

Grade 5 Social Studies Assessment

Title: I Declare!

Maryland Content Standards:

- **United States History**
- **Social Studies Skills**



United States History Content Standards:

- 2.3.5.3 describe how colonies were established and governed including the early democratic ideas and practices that emerged
- 2.4.5.2 evaluate the critical political, social, and economic issues and events that led to the American Revolution
- 2.4.5.3 describe the people and events associated with the drafting and signing of the Declaration of Independence and the document's main principles and significance
- 2.4.5.5 analyze views, lives, and contributions of significant people of the Revolutionary period

Social Studies Skills Content Standards:

- 1.1.5.3 interpret, and organize primary and secondary sources of information including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents
- 1.1.5.5 identify and analyze the causes and effects of historical events
- 1.1.5.8 analyze issues by stating the issue, identifying and summarizing viewpoints, and drawing conclusions based on evidence

Overview

In this assessment, students conduct an historical investigation about the role of women in the protests against the King of England and Parliament during the Revolutionary period. Students will analyze six primary source documents, first in a group activity and then individually. Using details from these sources and their prior knowledge of the time period, students will develop an answer to the historical investigation focus question and write a speech to persuade their classmates to agree with their position.

Estimated Time Needed

Total testing time for this task, beginning with oral directions, is 60 minutes.

Materials Needed

- Student Answer Books
- Illustration “Parent and Child”
- “Group Activity – Document Analysis Chart”

Estimated Time:

- Pre-assessment Activity: approximately 5 minutes
- Activities 1 – 3: 15 minutes
- Group Activity: 15 minutes
- Activities 4 – 6: 25 minutes

Teacher Directions

Pre-Assessment

Explain to students that in this assessment they will be gathering information about events and people of the Revolutionary period of American history. Distribute a copy of the illustration “Parent and Child” to each student. Lead a brief discussion with the class, using or paraphrasing the following questions.

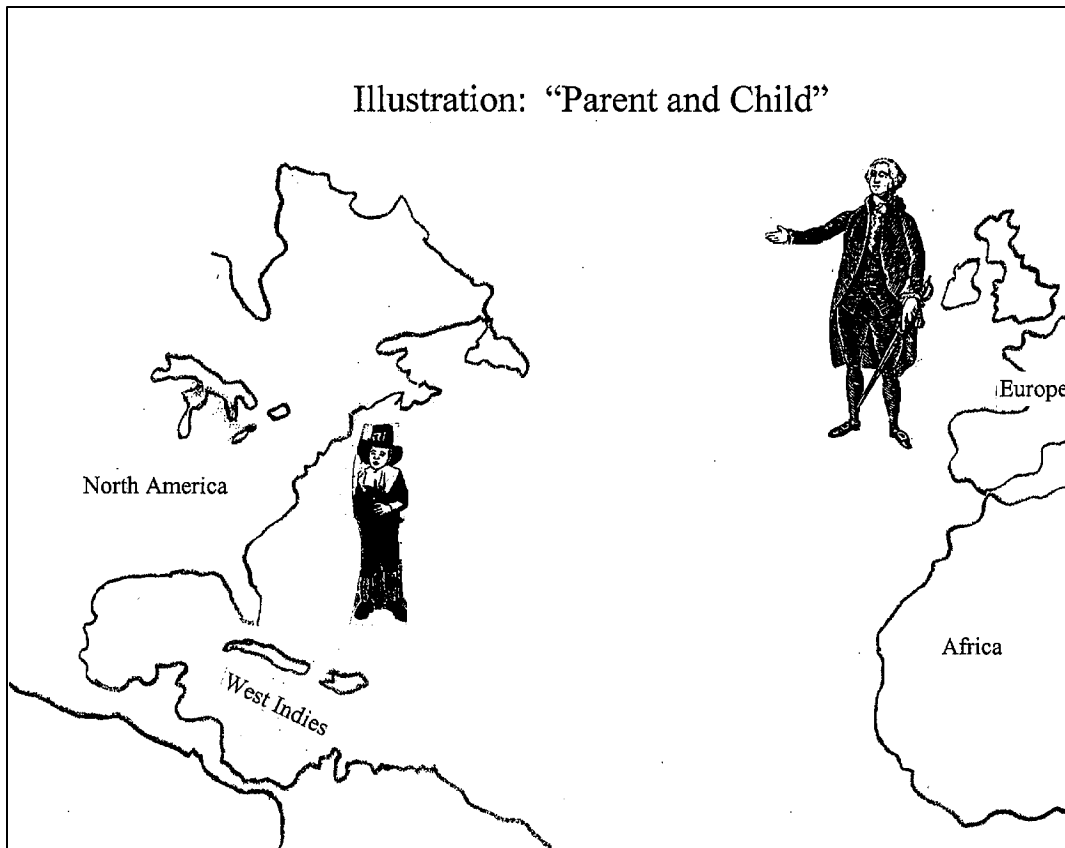
1. Think about what you know about colonial history. What country do you think is represented by the parent figure in the illustration? (Sample responses: England, Great Britain)
2. What group of people do you think is represented by the child figure in the illustration? (Sample responses: people living in the thirteen colonies, English/British colonists, colonists in North America)

