

# Summative Assessment #1 for In Days of Old, Before Columbus



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# Summative Assessment #1 for In Days of Old – Before Columbus

## Part 1 - Middle Ages, The Feudal System of Government

Part #1 - Constructed Response

## Part 2 - Life in the Middle Ages

Part #2 -Constructed Response

**Duration:** Part 1 - 20 minutes, Part 2 - 20 minutes

**Standard(s) Assessed:** SS.A.2.2.3.3.1, SS.A.2.2.3.3.2, SS.A.2.2.4.3.1

**Description of Assessment Activity:** Part 1 Students complete a model of a feudal system power pyramid. The model must include labeling of the king, lord, knight, peasants and serfs. Short answer responses will be written to questions concerning government and laws. (SS.A.2.2.4.3.1)

Part 2 Students write on one aspect of family life in the manor. Included in the writing must be the class, type of home, food, sample daily activities, and dress. (SS.A.2.2.3.3.1, SS.A.2.2.3.3.2)

**Teacher Directions:** Part 1 - Students are instructed in the use of the attached rubric that will be used for assigning a grade to the activity. Each student receives a copy of the assessment. The teacher displays the following list of words, in random order, for the student's use during this activity: peasant, moat, wall, armor, shield, tapestry, knight, home, king, lord, castle, serf, manor, pledge, and protect. Students complete the power pyramid. Students then complete the short response questions concerning laws and government in the feudal system. Students are given 20 minutes to complete this assessment. (SS.A.2.2.4.3.1)

Part 2 - Students are instructed in the use of the attached rubric that will be used for assigning a grade to their writing. Each student receives a copy of the assessment. Teacher prepares slips of paper with the following classes from the feudal system: king, peasant man, peasant woman, peasant child, knight, page, lord, serf, squire, noble woman, noble girl, noble baby, peasant baby. Place the slips of papers in a bag. There should be one slip of paper for each student so some duplication will be necessary. Students blindly select one paper and have 20 minutes to write about the person selected addressing all 5 topics displayed on the student assessment sheet. This activity was modeled in day 4 of the unit. (SS.A.2.2.3.3.1, SS.A.2.2.3.3.2)

**Student Directions:** Part 1 - You will be completing a model of a feudal power pyramid. All of the parts of the pyramid must be labeled. The words your teacher displayed are for you to use if you would like. You may not need all of the words. Upon completing the power pyramid, you will answer the questions. Remember that the better you explain your answer, the better you show your understanding of the feudal system and the better your grade will be. Look carefully at the rubric. Teachers will be using this rubric to grade your model and writing. In 20 minutes you must give me your paper so use your time wisely. (SS.A.2.2.4.3.1)

Part 2 - Select one piece of paper from the bag. You will have 20 minutes to write about the person you have selected. Look carefully at the rubric. The teacher will be using this rubric to grade your writing. Be sure to include information about the class, home, food, dress, and daily activities. No drawings will be allowed. In 20 minutes you must give me your writing so use your time wisely. Be sure to proofread your paper.  
(SS.A.2.2.3.3.1, SS.A.2.2.3.3.2)

**Scoring Method & Criteria:**

A rubric is supplied in the attached files. The rubric for part 1 will assign points for each pyramid part labeled appropriately. All short response questions must be completed as described in the key. The answer key is provided in the attached files. Scoring will be according to the rubric. Possible points will equal 100.

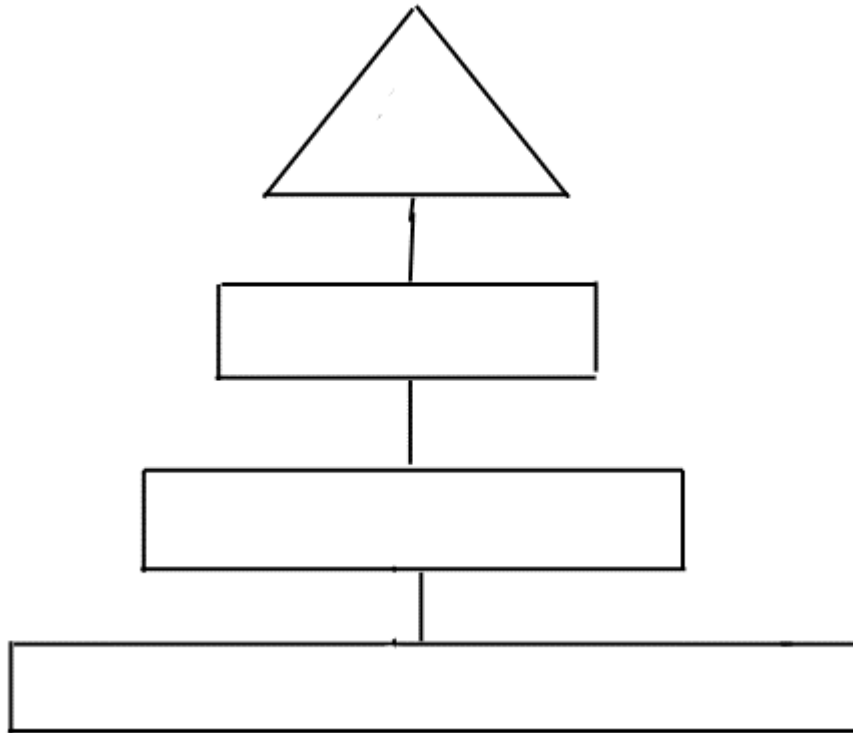
The rubric for part 2 assigns points for each noted aspect of family life in the manor. Included in the writing must be the class, type of home, sample daily activities, food, and dress. A suggested scoring guide is provided.

