

# Diagnostic Assessment for Independent- To Be or Not To Be?



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## Independent – To Be or Not To Be?

### **Diagnostic Assessment**

#### Constructed Response

**Duration:** One 20-minute time period

**Standard(s) Assessed:**

SSA.4.2.3.5.1, SSA.4.2.3.5.2, LA.A.2.2.5.5.1, LAA.2.2.6.5.1, LA.C.3.2.1.5.1, LAC.3.2.3.5.1, LAC.3.2.3.5.2, LA.C.3.2.4.5.1

**Description of Assessment Activity:**

The pre-test is a short response assessment that covers information about the events from the end of the French and Indian War through the signing of the Declaration of Independence, fact and opinion, both verbal and non-verbal speaking strategies, and speech preparation strategies. Some responses are sighted through reading informational text.

**Teacher Directions:**

1. Introduce students to the Unit Plan: Independent – To Be or Not To Be? as directed in Lesson 1, I Pledge Allegiance!
2. Establish unit validity. Introduce and post the standards to be assessed. (See Lesson 1, I Pledge Allegiance!) These should remain up for the duration of the unit and referred to often. Create a working definition and understanding of the word independent, by asking students to orally respond to the guiding question: Should the American colonials have fought for independence and why? Post the guiding question above the standards that have been presented and posted.
3. Explain that as they collaboratively investigate and discuss significant events, part of the assignment is to establish their personal opinion of the actions and reactions of both the British government and the American colonists. As they gather information, they will learn to discriminate between fact and opinion, record the particulars of the events, and then have an opportunity to respond personally to what they have learned about each event.
4. Prepare students for the pre-test assessment by explaining that its purpose is to show what they know at the start of the unit and that it will serve as a guide to where they will need to spend their resource time. If there are elements that everyone knows, we will not take time to restudy that. Establish the fact, and make very clear that there will be no grade given on this test.
5. Distribute the test (See Lesson 1, I Pledge Allegiance!) and allow approximately 20 minutes for students to complete.
6. Once everyone has completed the pre-test, have students put their pencils away, keeping their assessment to use during the class discussion and completion of a KWL chart. (See Lesson 1, I Pledge Allegiance!)

**Following the Pre-test**

7. Facilitate a discussion by having students share items on the assessment on which they were confident, as well as those on which they were unsure. Chart responses on a KWL chart, including any questions that students might pose. As you discuss with students the elements of the K portion of the KWL chart, underscore what they think they know by asking if what is listed is based on fact or opinion. Place an F or an O next to each item to illustrate if they think it is fact or opinion. As you study the unit, keep going back to this very important part of the KWL to establish what is factual and what is opinion. This will help establish validation for the unit of study.
8. Collect the pre-tests. Score using the key provided. Keep in a folder. Use data gleaned from individual student performance and KWL discussion and participation to guide instruction.

### At Unit Completion

9. At the completion of the unit and after final summative assessments have been administered, scored, and recorded for grade assignment purposes, hand pre-tests back to students. Students will evaluate their personal growth in knowledge and skills addressed throughout the course of the unit.

### **Student Directions:**

1. Listen and respond appropriately as the teacher introduces the unit and poses the guiding question, Independent – To Be or Not To Be?
2. Understand that the pre-test is a non-graded assessment. The information gathered from student performance on the pre-test will be used to guide the course of instruction.
3. Take the pre-test.

### Following the Pre-test

4. Upon completion students are to remain seated with their pre-tests on their desks.
5. Share areas of the test that they had difficulty answering, as well as those that were easy to answer. They may pose any questions they have or interests they have a desire to research.
6. Do not change their answers.

### **Scoring Method and Criteria:**

The pre-test assessment serves as both diagnostic and formative. The students engage in a short discussion of the test questions to validate the need for this unit of study. The teacher reviews the tests to determine students' prior knowledge before beginning instruction. Score the pre-test for accuracy using the pre-test answer key provided.

Independent - To Be or Not To Be?  
Diagnostic Assessment



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read each question carefully. Answer as best you can. This is not being graded. It is important that you do your best.

1. Why is the 4<sup>th</sup> of July our most important national holiday?

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2. What did the French and Indian War have to do with how Britain felt about the colonies?

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3. The French and Indian War is over. There are thirteen strong colonies. Tension is growing between Britain and America. What is it that is coming between them?

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4. What were some things the British did to keep control over the colonies?

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5. How did the colonists protest these acts by Britain?

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6. Why did the colonists react as they did?

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7. There was a lot of conflict between the British and the colonists. The colonists stood their ground. Describe how the colonists stood for what they believed.

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8. Britain punished the colonists. They closed the port in Boston. They took away the people for whom they had voted. Americans had to have British soldiers live in their homes as their guests. Colonists named these the Intolerable Acts. These made the colonies join together. Together the colonies were strong. What important meeting took place because of this, and what happened there?

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9. Tell what you know about:

Boston Massacre:

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Boston Tea Party:

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Shots heard 'round the world:

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Battle of Bunker Hill:

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Olive Branch Petition:

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Common Sense:

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Declaration of Independence:

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Read the passage. Answer the question based on what you read.

