

Excerpt from Sample Social Studies Unit

Connecting Summative Assessments to Formative Plans

Unit Title: The American Revolution- was it justified?

Grade Level/Course: Grade 8 US History

Stage 2- Evidence of Student Learning

Summative assessment

Students will assume the roles of historical figures and participate in a 1776 colonial town meeting at which they will debate whether to declare independence from Great Britain. Loyalists and Patriots will try to persuade Neutralists to join their side; Neutralists will question the Loyalists and Patriots on their arguments and use/interpretation of evidence and then vote each “round” on which side has the most compelling arguments and rebuttals. All students will use strategic thinking to cite evidence, develop logical arguments and justify their own conclusions or critique conclusions others have drawn. Students who are proficient are able to think strategically and make logical inferences about the perspective the historical person they are role-playing would have had on the events and key laws of 1770s America.

Students will prepare the following materials to use in their town meeting:

- Written speech from perspective of historical person who the student is role-playing (SS 1/E; SS 6 E, GP A.2, A.3)
- Create a visual (poster, google site, twitter feed, etc.) that demonstrates the point of view of character (SS 6/B; GP A.4)
- Nameplate for historical character with “quote” summarizing character’s perspective on independence from Great Britain (GP A.4; SS 6.B)

During the town meeting, students will:

- Present the speech they have prepared and participate in the development of a rebuttal or counterargument (G P A.2; A.3; A.4)

Scoring Criteria (Rubric)

Indicator	1	2	3	4
G.P. A2: Uses evidence and logic appropriately in communication	I can state or list relevant ideas or facts.	I can express my ideas and present some evidence to support them.	I can explain ideas logically and use evidence to support them.	I can cite specific evidence and synthesize ideas logically.
G.P. A3: Adjusts communication based on the audience	I can identify the audience for my work.	I can recognize different audiences and think about their needs.	I can differentiate my tone, level of complexity, and voice based on audience.	I can assess the audience for my work and adapt my communication style to match their needs.
G.P. A4: Uses a variety of modes of	I can state my ideas.	I can show what I mean in more than	I can express myself in a variety	I can express myself in a variety

expression		one way	of ways	of sophisticated or subtle ways
<p>S. S. Standard 1/E: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented</p>	<p>I can tell the difference between a fact and an argument and find evidence that supports an argument.</p>	<p>I can construct an argument with supporting details and identify possible counter-arguments.</p>	<p>I can develop and present arguments orally and in writing, support them with specific evidence, draw logical conclusions from the evidence, and refute opposing claims to my argument.</p>	<p>I can argue a position orally and in writing by select the most convincing, credible evidence to support it, while discrediting opposing viewpoints.</p>
<p>S.S.Standard 6 B: Use evidence to analyze interpretations of historical events based on different perspectives</p>	<p>I understand that an historical event might be interpreted differently based on a person's point of view at the time.</p>	<p>I can contrast different points of view of an historical event, citing general evidence to support my point.</p>	<p>I can compare and contrast interpretations of historical events from different points of view, using specific evidence to support my point.</p>	<p>I can critique different points of view regarding an historical event, using specific, convincing evidence to support my point.</p>
<p>Standard 6 D: Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently</p>	<p>I can identify factors that influenced people's points of view about historical events.</p>	<p>I can compare and contrast different factors that influenced people's points of view about historical events.</p>	<p>I can analyze how people's experiences, background, and perspectives lead them to interpret events differently.</p>	<p>I can determine the relative importance of various factors in influencing people's points of view about historical events.</p>

