to assure the people that everyone will unite to win, despite the fact that their policy has always been to be friendly with other countries. It then goes on to explain why the emperor feels he is justified in declaring war and foregoing peace.						
Language Clarity and Conventions	This speech includes many complex sentences and some elevated vocabulary (e.g., inordinate) or words used rather uncommonly (e.g., intercourse, aggravated, inducing, severance). Additionally, the writer uses grandiose statements and flowery language, as well as some archaic phrasing that increase the complexity of the text.						
Knowledge Demands (life, content, cultural/literary)	This speech focuses on an event that should be familiar to grade 10 students: the beginning of the conflict between Japan and Great Britain/The United States. It may be helpful to be familiar with the concept of how an emperor differs from an elected president, but that difference emerges in the approaches taken in the texts to the declaration of war.						
Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)	There is one main purpose to the speech: Hirohito is declaring war on the United States and Great Britain. With that said, there are aspects of explanation such as how China’s relationship with America and Britain has caused issues, and how the entirety of peace in East Asia has been disturbed, that make the text more complex.						
Overall placement: Grade 10	Although the quantitative data indicates the text is above grade level, the information may be slightly inflated due to the unusual use of syntax created by translation as well as the abundance of proper nouns. The clear relationships among ideas, the use of transitions, and straightforward organization, though, make the text appropriate for grade 10.						

