

Matching

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

- | | | | |
|---|------------|---|--|
| 1 | economy | Organized spreading of certain ideas. | |
| 2 | propaganda | A special boat that is used underwater. | |
| 3 | submarine | The way money and jobs are organized. | |

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Reading Passage

When World War One began in 1914 the United States was not involved. The U.S. wanted to be neutral and not take a side. For three years the United States stayed out of the war. In 1917 the U.S. changed its mind.

Even though they wanted to stay out of the war, the United States eventually did support one side. They sided with the Triple Entente. The U.S. called that side the allies and considered the Triple Entente countries to be friends. Not only did France and Britain have a similar culture to the United States, they were also trading partners. The Americans had a great deal in common with the allies.

Many people living in the United States did not want to get involved in the war. In order to get support for the war, the government introduced propaganda. This included pictures, advertisements in newspapers and magazines, and announcements over the radio. The ads showed the Triple Entente as being strong and good. It showed the Triple Alliance as being evil and bad.

Multiple Choice

Drag the checkmark to the answer that correctly completes each sentence.

- ✓ a) When did the United States become involved in the First World War?
- In 1918.
 - After the ocean liner, the Lusitania, was sunk.
 - April 6, 1917.
 - The United States did not become involved in World War One.
- ✓ b) Who was president of the United States during World War One?
- John F. Kennedy
 - Woodrow Wilson
 - George Bush
 - Theodore Roosevelt

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Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score = /26