Indicator	I Can...	Need to Know...
<p>G.P. A2: Uses evidence and logic appropriately in communication</p>	<ul style="list-style-type: none"> • I can use evidence (examples, details, data, etc.) to support my ideas • I can present my ideas logically 	<ul style="list-style-type: none"> • Tools of writing organization (main ideas, supporting details, conclusions, etc.) • Strategies to see if info is credible/reliable • Research skills (finding, verifying and citing sources; skimming, etc.)
<p>G.P. A3: Adjusts communication based on the audience</p>	<ul style="list-style-type: none"> • I can identify who my audience is • I can adjust my tone, level of complexity, and voice to match the needs of my audience 	<ul style="list-style-type: none"> • Vocabulary: tone, voice, audience • Oral presentation skills • Tools of writing organization
<p>G.P. A4: Uses a variety of modes of expression</p>	<ul style="list-style-type: none"> • I can express myself in a variety of ways 	<ul style="list-style-type: none"> • Graphic organizers or non-lingual representations of ideas • Proficiency with charts, graphs, and other means of data presentation • Re-phrasing • Synonyms, figurative expressions
<p>S. S. Standard 1/E: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented</p>	<ul style="list-style-type: none"> • I can develop and present oral and written arguments • I can introduce claims or points of argument and support them with data, logical reasoning, and evidence • I can identify opposing claims to my argument and counter them • I can prepare concluding statements to support a more detailed argument 	<ul style="list-style-type: none"> • Tools of writing organization • Persuasive techniques • Public speaking skills and strategies • Research skills including ways of determining if information sources are credible • Data analysis
<p>S.S.Standard 6 B: Analyze interpretations of historical events that are based on different perspectives and evidence</p>	<ul style="list-style-type: none"> • I can analyze how various perspectives on historical events lead to different interpretations of those events 	<ul style="list-style-type: none"> • Primary vs. secondary source materials • Fact vs. opinion • Compare and contrast • Tools to determine credibility of sources
<p>Standard 6 D: Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently</p>	<ul style="list-style-type: none"> • I can understand how people's experiences, background, and perspectives lead them to interpret events differently 	<ul style="list-style-type: none"> • Primary vs. secondary source materials • Fact vs. opinion • Compare and contrast

Stage 3- Instructional Design

Daily Learning Target	Formative Assessment	Learning Experience(s)
<p>I can explain the reasons for the settlement of various English colonies (2 days)</p>	<ul style="list-style-type: none"> • Presentation checklist: <ol style="list-style-type: none"> 1) “headline statement” 2) examples to support headline, 3) explanation of important dates/events in colony 4) students define terms, use clear voice, maintain eye contact • Complete Venn diagram with partner comparing two colonies (done beginning of class after presentations) 	<p>Day 1: Each small group researches using textbook, and supplied internet resources the settlement of one colony. Prepares short presentation Day 2: Presentations. Students complete matrix graphic organizer</p>
<p>I can define mercantilism and describe how it could be viewed as a benefit to colonists and as a cost to colonists (1 day)</p>	<ul style="list-style-type: none"> • Role play cards (farmer, shipbuilder, ship owner, merchant, etc.) 	<p>In class reading & note-taking using note-taking template</p>
<p>I can analyze the causes and consequences of laws and events in the 1770’s and infer different viewpoints (3 days)</p>	<p>Each day: 1) take one event from the chart, and do mini-debate with whole class. 2) Pair groups and have them pick another event to debate by dividing group into 2 patriots, 2 loyalists and 2 neutralists.</p>	<p>Using textbook and in groups of 3, students complete action-reaction chart defining events and inferring perspective of loyalist & patriot on each event/law</p>
<p>I can compare & contrast the political cartoon of the Boston Massacre with eyewitness accounts of the event (2 days)</p>		
<p>I can correctly apply the terms “radical,” “moderate” “conservative” to make a generalization about a person’s political viewpoint (1 day)</p>		

I understand the factual information I have about my character and I can infer their answer to the unit's essential question (1 day)	Create nameplate for character with "quote" summarizing his/her point of view about separation from England	Introduce your character to class Students in patriot, loyalist and neutralist groups- what event or issue would each person on your team be most concerned with, create chart
I can work with others to share ideas and develop arguments/questions for our team (1 day)		
I can create an argument based on a claim and supporting evidence (2 days)		
I can adjust the level of complexity and tone of a text to meet the needs of my audience. (3 days)	Jigsaw activity where groups share their re-written texts to groups that haven't read them yet to see if they can paraphrase the main ideas of the acts.	Working in groups, summarize or re-write the texts of the Quarter Act, Stamp Act, or one of the Intolerable Acts in modern, simple English.
I can create a political cartoon/poster which supports my argument (1.5 days)	Rough draft of cartoon- shared with teacher/peers for feedback	Mini-lesson on using current political cartoons: exaggeration, caricature, symbolism. Meet with team to share ideas, individual work time
I know my role in the debate and can support others on my team. (1 day)	Self-reflection- what do you see as your strengths in terms of the debate, what will be challenging for you?	Practice speech and get feedback from partner on team. Team meets to create schedule of arguments and who will rebut arguments. Brainstorm list of potential argument and evidence from opposing sides.
Debate begins- summative assessment		