Name \_\_\_\_\_

## The Feudal System of Government

Summative Assessment #1- Part 1  
(SS.A.2.2.4.3.1) (Goal 3 Standard 1)

Complete the power pyramid by writing the correct group of people in each part of the pyramid.



Show what you know! Finish each sentence below. Be sure to give details to support your answer.

1. Serfs could not be moved off the land because
2. Lords protected the king, and in exchange the king
3. Peasants never went to war because
4. In a feudal system, the people who made the laws were the \_\_\_\_\_ because
5. Peasants were happy to work for a lord because

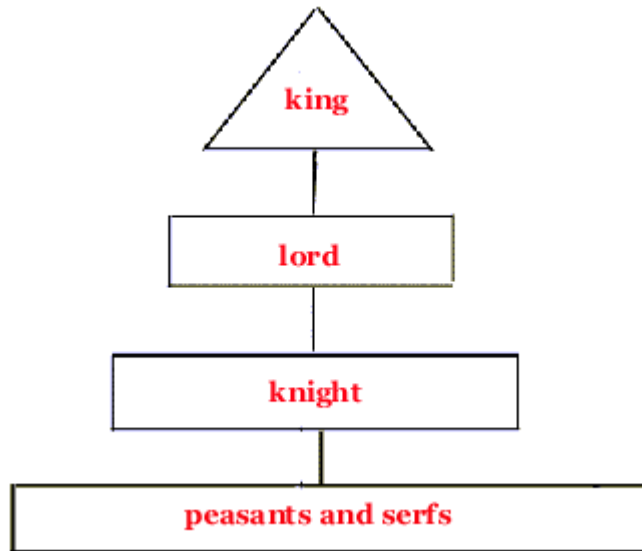
# The Feudal System of Government

Summative Assessment #1 – Part 1

(SS.A.2.2.4.3.1) (Goal 3 Standard 1)

## Teacher Answer Key and Scoring

Complete the power pyramid by writing the correct group of people in each part of the pyramid.



*Scoring Pyramid: 5 pts if each correctly placed label with 25 points being the total possible points earned for the pyramid.*

Show what you know! Finish each sentence below. Be sure to give details to support your answer.

1. Serfs could not be moved off the land because *serfs belong to the land, not to an individual. If the owner of the land changed, the serf still remained with the land. Serfs could not be sold or given away. Children of serfs also belonged to the land. (Any logical answer that expresses this thought should be accepted.)*
2. Lords protected the king and in exchange the king *gave land to the lord. As Vikings and other invaders would attack, the lord and his army of knights would defend the kingdom. All lords were not equal. The most powerful lords had the most land. (Any logical answer that expresses this thought should be accepted.)*
3. Peasants never went to war because *they were needed to work, producing food for the manor. They were not trained to fight like the knights were. (Any logical answer that expresses this thought should be accepted.)*
4. In a feudal system, the people who made the laws were the nobles because *they owned the land. Each noble made the laws for the people below him on the power pyramid. Kings made laws for the whole kingdom. Lords had to follow the laws of the king but also made laws that would be followed on his land. Peasants had to follow all the laws of the land where they served. (Any logical answer that expresses this thought should be accepted.)*
5. Peasants were happy to work for a lord because *they were protected from invasion. The lord's job was to take care of all the peasants and serfs that served on his land. In exchange for this protection, peasants worked for the lord. (Any logical answer that expresses this thought should be accepted.)*

*Scoring constructed response: 10 points for any logical answer that expresses the correct thought, 15 points if supported by details.*

Name \_\_\_\_\_

**Life in the Middle Ages**  
Knows Various Aspects of Family Life  
Summative Assessment #1 – Part 2

I am writing about \_\_\_\_\_.