We American colonists are thriving! We are growing. Each of the colonies has started a government of their own. All is going well for those of us who came to start a new life. Yep, life is good, but I don't like it that England wants to control us from 3000 miles away. Now that has got to stop. I heard just today that Britain is passing laws and taxing the colonists without our say so. They placed a tax on tea, molasses, and all paper goods. Then they go and tell us what we can and can't do. We need to decide our own taxes. We need to keep our money here in the colonies. We should support what the colonies need and want, not England. We've all risked everything to get here! I've worked hard to make this place a good home. I know you've done the same. The British have no right to do what they're doing! I'm sure you and I feel the same. It's just not fair. Who do they think they are? It's time we put these rascals in their place and show them who's boss.

10. In the passage, a colonist is talking to a friend. Some things he says are facts. Some are his opinion. In the table below, list the facts and opinions from the passage.

Facts	Opinions

11. Read each pair of sentences. Choose the one in each pair that states a fact. **Circle** your letter choices.

- a. Taxes are monies paid by individuals to the government.
- b. Taxes should not be charged to people by a government that does not represent them.
  
- a. The Boston Tea Party is what secured the colonists' freedoms.
- b. The Boston Tea Party was one form of protest the colonists used to secure their freedoms.

12. Give your opinion. Should the American colonists have declared their independence from England? Use facts to support your opinion.

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13. You are speaking to a group of people. You are to tell them your opinion about a certain event. You want everyone to hear what you have to say. You want them to listen to reasons why you feel the way you do. What will you need to do as you speak to achieve your purpose?

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14. As you speak to these people you have to keep their attention. You can use nonverbal strategies to help keep them listening. Name at least two non-verbal speaking strategies.

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15. Describe the visual aid you used with the talk you gave.

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16. You did a great job giving your opinion to these people. What did you do to prepare such a good speech?

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## Independent - To Be Or Not To Be?

### Diagnostic Assessment Answer Key



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read each question carefully. Answer as best you can. This is not being graded. It is important that you do your best.

1. Why is the 4<sup>th</sup> of July our most important national holiday? (SSA 43252)

On this day we celebrate the American colonies declaring independence from the rule of the British Empire. Americans declared they would no longer have a king, but that they would govern themselves from that day forward.

2. What did the French and Indian War have to do with how Britain felt about the colonies? (SSA 42352)

This war was one reason that Britain was in great debt. It was due to this debt that they turned to the colonies for money in the form of taxes. Also, new territories were established under the British flag, but Britain would not allow the colonists to settle them.

3. The French and Indian War is over. There are thirteen strong colonies. Tension is growing between Britain and America. What is it that is coming between them? (SSA 42351, SSA 42352)

Colonists were eager to move into the new land claimed by Britain; however, Britain passed a law forbidding them to settle west of the Appalachian Mountains. Secondly, they disagreed about money. Britain thought the colonies should help pay the debt caused by the French and Indian War; the colonies did not agree. The right of trial by jury had been threatened. Lastly, the right to vote their own taxes had been taken away.

4. What were some things the British did to keep control over the colonies? (SSA 42351, SSA 42352)

Britain placed many taxes on the colonists. The Stamp Act required every piece of paper to carry a stamp to show that the tax had been paid. The Townshend Act raised taxes on many imported goods. Britain closed Boston Harbor, took away their elected officials, and declared that British soldiers could live in the colonist's homes as their guests. These were the Intolerable Acts.

5. How did the colonists protest these acts by Britain? (SSA 42352)

They were furious. Citizens organized themselves into groups called Sons of Liberty. They burned stamped papers, attacked British tax officers, and boycotted British goods.

6. Why did the colonists react as they did? (SSA 42351)

The British government had paid the American colonies little attention over the past 150 years. They had let them do pretty much as they pleased, and by now the colonies were used to governing themselves. Due to taxes and laws imposed on them without their input, they felt their rights were being taken away.

7. There was a lot of conflict between the British and the colonists. The colonists stood their ground. Describe how the colonists stood for what they believed. (SSA 42352)

Colonists boycotted British goods, had fights with British soldiers as in the Boston Massacre, conducted protests as with the Boston Tea Party, wrote letters of petition, and created militia groups such as the Minutemen.

8. Britain punished the colonists. They closed the port in Boston. They took away the people for whom they had voted. Americans had to have British soldiers live in their homes as their guests. Colonists named these the Intolerable Acts. These made the colonies join together. Together the colonies were strong. What important meeting took place because of this, and what happened there? ([SSA 42351](#), [SSA 42352](#))

Colonies were invited to send delegates to Philadelphia to discuss how they could resist the actions of the British. The First Continental Congress was formed, and they drew up a statement of rights.

9. Tell what you know about:

**Boston Massacre:** ([SSA 42351](#), [SSA 42352](#))

The worst of many fights between colonists and British soldiers, this was the first time British soldiers fired upon the very people they were supposed to be protecting. Colonists had jeered, heckled, and thrown snowballs at the soldiers, until one of the soldiers fired, and others followed with gunshot.