Question Annotations: Correct Answer and Distractor Rationales

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
1 Part A	A		<p>A. This is the correct answer. Roosevelt’s central idea of the text is that the Japanese Empire has been aggressive throughout the Pacific, despite America and Britain’s willingness to keep open negotiations, and thus the only way to stop their aggression is by a declaration of war by the U.S. and Britain.</p> <p>B. Although negotiations were ongoing, and the attack was certainly disappointing given those discussions, this is not the central idea of Speech 1, which is the need for a war to stop Japanese aggression.</p> <p>C. Although Americans were likely worried about the security of the nation after the attack on Hawaii, and Roosevelt assures them the U.S. would be victorious in a war, the central idea of his speech is that the unjustified aggression must be stopped by a war.</p> <p>D. Although Americans were likely very angry over the attack on Hawaii due to the large loss of life and damage to the navy, they were not demanding a war; instead, Roosevelt implies he believes that is their wish. This does not align with the central idea of the text, which is that unjustified aggression must be met by an act of war.</p>
1 Part B	D	<p>RI.9-10.2, RI.9-10.1, RH.9-10.2, RH.9-10.1</p>	<p>A. This sentence highlights only the idea that the Japanese Empire was in discussions with the U.S. but not their aggression or the need to stop it.</p> <p>B. This sentence describes how Americans felt about the Japanese Empire after the attack, and that the U.S. is likely in danger, but does not speak to the fact war must be declared to stop the unprovoked attacks.</p> <p>C. This sentence is Roosevelt’s interpretation of the will of Congress and the people to declare war, but not necessarily toward a declaration of aggression toward Japan.</p> <p>D. This is the correct answer. The sentence accurately captures the central idea of the text: Japan has been unjustly aggressive, and war must be declared as a result of this aggression.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
2	C	RI.9-10.6, RH.9-10.6, RI.9-10.1, RH.9-10.1	<p>A. Although Roosevelt uses the word “attacked” several times, he is not doing so to exaggerate, as the locations and times he lists are factual.</p> <p>B. Although Roosevelt uses the word “forces” several times, he does not do so to imply the Japanese are united in their wish to conquer America but rather to simply refer to the Japanese military.</p> <p>C. This is the correct answer. In paragraph 6, the short simple sentences focus the reader on a list of areas in the Pacific that had very recently been attacked by the Japanese Empire to show their aggression was a real and increasing threat and needed to be stopped.</p> <p>D. Although Roosevelt gives a long, extensive list of places the Japanese have attacked, there is no textual evidence these are unfounded and that he is trying to use unconfirmed attacks to sway the American people. In fact, later in the speech he states “the facts,” showing the list is not made up of rumored attacks.</p>
3, Part A	B	RI.9-10.4, RI.9-10.1, RH.9-10.4, RH.9-10.1	<p>A. Although a premediated attack could be very destructive, the word premediated describes the idea that the attack was designed in advance.</p> <p>B. This is the correct answer. Premediated means designed in advance.</p> <p>C. Although a premediated attack could be completely undeserved, the word premediated describes the idea that the attack was designed in advance.</p> <p>D. Although a premediated attack could be received unexpectedly, it would not be launched unexpectedly, as the word premediated mean designed in advance.</p>
3, Part B	C	RI.9-10.4, RI.9-10.1, RH.9-10.4, RH.9-10.1	<p>A. This sentence speaks to the order of communications between the Japanese Empire and America, with the point being the Americans had no clue of an “imminent attack. It does not provide context for premediated.</p> <p>B. This sentence speaks to the idea that the negotiations were fruitless but does not suggest that the Japanese were in the process of planning an attack. Therefore, it does not provide context for premediated.</p> <p>C. This is the correct answer. Roosevelt is pointing out that given how far Hawaii is from Japan, the planning for a success attack had to be planned long before, as a mass movement of troops over a far distance would have been a complex task.</p> <p>D. This sentence speaks only to the level of damage caused by the attack, not to the idea that it had been planned well in advance.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
4	<p>No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.</p> <p>With confidence in our armed forces- with the unbounding determination of our people- we will gain the inevitable triumph- so help us God.</p>	<p>RI.9-10.3, RI.9-10.1</p>	<p>A. The first sentence, “But always will our whole Nation remember the character of the onslaught against us,” speaks to the lasting impact of the attack rather than Roosevelt’s belief his country has an advantage over the Japanese Empire in an upcoming war.</p> <p>B. The second sentence is a correct answer: “No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory” shows Roosevelt’s belief that America would have “absolute victory” over the Japanese.</p> <p>C. The third sentence is not an underlined option.</p> <p>D. The fourth sentence, “Hostilities exist,” only acknowledges the tension between America and Japan. It does not imply America would be victorious in a war.</p> <p>E. The fifth sentence, “There is no blinking at the fact that our people, our territory, and our interests are in grave danger,” only acknowledges that America feels threatened by Japan. It does not imply America would be victorious in a war.</p> <p>F. The sixth sentence is a correct answer: “With confidence in our armed forces- with the unbounding determination of our people- we will gain the inevitable triumph- so help us God” helps develop Roosevelt’s claim that America will win the war with Japan, emphasized by the words, “we will gain the inevitable triumph.”</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
5 Part A	D	RI.9-10.5, RI.9-10.1, RH.9-10.8, RH.9-10.1	<p>A. Although Hirohito mentions his ancestors and the ideologies passed down to him, he does not mention that America and Britain will negatively influence customs in the region.</p> <p>B. Although Hirohito mentions other Asian countries, he only does so in the interest of stabilization of the region, not in the interest of proving Japan is necessarily on friendly terms with others in the area. In fact, he points to China as an example of a country Japan is not on friendly terms with.</p> <p>C. Although Hirohito likely feels that Americans have paid more attention to China than to Japan, creating a feeling that he has been slighted in some way, this is not a reason he provides for being justified in his declaration of war.</p> <p>D. This is the correct answer. Hirohito claims the U.S. and Britain have been active in East Asia as evidenced by their relationship with China, and that activity has created instability that will enable the region to be eventually ruled by Americans.</p>
5 Part B	D		<p>A. This sentence outlines the ideology passed down through rulers of the Japanese Empire. It does not provide or support Hirohito's primary justification for a declaration of war on America and Britain.</p> <p>B. This sentence outlines the foreign policies of the Japanese Empire through the ages. It does not provide or support Hirohito's primary justification for a declaration of war on America and Britain.</p> <p>C. This sentence outlines the Japanese Empire's current relationship with China. It does not provide or support Hirohito's primary justification for a declaration of war on America and Britain.</p> <p>D. This is the correct answer. Hirohito's primary justification for a declaration of war is that America and Britain have created an instability in the area due to their strong ties to parts of the Chinese government.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
6	D, E	RI.9-10.6, RI.9-10.1	<p>A. Although Hirohito uses the term “four years have passed,” he does so when he is speaking about China and its actions toward Japan, not U.S. and British actions toward Japan.</p> <p>B. Although Hirohito uses the term “failing to comprehend,” he does so when he is speaking about China and how he believes the country misunderstood Japan’s true intentions. The term does not reference the U.S. or Britain.</p> <p>C. Although Hirohito uses the term “take up arms,” he again is referring to China’s actions, which he feels then caused Japan to have hostile relations with the country.</p> <p>D. This is a correct answer. The term “obstructed by every means” is referencing Hirohito’s belief that the U.S. and Britain have done everything possible to interfere with Japan’s ability to thrive, thus treating his country poorly.</p> <p>E. This is a correct answer. The term “direct severance of economic relations” is one of the actions taken by the U.S. and Britain that Hirohito feels was unfair and evidence of the countries treating Japan poorly.</p> <p>F. Although Hirohito uses the term “might retrieve the situation in peace,” he does so to imply that Japan had been hopeful in regard to being able to repair the relationship with the U.S. and Britain. The term does not help develop the idea that the U.S. and Britain had necessarily treated the country poorly.</p>
7	B	RI.9-10.4, RI.9-10.1	<p>A. Although Hirohito may have felt he was in competition with the U.S. for China’s favor, the word “conciliation” means “compromise,” which is what Hirohito claims he was striving for in discussions with the U.S.</p> <p>B. This is the correct answer. Hirohito claims he was hopeful negotiations with the U.S. and Britain would result in a “compromise” on both sides that would improve relations between Japan and the U.S. and its allies.</p> <p>C. Although Hirohito speaks of the negative impact of U.S. and British sanctions and ultimately may have wanted some form of compensation as part of the negotiations, he uses the term “conciliation” to mean “compromise” in the more general sense.</p> <p>D. Although Hirohito acknowledges that he was in “communication” with the U.S. and Britain, he uses the word “conciliation” to mean that a “compromise” was the goal, not to emphasize the countries were in discussions.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options			
8	See right column	RH.9-10.6, RH.9-10.1, RI.9-10.6, RI.9-10.1		<p data-bbox="919 215 1031 240">Key Point</p> <p data-bbox="804 256 1100 280">Who is being the aggressor</p>	<p data-bbox="1230 215 1488 240">Roosevelt’s perspective</p> <ul data-bbox="1167 256 1551 480" style="list-style-type: none"> “Yesterday, December 7, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.” <p data-bbox="1167 500 1551 594">Rationale: Roosevelt’s use of this sentence clearly identifies Japan as the aggressor.</p>	<p data-bbox="1640 215 1885 240">Hirohito’s perspective</p> <ul data-bbox="1577 256 1961 448" style="list-style-type: none"> “Moreover, these two powers, inducing other countries to follow suit, increased military preparations on all sides of our empire to challenge us.” <p data-bbox="1577 467 1961 626">Rationale: With this sentence, Hirohito establishes that the two powers (America and Britain) have acted aggressively by challenging Japan.</p>
				<p data-bbox="804 675 1100 732">The cause of declaration of war</p>	<ul data-bbox="1167 675 1551 797" style="list-style-type: none"> “Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area.” <p data-bbox="1167 816 1551 943">Rationale: Roosevelt establishes with this sentence that Japan’s aggressive actions in the Pacific are the main cause of the war.</p>	<ul data-bbox="1577 675 1961 894" style="list-style-type: none"> “This turn of affairs would, if left unchecked, not only nullify our empire's efforts of many years for the sake of the stabilization of East Asia, but also endanger the very existence of our nation.” <p data-bbox="1577 914 1961 1040">Rationale: Hirohito establishes with this sentence his belief that war must be declared in order to bring stability to East Asia.</p>