<b>Class</b> 1. What class does this person belong to?  2. What does this person do for the manor?	
<b>Home</b> 1. Describe the home. Tell about the inside and outside of the home.  2. How was the home used?	
<b>Food</b> 1. What would this person eat?  2. Where would they get their food from?  3. What would they use when eating? (dishes, cups, silverware)	
<b>Dress</b> 1. What would this person wear?  2. What would the clothes look like? (color, material, style)	
<b>Daily activities</b> 1. What work would this person do?  2. What would this person do when playing?	

# Life in the Middle Ages

Knows Various Aspects of Family Life  
(SS.A.2.2.3.3.1, SS.A.2.2.3.3.2)(Goal 3 Standard 2)

Use this rubric and scoring guide to score Summative Assessment #1: Part 2.

Topic described	3	2	1	0
<b>Class</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Names the class the person belongs to.</li> <li><input type="checkbox"/> Correctly tells what the person does for the manor using many details.</li> <li><input type="checkbox"/> Uses many vocabulary words taught in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly tells about the person <b>but</b> not the class.</li> <li><input type="checkbox"/> Tells what the person does for the manor <b>but</b> details are not complete.</li> <li><input type="checkbox"/> Uses few or no vocabulary taught in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to tell about the person / class.</li> <li><input type="checkbox"/> Attempts to tell what the person does for the manor, <b>but</b> details are not correct.</li> <li><input type="checkbox"/> Attempts to use vocabulary taught, <b>but</b> it is not used correctly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not tell the class of the person.</li> <li><input type="checkbox"/> Does not tell the role of the person in the manor.</li> <li><input type="checkbox"/> Uses no vocabulary taught in this lesson.</li> </ul>
<b>Home</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells about the home inside and outside with correct details.</li> <li><input type="checkbox"/> Tells how the home was used.</li> <li><input type="checkbox"/> Uses vocabulary taught in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells about the home inside or outside, but details are not complete.</li> <li><input type="checkbox"/> Tells how the home was used, but details are not correct <b>or</b> not complete.</li> <li><input type="checkbox"/> Uses little vocabulary taught.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to tell about the home, but details are missing or incorrect.</li> <li><input type="checkbox"/> Does not tell any other use of the home.</li> <li><input type="checkbox"/> Attempts to use vocabulary taught, <b>but</b> it is used incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not tell about the home.</li> <li><input type="checkbox"/> Does not tell uses of the home.</li> <li><input type="checkbox"/> Uses no vocabulary taught in this lesson.</li> </ul>
<b>Food</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells several foods that may have been eaten.</li> <li><input type="checkbox"/> Tells where these foods were gotten in detail.</li> <li><input type="checkbox"/> Tells about the dishes, cups, and silverware.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells a food that may have been eaten.</li> <li><input type="checkbox"/> Tells where the food was gotten, <b>but</b> little detail given.</li> <li><input type="checkbox"/> Gives little details of dishes, cups, and silverware.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells about food that may have been eaten <b>but</b> is incorrect.</li> <li><input type="checkbox"/> Tells where the food was gotten, <b>but</b> the details are not correct.</li> <li><input type="checkbox"/> Tells about the dishes, cups, and silverware, <b>but</b> the details are not correct.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not tell about the food.</li> <li><input type="checkbox"/> Does not tell where the food is gotten.</li> <li><input type="checkbox"/> Does not tell about the dishes, cups, and silverware.</li> </ul>
<b>Dress</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly tells about <b>several</b> things this person would wear.</li> <li><input type="checkbox"/> Tells details about the material, style, <b>and</b> color.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells about something this person would wear.</li> <li><input type="checkbox"/> Tells about the material, style, <b>or</b> color with little detail.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorrectly tells about what this person would wear.</li> <li><input type="checkbox"/> Attempts to tell about material, style, or color <b>but</b> is incorrect.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not tell about what this person would wear.</li> <li><input type="checkbox"/> Does not tell about the clothing.</li> </ul>
<b>Daily activities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells many daily activities that are work.</li> <li><input type="checkbox"/> Tells many daily activities that are play.</li> <li><input type="checkbox"/> Correctly uses vocabulary taught in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tells a daily activity that is work.</li> <li><input type="checkbox"/> Tells a daily activity that is play.</li> <li><input type="checkbox"/> Uses vocabulary taught in this lesson <b>but</b> not always correctly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to tell daily work activities.</li> <li><input type="checkbox"/> Attempts to tell daily play activities.</li> <li><input type="checkbox"/> Uses little vocabulary <b>or</b> uses it incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not tell about the work activities.</li> <li><input type="checkbox"/> Does not tell about play activities.</li> <li><input type="checkbox"/> Uses no vocabulary taught in this lesson.</li> </ul>

Suggested scoring guide. 42 – 35 = A, 34 – 28 = B, 27 – 14 = C, 13 – 7 = D, 7 – 0 = F