Distribute a copy of the Student Answer Book to each student. Read aloud the Introduction and Directions for Activities 1 – 3 on page 1 of the Student Answer Book.

After 15 minutes, continue by arranging the students into groups of four. Distribute a copy of “Group Activity – Document Analysis Chart” to each student. Read aloud the Directions for the Group Activity on page 8 of the Student Answer Book. Circulate and assist the groups as necessary. Make sure they are completing their document analysis chart.

After 15 minutes, continue by separating students to have them individually complete Activities 4 through 6. After 25 minutes, collect the Student Answer Books.

Illustration: "Parent and Child"



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Student Answer Book**

Introduction

Today you will conduct an historical investigation. When you conduct an historical investigation you read primary and secondary sources of information to gather evidence that will help you answer a focus question about an historical event or issue. In this historical investigation you will gather information to answer the following focus question:

Focus Question: How important was the role of women in the protests against the King of England and Parliament during the Revolutionary period?

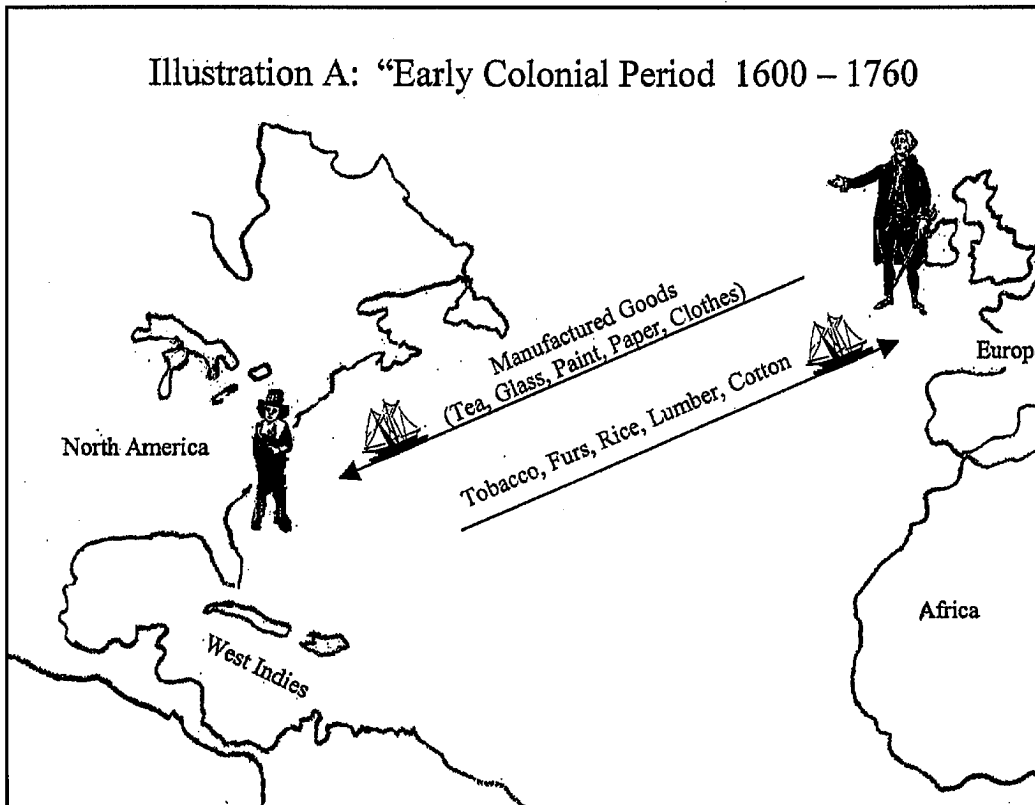
You will use your knowledge of the Revolutionary period and details from the sources of information you examine to decide how you would answer the focus question. Then you will write a speech to persuade your classmates to agree with your position.