Question Number	Correct Answer(s)	Standards	Rationales for Answer Options
9	C	RH.9-10.9, RH.9-10.1, RI.9-10.9, RI.9-10.1, RH.9-10.5	<p>A. Although this statement accurately describes Speech 1, as Roosevelt begins with the attack on Pearl Harbor and eventually moves to a persuasive, uniting tone, Speech 2 starts with the persuasion of Hirohito’s countrymen and then moves to the actions.</p> <p>B. Although part of Speech 1 is chronological order (paragraph 6), the speech actually begins with the most recent event (Pearl Harbor) and then flashes back to previous events. Speech 2 is more chronological in the sense that Hirohito speaks of his ancestors first and later describes activities in the region during the past four years. Both authors interrupt the chronology that exists, however, by inserting patriotic statements meant to sway the reader/listener at various points.</p> <p>C. This is the correct answer. Both speeches detail the various reasons each speaker feels his country has been under attack, with the ultimate goal being that the reader understands the need for declaration of war.</p> <p>D. Although both speakers issue a plea for patriotism, neither provides specifics on how citizens can aid the cause. Also, Roosevelt in Speech 1 ends on a note regarding valiant efforts, but Hirohito in Speech 2 references this much earlier.</p>
10	See right column.	W.9-10.1, W.9-10.4, W.9-10.9 L.9-10.1, L.9-10.2, L.9-10.3, RH.9-10.9, RH.9-10.1, RI.9-10.9, RI.9-10.1	<p>An essay that takes the position that Roosevelt presents a stronger case for declaration of war would cite:</p> <ul style="list-style-type: none"> • The deadly attack on Pearl Harbor happened despite the fact the U.S. and Britain were in discussions with Japan, showing any promises by Japan would likely not be kept. • The various attacks in the Pacific showing Japan as aggressive and determined. • The premediated nature of the attack on Pearl Harbor, further showing that even while negotiations were underway, Japan was planning the attack. • The lack of safety our country would feel until the aggressors were stopped. <p>An essay that argues that Hirohito presents a stronger case for declaration of war would cite:</p> <ul style="list-style-type: none"> • America’s and Britain’s interference in the region by developing a relationship with China. • America and Britain have been aggressive for years through economic sanctions and interrupting Japan’s ability to have peaceful commerce. • America and Britain have caused others surrounding Japan to build up military forces.

