**US History I Performance Assessment**

**New England, the Mid-Atlantic, or the South: Where to Go?**

**Grade Level:** 4 - 5

**TEACHER GUIDE**

**Targeted Content:** Describing life, the environment, and the economy in colonial America.

**Brief Summary of Performance Assessment Task:** In this performance assessment, students role-play a character who is seeking to immigrate to the New World during colonial times. Students will each create a decision-making model determining where they would like to settle in the New World: New England, Mid-Atlantic, or the South. They will also write a “letter” to a classmate’s role-played character trying to convince him or her to move to the student’s chosen settlement. Students prepare for these tasks through several authentic activities. This assessment is a companion to the lesson of the same name linked below.

**Objectives**

*Students will be able to:*

* Compare and contrast historical, cultural, political, and religious perspectives in United State history. (USI.1e)
* Use a decision-making model to identify the cost and benefits of a specific choice made. (USI.1h)

*Students will also demonstrate skills for historical and geographical analysis including:*

* Describing the religious and economic events and conditions that led to the colonization of America (USI.5a).
* Describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services. (USI.5b)
* Describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African-Americans, indentured servants, and enslaved African-Americans. (USI.5d)

**Time Required:** 90 minutes

**Materials Needed**

* Lesson plan from *Adventures in Economics and U.S. History* (by Suzanne Gallagher and Martha Hopkins), “New England, the Mid-Atlantic, or the South: Where to Go?” Related activity sheets. Available at <http://vcee.org/performance-assessments-2/>

or as part of a lesson plan set at [econ-fun.org](http://econ-fun.com/).

* A large map, showing the original thirteen American Colonies.
* (Optional:) A suitcase or box. Literature to support and reinforce learning

**Literature to Support and Reinforce Learning.** These books can be used to increase student depth of knowledge with his or her assigned character.

*Outrageous Women of Colonial America* (Mary Rodd Furbee, 2001).

Books by James E. Knight: *The Village: Life in Colonial Times* (1982), *The Farm: Life in Colonial Pennsylvania* (1998), *Seventh and Walnut: Life in Colonial Pennsylvania* (1982), *Salem Days: Life in a Colonial Seaport* (1982), *Journey to Monticello: Traveling in Colonial Times (1999).*

**Some Suggested Lessons and Resources to Build Prior Knowledge**

The performance assessment is a companion to the lesson plan entitled “New England, the Mid-Atlantic, or the South: Where to Go?” described above. The lesson plan is necessary as background information. It can be obtained on the VCEE website ([www.vcee.org](http://www.vcee.org)), and is part of a set available for purchase at [econ-fun.org](http://econ-fun.com/).

**Procedure**

1. Ask students the following introductory questions: “Have you ever moved to another house? Why did you move? What did you bring with you?” The teacher can use these questions to draw on students’ prior experience and build interest.
2. The teacher should then explain that this lesson and performance task is about why people moved to different places in the United States long ago, and that they are going to have to choose where to settle, and to write a letter convincing friends and family to come live with them.
3. Teachers have several options for building background knowledge for this task in the attached lesson plan. Students can practice using a decision-making model by role-playing a family that needs to decide what to bring with them to the New World. They read a background information sheet on the various regions, and study the characteristics of their assigned role-play character (e.g. Scottish farmer, German indentured servant).
4. After completing the lesson plan in which students choose where to settle, remind students that they are going to be writing a persuasive letter, so they should consider what they could say to get others to want to move to their region.
5. Students will then have a discussion in which they share why they chose the region they did, and which other area they might have considered. They can even say why they may move back to the Old World (this gives more options). This allows students to become familiar with each other’s characters. The teacher should also make all the character descriptions available to each student, for reference.
6. Lastly, for the performance assessment, students must create a PACED decision-making model to make a final decision of where to live. They will then write a persuasive “letter” to another student in the class’ character urging him or her to move to where the student settled. The purpose of this is to make students describe colonial life from the perspectives of various settlers, and to consider how they interacted with their environment and the social conditions of different regions of the New World.

**Instructional Modifications/Accommodations/Differentiated Instruction**

* Required reading for this lesson is minimal, with prompts being very brief.
* The suitcase, map, paper characters, and decision-making model are all graphical/pictorial representations that help students to learn visually.
* Optional reading can be used as enrichment.
* Lesson encourages students to understand diverse perspectives.

**Where to Go? New England, the Mid-Atlantic, or the South**

**Performance Assessment**

**STUDENT HANDOUT**

**Goal**

Your goal is to understand the difficult choices faced by early colonists as they tried to decide where in the colonies to settle.

**Role**

You will play the role of an early colonist from Europe who is trying to get other settlers to come begin a settlement. Your teacher will give you background information on your character so you can make more realistic choices.

**Audience**

Your audience is the other “settlers” in the class. It will be your job to try to persuade them to join you in your chosen place of settlement.

**Situation**

You are thinking about moving to the New World—the British American colonies! Based on your character’s background, you must decide where you want to settle, and convince others to come with you. You can even decide to stay in your Old Country if nowhere in the New World seems like it will be good enough. Your teacher will help you prepare through several activities.

**Products or Performances**

You must create two things to show success in this task. Look at the rubric below to help you know what a good task will contain.

1. A PACED decision-making model. This model will show the difficult choices you face as you decide where to settle. It will also help you show what is important to your character. Your teacher will guide you in how to do this.
2. A letter to another “settler” that you talk to in this task. In the letter, you must explain to the other settler why he or she should come join your settlement in region that you choose.

**RUBRIC FOR PERFORMANCE ASSESSMENT:**

Where to Go? New England, the Mid-Atlantic, or the South

|  |  |  |  |
| --- | --- | --- | --- |
| TASK | Beginning (1-4 points) | Proficient (5-8 points) | Mastery (9-10 points) |
| Uses a decision-making model to describe how early Americans chose where to settle | My decision-making model shows that I thought about the choices that settlers may make, but is unclear or contains mistakes. | My decision-making model shows thought given to the things that may affect my settlement in America.  The model is made correctly, but may contain minor mistakes. | My decision-making model shows careful thought given to the things that early American settlers actually had to consider.  The model is made correctly. |
| Describes the economic events and conditions that led to the colonization of America | My work identifies the economy of different places in America, but does not look into the choices people faced. | My work recognizes that there were choices that early American settlers had to face regarding economic issues, and it identifies the economy of different places | My work evaluates the difficult choices that early American settlers had to face regarding economic issues. |
| Describes how early American settlers interacted with their environment | My work identifies the environment of different places in America, but does not look into the choices people faced.  My letter has information from the reading, but does not say why I choose a particular region. | My work recognizes that there were choices that early American settlers had to face about how to settle in that land.  My letter describes the reasons I choose to settle in a particular colonial region but does mention the other choices available. | My work evaluates the difficult choices that early American settlers had to face about how to settle the land.  My letter analyzes the costs and benefits of settling in the different colonial regions. |
| Describes colonial life in America from different perspectives | My work does not show the importance of different perspectives in US History; it is mainly from my own modern-day point of view. | My work accurately demonstrates a historical point of view. | My work demonstrates the different choices that people of different backgrounds faced, and carefully considers their perspectives. |