**Boston Tea Party:** ([SSA 42351](#), [SSA 42352](#))

The Sons of Liberty dressed as Mohawk Indians, raided three British ships carrying East India tea, throwing the entire shipment into Boston Harbor. This was in protest of a British monopoly on the price of tea coming into the colonies.

**Shots heard 'round the world:** ([SSA 42351](#), [SSA 42352](#))

The Minutemen, who had gathered on Lexington Green, were ordered by their commanding officer to disperse. At the same time, the British captain had yelled at them to disperse. Alas, a shot was fired. No one knows which side was responsible for that first firing, but fighting broke out and it was clear that Americans meant to fight the British for their rights.

**Battle of Bunker Hill:** ([SSA 42351](#), [SSA 42352](#))

Patriots waited behind earthworks and stone fences on a hill overlooking Boston Harbor. Ordered to not shoot until they saw the whites of their eyes, British soldiers were pelted with gunfire as they came upon the Patriots. The Patriots eventually had to retreat because they ran out of ammunition.

**Olive Branch Petition:** ([SSA 42351](#), [SSA 42352](#))

Wanting to avoid war with their Mother Country, the Continental Congress sent one last plea in the form of a petition to the British Parliament asking for them to stop the war and repeal the Intolerable Acts.

**Common Sense:** ([SSA 42351](#), [SSA 42352](#))

This was a pamphlet written by Thomas Paine and distributed to the colonists who had begun to think most seriously about their independence. It was this pamphlet by Paine that swayed colonists and paved the way for the final break away from Britain.

**Declaration of Independence:** ([SSA 42351](#), [SSA 42352](#))

Written by Thomas Jefferson, a member of the Continental Congress, the Declaration of Independence announced to the world why the American colonies had to cut their ties with Britain. Now the colonies were the United States of America.

Read the passage. Answer the question based on what you read.

We American colonists are thriving! We are growing. Each of the colonies has started a government of their own. All is going well for those of us who came to start a new life. Yep, life is good, but I don't like it that England wants to control us from 3000 miles away. Now that has got to stop. I heard just today that Britain is passing laws and taxing the colonists without our say so. They placed a tax on tea, molasses, and all paper goods. Then they go and tell us what we can and can't do. We need to decide our own taxes. We need to keep our money here in the colonies. We should support what the colonies need and want, not England. We've all risked everything to get here! I've worked hard to make this place a good home. I know you've done the same. The British have no right to do what they're doing! I'm sure you and I feel the same. It's just not fair. Who do they think they are? It's time we put these rascals in their place and show them who's boss.

10. In the passage, a colonist is talking to a friend. Some things he says are facts. Some are his opinion. In the table below, list the facts and opinions from the passage. (SSA 42351, SSA 42352, LAA 22551, LAA 22651)

Facts	Opinions
<p>Colonies are thriving, growing, self governed. England is posing laws and taxes on the colonies without their input. England is 3000 miles away. Paper, tea, molasses have been taxed. England is telling them what they can and cannot do. Now is the time to put them in their place.</p>	<p>All is going well for all of us. All that England is doing has got to stop. We need to decide our own taxes. We need to keep our own monies here in the colonies. I've worked hard. You've worked hard. British have no right to do what they are doing. It's just not fair.</p>

11. Read each pair of sentences. Choose the one in each pair that states a fact. Circle your letter choices. (SSA 42351, SSA 42352, LAA 22551, LAA 22651)

- a. Taxes are monies paid by individuals to the government.  
b. Taxes should not be charged to people by a government that does not represent them.
- a. The Boston Tea Party is what secured the colonists freedoms.  
b. The Boston Tea Party was one way the colonists used to secure their freedoms.

12. Give your opinion. Should the American colonists have declared their independence from England? Use facts to support your opinion. (SSA 42351, SSA 42352, LAA 22651)

Answers will vary. There should clearly be an opinion that America should or should not have declared independence from England, and that opinion should be supported by factual information with regards to significant social and political events that led to the signing of the Declaration of Independence.

13. You are speaking to a group of people. You are to tell them your opinion about a certain event. You want everyone to hear what you have to say. You want them to listen to reasons why you feel the way you do. What will you need to do as you speak to achieve your purpose?

(LAC 32151)

Students should note to speak with an appropriately audible voice and rate of speed, proper phrasing, and clear, correct enunciation of words.

14. As you speak to these people you have to keep their attention. You can use nonverbal strategies to help keep them listening. Name at least two non-verbal speaking strategies. (LAC 32451)

Students should identify two strategies: eye contact, gestures, posture, facial expressions, and movement.

15. Describe the visual aid you used with the talk you gave.

There are a number of correct answers. You are looking for understanding of what a visual aid is.

16. You did a great job giving your opinion to these people. What did you do to prepare such a good speech? (LAC 32351)

Students should include clearly having an opinion and be able to state it clearly and with factual support. Use webbing skills to get ideas down. Write a first draft that has a beginning, middle, and ending. Create note cards as prompts. Practice. Gather feedback if possible. Practice, practice, practice.