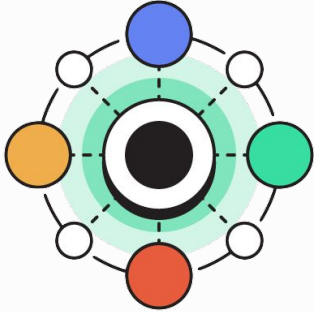


## Formative Assessment: Contextualization and Sourcing



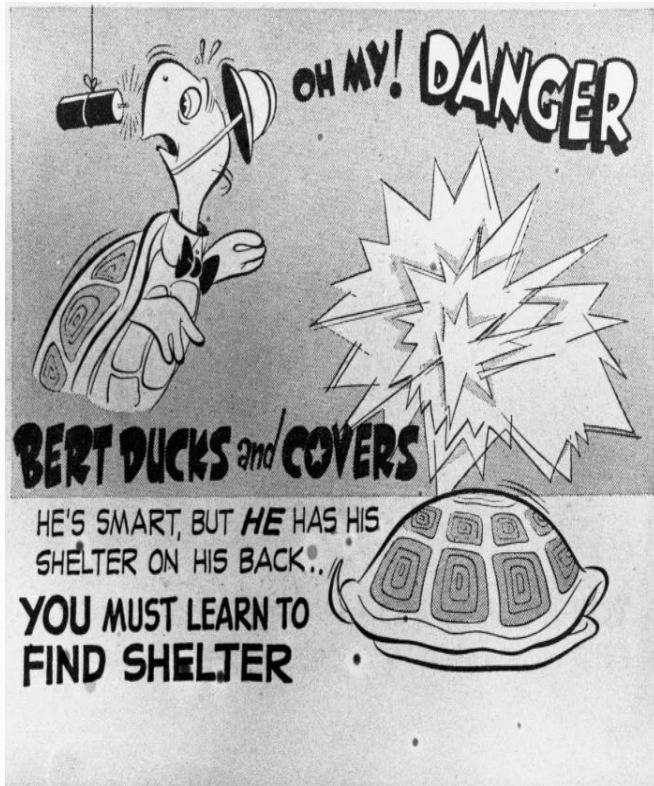
**Thinking historically means interpreting historical events, developments, or processes in light of the surrounding historical context. It also means understanding key information about a historical source, such as its purpose, perspective, and reliability as a piece of evidence.**

**Directions:** Analyze the following primary source. Then, answer the questions on contextualization that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) Questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. The *best* answer is 3 points, the *second-best* answer is 2 points, and the *third-best* answer is 1 point. The *incorrect* answer is 0 points.

# Formative Assessment: Contextualization and Sourcing

Source: United States Office Of Civil Defense and Archer Productions. *Duck and Cover*. 1951. [Library of Congress](#).

Note: This film was shown to school-aged children in the 1950s.



1. Each of the following statements is a historical fact that is related to the above images. Which historical fact *best* helps to contextualize the purpose of this Civil Defense film? In other words, which fact *best* helps us understand why this film was created?
  - A. The expansion of access to world news through television broadcasts increased Americans understanding and concerns about Cold War developments.
  - B. Paranoia over communist influences in the United States led to federal efforts to ease tensions at home.
  - C. In 1949, the Soviet Union successfully tested their first nuclear weapon setting of a nuclear arms race.
  - D. Funding for schools, especially in math and science, increased rapidly after World War II.

2. Justify your choice in the space below.



1. Each of the following statements is a historical fact that is related to the above images. Which historical fact *best* helps to contextualize the purpose of this Civil Defense film? In other words, which fact *best* helps us understand why this film was created?
  - A. The expansion of access to world news through television broadcasts increased Americans understanding and concerns about Cold War developments. **(2 points)**
  - B. Paranoia over communist influences in the United States led to federal efforts to ease tensions at home. **(1 point)**
  - C. In 1949, the Soviet Union successfully tested their first nuclear weapon setting of a nuclear arms race. **(3 points)**
  - D. Funding for schools, especially in math and science, increased rapidly after World War II. **(0 points)**

2. Justify your choice in the space below.

**Choice C, worth 3 points, is the most helpful statement for contextualizing the purpose of the primary source. It provides the specific historical context, the nuclear arms race, which increased the importance of American preparedness for nuclear attack. Choice A is also helpful, and therefore worth 2 points, because it explains how Americans were more aware of international developments and why the federal government would have attempted to alleviate their concerns. Choice B is worth 1 point, because it provides a true historical context for the film. However, it is more relevant context for McCarthyism rather than nuclear fears. Lastly, while about education, Choice D provides information about funding rather than the development of this film or nuclear technology.**



### 1. Weighted Multiple Choice

3 points (Choice C)	2 points (Choice A)	1 point (Choice B)	0 points (Choice D)
			<b>Subtotal: _____ / 3</b>

### 2. Short Answer: Justify Your Answer

3 points	2 points	1 point	0 points
Student thoroughly justifies their choice of the <i>best</i> fact—which was worth three points as shown on the teacher key—that would help contextualize the purpose of the source.	Student thoroughly justifies their choice of either the 1 or 2 point option from the WMC question. OR Student’s justification of the 3 point option needs deeper analysis.	Student’s justification of their choice (either the 1 or 2 point option) lacks deep analysis.	Student either makes no attempt to justify their choice OR tries to justify the 0 point option.
			<b>Subtotal: _____ / 3</b>

**Total: \_\_\_\_\_ / 6**

