

I. What intended learning outcomes are assessed through this performance-based assessment (PBA)?

Know & Understand

Do

1A
1B
1C

USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;

USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
e) comparing and contrasting historical, cultural, and political perspectives in United States history;
f) determining relationships with multiple causes or effects in United States history;
g) explaining connections across time and place;
h) using a decision-making model to identify costs and benefits of a specific choice made;
j) investigating and researching to develop products orally and in writing.

II. Task Description (RAFTS--Role, Audience, Format, Task, Scenario)

2
3A
3B

Role: As a student

Audience: Teacher

Format: Formal, analytic essay

Task: The student will interpret ideas and events from different historical perspectives, especially the long-term costs and benefits of the rise of productivity in early 20th century as we view them from contemporary life in the US.

Scenario: *Not applicable—academic prompt.*

III. By what criteria will students' performance and/or product be evaluated?

4A
4B
4C

- Chosen example of change
- Explanation of value to early 20th century
- Identification/explanation of unintended consequence(s)
- Judgment of ultimate benefit/ detriment
- Composition & written expression
- Grammar & mechanics

IV. *What instructional experiences are necessary for students to have experienced prior to this assessment?*

1. This PBA is anchored in a unit of instruction on the early 20th-century rise in productivity in the U.S. (SOL USII.6a).
2. The expository essay format should *not* be new to students. This PBA is intended to be either the second or third historical essay that students write in the course (assuming the use of informal and formal writing opportunities) and should parallel expository writing instruction in Grade 7 English.
3. Preceding instruction should establish the foundational content knowledge (e.g., rise in factory productivity) needed to respond to the question, and the rise and subsequent history of the automobile in the U.S. should be modeled as an in-class example and opportunity for students' guided practice in the historical reasoning.
4. Student research is *not* an intended learning outcome for this PBA, but it could be modified to include research and citation skills.

V. *Directions for teachers administering this PBA (namely, time, materials, and space):*

7A
7B
7C

1. Depending on the level of the students and the content and depth of prior instruction, this PBA may take two or more hours to complete, which may occur over multiple days.
2. Depending on the availability of resources and other possible intended learning outcomes, computers may be used for writing.
3. Students' understanding of the prompt should be scaffolded by the teacher so that the purpose and structure are clear to them.

VI. *Considerations for differentiating this PBA:*

6A
6B

- Accommodations for students with identified learning, language, or other needs should be made, ensuring that the following essential understandings and skills are demonstrated: (a) accuracy of historical facts and (b) ability to draw and defend one or more inferences about possible positive or negative long-term effects of historical events.

The Long Reach of Historical Decisions Essay

Student Prompt

In the United States, the early 20th century was a period of significant change. As we have discussed in class, such changes occurred in the social, economic, and technological “fabric” of our country. Much of this change was thought to be good because it represented progress. Some of this change has turned out to have unintended consequences that have not been good.

First, identify one example of such a change, and explain why it would have been valued as a change at the time. (In class, we discussed the automobile as an example, so you may not choose that for your response.)

Then, from your vantage point as a 21st century citizen, identify one or two unintended consequences of this change in the present day. Be sure to identify any contributing factors to these consequences along the way. (As an example, we discussed the interstate highway system in class and the current problems of pollution and gridlock.)

Finally, make a case for whether the change from the early 20th century has ultimately been beneficial or not for the United States.

Your response will be in the form of a clearly written **expository essay**. Remember, your points should be supported by accurate historical facts. Also, remember that an essay has multiple paragraphs and should be written in a way that is clear to your reader. Use the prompt above to help organize your response. You will have three days of in-class time to complete this essay, from pre-writing through drafting, editing, and publishing.

The Long Reach of Historical Decisions Essay RUBRIC

	Not Evident (0)	Developing (1)	Proficient (2)	Target (3)
Chosen example of change	No example given	Inaccurate example or inaccurately stated (e.g., "electricity brought to the U.S.")	An appropriate example identified	An appropriate example accurately identified
Explanation of value to early 20 th century	No explanation given	Inaccurate explanation	Accurate explanation but lacking supporting details	Accurate explanation supported by accurate details
Identification / explanation of unintended consequence(s)	No unintended consequences stated	Implausible unintended consequence or inadequately explained	Plausible unintended consequence identified and reasonably explained	Plausible unintended consequence identified and convincingly explained
Judgment of ultimate benefit/detriment	No judgment given	Judgment offered but not logically connected and/or unconvincingly made	Judgment logically connected ultimate benefit or detriment	Judgment logically connected ultimate benefit or detriment and persuasively made
Composition / Written Expression	Single paragraph response	More than one paragraph used, but not in a way to effectively organize and convey ideas	Multiple paragraphs used but some lack of clarity in ordering and/or distinguishing of major points	Introductory and concluding paragraphs; clear thesis; separate paragraph for each element of prompt
Usage / Mechanics	Grammatical, mechanical, and/or formatting errors significantly inhibit the conveying of ideas	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or instances of awkward wording that slow down reading at times	Clearly written and easy to read; few, if any, grammatical errors
Grade	Revise & Resubmit 0-9 marks		Pass 10-14 marks (with none @ "Not Evident")	Pass Advanced 15-18 marks (with none @ "Developing" or "Not Evident" level)