**MINI-PERFORMANCE ASSESSMENT TASK SCAFFOLDED**

**Grade 6**

**UNIT II:** Colonial America

**STANDARD:** CE.1a; CE.11a, USI.1b, USI.5a, USI.5b

**ENDURING UNDERSTANDING:** Environment and Interaction affect the development of economic, social and political life in a society.

**CONCEPTUAL UNIT QUESTION:** What factors affected the development and interactions of the different colonial regions and their ways of life?

**SCENARIO (Revised):**  You are an artist working for a company that wants new settlers for America. For the colonies to grow and get wealthier, the company needs people to settle the land. You have been asked to create a poster showing the positive economic, social and political reasons to move to your colony. The competition for settlers is tough, so include what is unique about your colony to convince people that it is the best. You have limited space, so be sure to use catchy phrases and create compelling images to get your point across.

**TASK:** You will collect information from the documents provided to complete the following tasks:

* describe the economic, social and political benefits and costs of settling in one of the following colonies: Massachusetts, Pennsylvania or Georgia
* analyze the interactions between the colonists and their environment. How did the environment affect the choices a particular group made to produce goods and services, including examples of specialization and interdependence?
* elaborate on three benefit/costs arguments to appeal to potential immigrants to come to your colony. Consider negative and positive factors.
* create by hand a poster that would appear in a British newspaper attempting to entice immigration to the colonies.

**DOCUMENTS:** Use each of the documents provided to research information on your task. Include information from each document in your presentation.

 **Document A:** Colonies Comparison Chart

 **Document B:** Colonial Advertisements

**PRODUCT:** You will create a poster highlighting Massachusetts, Pennsylvania **or** Georgia that

* includes the vocabulary and concepts learned in the Colonial America Unit
* describes the colony using basic facts and images to include:
* climate and geography
* economy/resources
* social and religious atmosphere
* political life
* connects the climate and geography with the economic choices colonists made
* provides three major reasons, economic, social and political to encourage immigration to your colony
* includes persuasive language to make potentially non-beneficial qualities look beneficial to the immigrants
	+ KEY VOCABULARY: Abundance, Competition, Economic Venture, Import/Export, Interdependence, Markets, Profit.

**Glossary:**

**economic incentives – choice of ways to make a living**

**social incentives – religious freedom, educational opportunities, groups of people living in the region and their ways of life**

**political incentives – voice in government and opportunities to participate in law-making/elections**

**PAT RUBRIC:** Colonial America

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **4 Exceeds Expectations** | **3 Meets Expectations**  | **2 Approaching Expectations** | **1 Below Expectations** | **Score** |
| **Content** | Demonstrates **thorough and accurate** understanding of the development of a colony. | Demonstrates a **complete and accurate** understanding of the development of a colony with some inaccuracies. | Demonstrates an **incomplete understanding** of the development of a colony with numerous inaccuracies. | Demonstrates **inaccuracies and misconceptions** about the development of a colony. |  |
| **Basic Skills** | Demonstrates **mastery** of identification of a colonial geographic region and its economic, social, and political features.  | Demonstrates **ability** to identifying a colonial geographic region and its economic, social, and political features without significant error. | Demonstrates **a number of errors** when identifying a colonial geographic region and its economic, social, and political features but roughly shows an understanding. | Demonstrates **many critical errors** when identifying a colonial region and its economic, social, and political features. |  |
| **Analysis/Interpretation** **Skills** | Examines **thoroughly all** of the given documents.**Clearly** organizes and relates information from the documents to analyze the interaction between the colonists and their environment. | Examines **several** of the given documents.Makes a **credible** effort to organize and relate information from some of the documents to analyze the interaction between the colonists and their environment. | Examines **some** of the given documents.Makes **little effort** to organize and relate information from documents to analyze the interaction between the colonists and their environment. | Gives **no evidence that given documents were examined.** **Fails** to organize or relate information to analyze the interaction between the colonists and their environment.  |  |
| **Application/Synthesis** **Skills** | **Cites and elaborates** evidence from given documents to persuade and reinterpret reasons for colonization into a brochure. | **Cites some evidence** from given documents but does not elaborate. Restates ordinary reasons for colonization in an acceptable brochure. | **Cites little evidence** from the given documents. Few correct reasons for colonization are listed in a simple brochure.  | **Cites no evidence** from the given documents. Fails to provide reasons for colonization.  |  |
| **Communication Skills** | Brochure is **well organized** with clearly stated, **complex** ideas supported by citations from **all** documents. Brochure is persuasive and effectively conveys the key concepts of the task. | Brochure is **somewhat organized** with clearly stated **ordinary** ideas supported by citations from **several** documents.Brochure is interesting and conveys some key concepts of the task. | Brochure is **poorly organized** with few **unclear, restated** ideas supported by citations from few documents.Brochure is simple and ineffectively conveys few of the key concepts of the task. | Brochure is **unorganized** with **irrelevant statements** and **no** document citations.Brochure is incomplete. |  |