Using the Mini-Assessments with English Language Learners (ELLs)

Mini-Assessment Design and English Language Learners

Each mini-assessment is designed using the best practices of test design. English Language Learners will benefit from the opportunity to independently practice answering questions about grade-level complex texts.

Prior to delivering the mini-assessment, teachers should read through each item. If there is language in the question stems specific to the standards (e.g., plot, theme, point of view), make sure that students have been introduced to these concepts prior to taking the assessment. Teachers should not pre-teach specific vocabulary words tested in the assessment (e.g., words students are asked to define) and should only pre-teach language that would impede students from understanding what the question is asking.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including texts that:

- *Are brief and engaging:* Texts vary in length, but no individual text is more than three pages long.
- *Embed student-friendly definitions:* Footnotes are included for technical terms or words that are above grade level when those words are not surrounded by context that would help students determine meaning.

Informational text sets, such as those included in the mini-assessment, specifically attend to the needs of ELLs by:

- *Building student knowledge:* Mini-assessments often include multiple texts or stimuli on the same topic:
 - For sets with two texts or stimuli, the first text is generally broader, providing a foundation in the content and introducing key vocabulary, and the second text provides more detail or contrast on the same topic. This allows ELLs to dig into the features of the passage being assessed rather than being inundated with dissimilar content and vocabulary.
 - For sets with more than two texts or stimuli, there is an “anchor” text that provides introductory information on the topic.
- *Containing ideas that lend themselves to discussion from a variety of perspectives:* Often these pairs or sets of texts present multiple perspectives on the same topic.

The mini-assessments attend to the needs of all learners, and ELLs specifically, by including questions that:

- *Feature a variety of academic words:*
 - Each mini-assessment contains at least one vocabulary item. Items assessing vocabulary test one of the following:
 - The meaning of Tier 2 academic words in context.
 - The meaning of a figurative word/phrase in context.
 - The impact of word choice on meaning and/or tone.

- MOST vocabulary items test Tier 2 words.
- All tested words are chosen because:
 - They are central to the meaning of the text.
 - They are surrounded by sufficient context to allow students to determine meaning.
- *Highlight “juicy” sentences that feature grade-appropriate complex structures, vocabulary, and language features:* Most mini-assessments include at least one item assessing Reading for Literature or Reading: Informational text standard 5. These items point students to analyze the structure of the text. While standard 5 items specifically focus on the structure of the text, other items require the analysis of language features, vocabulary, and relationships between ideas, all of which build student understanding of texts.
- *Provide graphic organizers to help students capture and reflect on new knowledge:* Most mini-assessments include at least one item mimicking a “technology enhanced item.” These items include things like tables and charts.
- *Provide writing activities that allow students to use new vocabulary and demonstrate knowledge of new concepts:* Most mini-assessments include an optional writing prompt that allows students to write about the text(s).

Administration Guidelines for ELLs

When assessing ELL students, appropriate accommodations may be considered. Modifications to the assessment itself should not be made. According to the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners, First Edition*:

- “Modifications refer to practices or materials that change, lower, or reduce state-required learning expectations. Modifications may change the underlying construct of an assessment.”
- “Accommodations are accessibility supports [that] do not reduce learning expectations. They meet specific needs of students in instruction and assessment and enable educators to know that measures of a student’s work produce valid results.”

Teachers **may** choose to make accommodations that meet the unique needs of ELLs. Prior to delivering any practice assessment, especially if the mini-assessment is to be used in a more formal setting (e.g., as part of a district benchmark assessment), teachers should research what accommodations will be available to students during their state’s summative assessment. For example, some states allow ELLs to use a bilingual dictionary during an assessment; other states do not allow this. Ensure your ELLs are practicing with the accommodations they can expect to see on the summative. Some examples of appropriate accommodations include:

- Reading the directions aloud to students multiple times.
- Providing student directions in student native language.
- Allowing students additional time to complete the mini-assessments.
- Exposing students to item types prior to the assessment.
- Reading the scoring expectations for the writing prompt aloud to students.

Because the goal of literacy mini-assessments is to measure grade-level literacy as students progress toward college- and career-readiness, teachers must be careful **not** to make modifications that may be commonly used in classroom instruction. Examples of modifications that should **not** be used include:

- Reading passages aloud for students.
- Adding student glossaries of unfamiliar terms.
- Pre-teaching tested vocabulary words.

In any testing setting, teachers must be careful to choose accommodations that suit the needs of each individual student.

Additional Resources for Assessment and CCSS

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf
- See the Text Complexity Collection on www.achievethecore.org

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading:
<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>
- See the Basal Alignment Project for examples of text-dependent questions:
<http://www.achievethecore.org/basal-alignment-project>

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts:
http://www.corestandards.org/assets/Appendix_B.pdf

Scoring Rubric for Text-Based Writing Prompts:

http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf