

ELA.10.CR.1.09.107 C1 T9

Sample Item Id:	ELA.10.CR.1.09.107
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9: CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details
Secondary Target(s):	n/a
Standard(s):	RI-2
DOK:	2
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimuli/Passage(s):	Lincoln: His Own President
Stimuli/Text Complexity:	While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. Based on these sets of measures, this passage is recommended for assessment at grade 10. Please see text complexity worksheet attached.
Acknowledgement(s):	Excerpt from <i>The Life of Abraham Lincoln</i> by Henry Ketcham
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must summarize a central idea from the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

Lincoln: His Own President
Excerpt from *The Life of Abraham Lincoln*
by Henry Ketcham

The selection of a cabinet was a difficult and delicate task. It must be remembered that Lincoln confronted a solid South, backed by a divided North. It has already been said that in fifteen states he received not a single electoral vote, and in ten of these not a single popular vote.

That was the solid South.

The divided condition of the North may be inferred from the following letter, written by ex-President Franklin Pierce to Jefferson Davis under date of January 6, 1860:

"If, through the madness of Northern abolitionists, that dire calamity [the disruption of the Union] must come, the fighting will not be along Mason and Dixon's line merely. It will be *within our own borders, in our own streets*, between the two classes of citizens to whom I have referred. Those who defy law, and scout constitutional obligation, will, if we ever reach the arbitrament of arms, find occupation enough at home."

It is plain that unless Lincoln could, in a large measure, unite the various classes of the North, his utter failure would be a foregone conclusion. He saw this with perfect clearness. His first move was in the selection of his cabinet. These selections were taken not only from the various geographical divisions of the country, but also from the diverse political divisions of the party. It was not his purpose to have the secretaries simply echoes of himself, but able and representative men of various types of political opinion. At the outset this did not meet the approval of his friends. Later, its wisdom was apparent. In the more than a hundred years of cabinets in the history of the United States there has never been an abler or a purer cabinet than this.

As guesses, more or less accurate, were made as to what the cabinet would be, many "leading citizens" felt called on to labor with the President and show him the error of his ways. As late as March 2nd there was an outbreak against Chase. A self-appointed committee, large in numbers and respectable in position, called on Lincoln to protest vigorously. He heard them with undivided attention. When they were through he replied. In voice of sorrow and disappointment, he said, in substance: "I had written out my choice and selection of members for the cabinet after most careful and deliberate consideration; and now you are here to tell me I must break the slate and begin the thing all over again. I don't like your list as well as mine. I had hoped to have Mr. Seward as Secretary of State and Mr. Chase as Secretary of

the Treasury. But of course I can't expect to have things just as I want them.... This being the case, gentlemen, how would it do for us to agree to a change like this? To appoint Mr. Chase Secretary of the Treasury, and offer the State department to Mr. Dayton of New Jersey?

"Mr. Dayton is an old whig, like Mr. Seward and myself. Besides, he is from New Jersey, which is next door to New York. Then Mr. Seward can go to England, where his genius will find wonderful scope in keeping Europe straight about our troubles."

The "committee" were astounded. They saw their mistake in meddling in matters they did not understand. They were glad enough to back out of the awkward situation. Mr. Lincoln "took *that* trick."

The names sent on March 5th were: for Secretary of State, William H. Seward, of New York; for Secretary of the Treasury, Salmon P. Chase, of Ohio; for Secretary of War, Simon Cameron, of Pennsylvania; for Secretary of the Navy, Gideon Welles, of Connecticut; for Secretary of the Interior, Caleb B. Smith of Indiana; for Attorney-General, Edward Bates, of Missouri; for Postmaster-General, Montgomery Blair, of Maryland.

All these names were confirmed by the senate the next day, March 6th. Of the variety of the selection he said, "I need them all. They enjoy the confidence of their several states and sections, and they will strengthen the administration. The times are too grave and perilous for ambitious schemes and rivalries." To all who were associated with him in the government, he said, "Let us forget ourselves and join hands, like brothers, to save the republic. If we succeed, there will be glory enough for all." He playfully spoke of this cabinet as his happy family.

Item Prompt:

Summarize the main point the passage makes about Lincoln's motivations for selecting his cabinet members. Support your summary with details from the text.

Scoring Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to summarize central ideas and key details • Includes specific ideas that make clear reference to the text • Fully supports the ideas with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to summarize central ideas and key details • Includes some specific ideas that make reference to the text • Adequately supports the ideas with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize central ideas and key details • Includes ideas, but they are not explicit or make only vague references to the text • Supports the ideas with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to summarize central ideas and key details, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The passage makes the point that Lincoln chose his cabinet members based on their diversity because he wanted to bring together a divided country. At the end of the passage, it says that Lincoln thought the times were too perilous for ambitious schemes and rivalries—he needed his cabinet members to act like his family.

Score Point 3 Sample:

President Lincoln knew the country was in danger of falling apart. He believed it was his job to keep it together and the only way he could do that would be to “unite the various classes of the North.” He used this cabinet to do this by selecting secretaries from different states and different political beliefs. He wanted a diverse cabinet, not just people who supported him. He asked his cabinet members to put aside their differences and work together “to save the republic” like a “happy family.”

Score Point 2 Sample:

President Lincoln used his cabinet to unite a divided country and that is why he selected people from different places. Some of his friends didn’t agree with his choices; he wanted Mr. Chase to be Secretary of the Treasury but some people disagreed, and they told him

how they felt. When President Lincoln suggested mixing things up, they realized their mistake and let him make the decisions.

Score Point 1 Sample:

President Lincoln picked people for his cabinet who would act like his family. He called his cabinet his "happy family." Even though the country was divided, the cabinet members supported the president and got along like a family. He also chose people from different states.

Score Point 0 Sample:

President Lincoln wanted Mr. Chase to be Secretary of the Treasury but some people didn't agree with him.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Life of Abraham Lincoln	Henry Ketcham	Information about Lincoln's cabinet selections



Recommended Placement for Assessment: Grade 10

While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. **Based on these sets of measures, this passage is recommended for assessment at grade 10.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> An isolated aspect of his presidency; it has some concrete elements, but the politics make it a more complex read.</p> <p>Text Structure: <u>Moderately complex:</u> Largely in chronological order, but connections between ideas are sometimes subtle.</p> <p>Language Features: <u>Exceedingly complex:</u> Contains abstract, ironic, and figurative language. The vocabulary is archaic, and sentence structures are largely very complex.</p> <p>Knowledge Demands: <u>Very complex:</u> Background information about the political climate and historical context will enhance understanding. The reader is left to draw his/her own conclusions about the significance of Lincoln's words and his role in convincing others to approve his cabinet; requires substantial inferencing.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 980L; grades 6-8 Flesch-Kincaid: 7.7 Word Count: 733</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work