**Document A**

**Colonies Comparison Chart**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| **Dates Founded** | Separatists in Plymouth 1620Puritans in Massachusetts Bay 1630Massachusetts as one colony 1691 | 1681 King Charles II grants Penn the land | 1732 |
| **Reasons for settling and the people who settled (include specific groups of people)** | Founders: Separatists = William Bradford (1620) Puritans = John Winthrop (1630)Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution. Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution. Eventually they both join together to become one colony called Massachusetts in 1691 | Founder: William PennPennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference. Diverse population of English, German, Dutch and Swedish immigrantsGreat Law of 1682 promises that people of all faiths would be treated equally | Founder: King George II and James Oglethorpe Georgia was settled by people who had been in debtors’ prisons in England. They hoped to experience economic freedom and start a new life in the New World.  |
| **Climate and Geography** | Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, forests, jagged coastline Moderate summers, long cold winters  | Appalachian Mountains, coastal lowlands, harbors, bays and rivers, fertile soil for large farms Snowy winters and moderate climate, wide and deep rivers | Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers, fertile soilHumid climate with mild winters and hot summers  |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| **Economy/Resources** | Crop and livestock farming, lumber, shops, shipping, whaling, tradesmenNatural resources: e.g., timber, fish, deep harbors Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders Capital resources: e.g., tools, buildings  | Farming – dairy, wheat, corn, merchants and tradesmen, lumber, shipbuildingNatural Resources: e.g., rich farmlands, rivers Human resources: e.g., unskilled and skilled workers, fishermen Capital resources: e.g., tools, buildings  | Farming (plantations and independent farms) – tobacco, cotton, indigo, rice, trade, skilled laborNatural resources: e.g., fertile farmlands, rivers, harbors Human resources: e.g., farmers, enslaved African Americans Capital resources: e.g., tools, buildings  |
| **Religions Practiced (religious freedom?)** | Community government by the rules of the Bible as an example to the rest of the world“…city upon a hill.”Little religious freedom | Had religious freedomGreat Law of 1682 promises that people of all faiths would be treated equallyQuakers | Had some religious freedom although most were Episcopalian  |
| **Political Life/Government** | Villages and churches were centers of life. Religious reformers and separatists Political life: town meetings; church members elect leaders/make laws | Villages and cities, varied and diverse lifestyles, diverse religions Political life: market towns, General Assembly and appointed governor | Plantations (slavery), indentured servants, fewer cities, fewer schools, Church of England Political life: counties, elected assembly, appointed governor |

Adapted from *History Alive!* materials

 **Document A (cont.)**

**Colonies Comparison Chart Question Matrix**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Massachusetts** | **Pennsylvania** | **Georgia** |
| What words would you use to describe the daily life in colony? | Strict, ordered |  |  |
| What British workers, skilled and unskilled, may find the colony a desirable place to call home? |  |  | Farm hands, tutors |
| What natural materials would be needed to support the local economies in the colony? |  | None, the Pennsylvania colony had many natural resources to support it. Imports primarily were finished goods from England. |  |
| Briefly describe the people who would be in charge. | The clergy, educated landowners |  |  |

**Document B**

**Colonial Advertisements**





1. **What words shown in the advertisements stand out?**
2. **What reaction do you think the creators of the advertisements were looking for?**

**Newspaper Advertisement Template**



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