Directions

You will have 15 minutes to complete Activities 1 through 3. When you are finished, stop and wait for further directions.

Activity 1
Step A

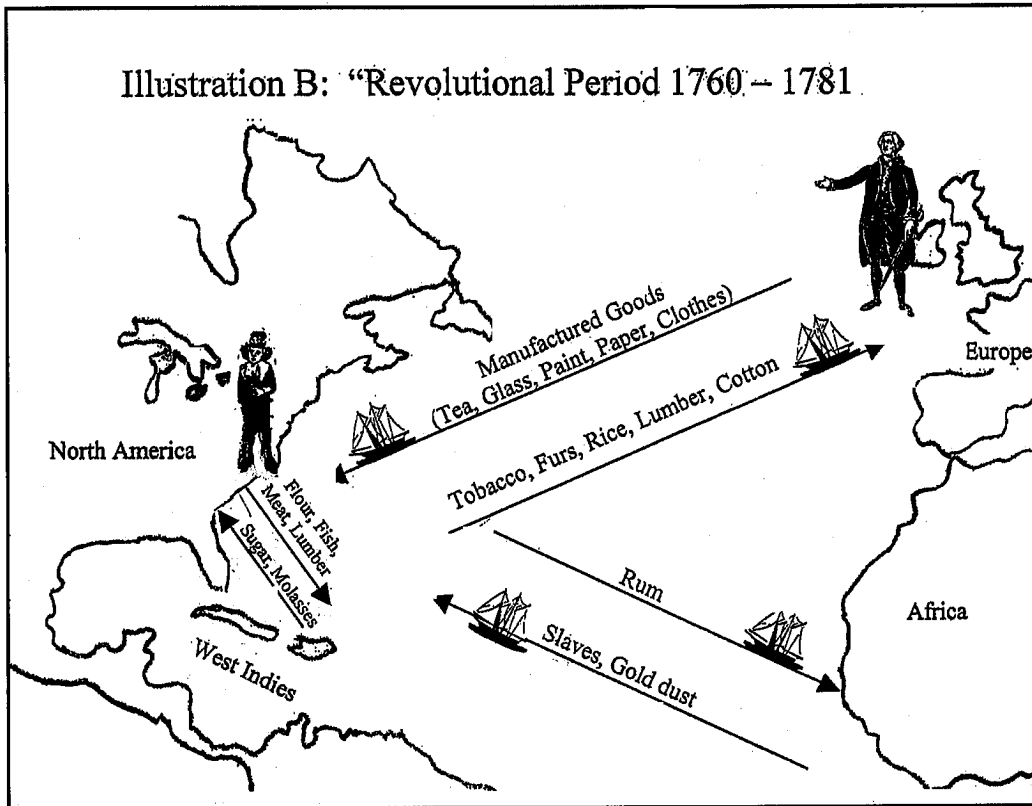
Examine Illustration A below.



Use information from "Illustration A" and what you know to describe the relationship between England and the colonies during the Early Colonial Period.

Step B

Examine "Illustration B" below.





Use information from "Illustration B" and what you know to describe how the relationship between England and the colonies changed over time.

Activity 2
Step A

Use what you know about colonial history to complete the middle column of the chart below by identifying two specific events that changed the relationship between England and the colonies.

Cause and Effect Chart

Description of the Causes of the Event	Event	Description of the Effects of the Event
<hr/> <hr/>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	1.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	2.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Step B

Complete the chart by describing causes and effects of each event that you identified in the chart.

Activity 3

Think about the many events that led to the start of the American Revolution.

Use what you know to explain whether you think political issues or economic issues were more important in causing the war.

STOP

Group Activity Directions

Now you will work in your group to examine six documents that will help you answer the historical investigation focus question. Preview the “Historical Investigation Documents” on pages 9 through 12 of your Student Answer Book and then complete the “Group Activity – Document Analysis Chart” that you were given. The information in the completed chart will help you decide how you want to answer the historical investigation focus question. It may also help provide support for your position when you write your speech.

You will have 15 minutes to complete this group activity. When you are finished, stop and wait for further directions.

Historical Investigation Documents

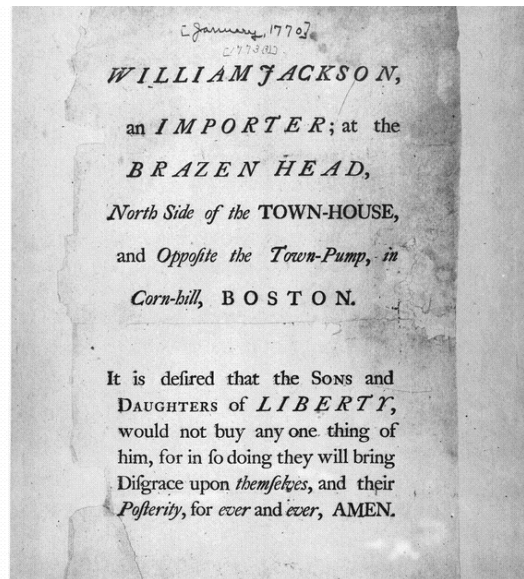
Document #1 – Spinning Bees*

City women organized mass spinning bees...The spinning bees were attended by women and they often called themselves Daughters of Liberty...They were engaged in conversation and drank locally-made herb tea...Many times the entire community became involved as spectators who provided them with entertainment and American food...The spinning bees were intended to show that American women as well as men, could make a much needed contribution to the struggle against Britain.

Excerpt from *All American Girl* by Susan Norwood, 1997.

*** Spinning bees were social gathering at which people worked together to make homemade clothing and other cloth goods such as blankets.**

Document #2 – Broadside* (Boston, 1770)



Text of broadside in modern print:

William Jackson, an importer; at the Brazen Head, North side of the Town-House, and opposite the Town-Pump, in Corn-Hill, Boston.

It is desired that the Sons and Daughters of Liberty, would not buy any one thing of him, for in so doing they will bring disgrace upon themselves, and their posterity, for ever and ever, Amen.

*A broadside is a single-sheet notice or announcement

Document #3 – Boston Tea Party



*Americans throwing the Cargoes of the Tea Ships into the River,
at Boston*

Source: Library of Congress, Rare Book and Special Collections Division, Washington, D.C.

Document #4 – A Society of Patriotic Ladies in Edenton North Carolina



London: R. Sayer and J. Bennett, 1775.

Document #5 – Declaration of Independence



Artist: John Trumbull, 1786-1794

Document #6 – Excerpt of a Letter by Abigail Adams

Abigail to John Adams

Boston, July 31 [1777]

...You may know there is a great scarcity of sugar and coffee...the merchants have [hidden] a large quantity... Some stores have been opened by a number of people and the coffee and sugar carried into the market and dealt out by pounds. It was rumored that a...wealthy, stingy merchant...refused to sell [coffee].

A number of females, some say a hundred, some say more, assembled with a cart and trucks, marched down to the warehouse and demanded the keys, which he refused. Upon which one of them seized him...and tossed him in a cart...he delivered the keys. [The women] then opened the warehouse, hoisted the coffee out themselves, put it into the truck and drove off.

...A large [group] of men stood amazed, silent [watchers] of the whole [event].

Activity 4

Look again at the “Historical Investigation Documents” on pages 9 through 12 of your Student Answer Book.

Step A

For each document place a checkmark in the box below that best describes the author’s point of view about the role of women in the protests against the King of England and Parliament.

Individual – Document Analysis Chart

Focus Question: How important was the role of women in the protests against the King of England and Parliament during the Revolutionary period?

Document	Check One ()	
	Author Thinks Women were Important in the Protests	Author Thinks Women were not Important in the Protests
#1 Spinning Bees		
#2 Broadside		
#3 Boston Tea Party		
#4 A Society of Patriotic Ladies		
#5 Declaration of Independence		
#6 Excerpt of Abigail Adam’s Letter		

Step B

Document #6 is an excerpt of a letter written in 1777 by Abigail Adams.

Explain Abigail Adam’s point of view about the importance of the role of women in the protests against British policy. Include details from the excerpt of Abigail’s letter in your explanation.

Activity 5

Look again at Document #5 “Declaration of Independence.”

Use information in the painting and what you know to describe the role of women in the drafting and signing of the Declaration of Independence.
