

# Unit Summative Assessment D

## Created Response for

### A Colony Is Born



## Table of Contents

Item	Page
<b>Description of Summative Activity</b>	2
<b>Teacher Directions</b>	2
<b>Student Directions</b>	2
<b>Scoring Method and Criteria</b>	3
<b>I Know Who I Am and I Know What I Know!</b> Created Response Summative Assessment	5 - 11
<b>I Know Who I Am and I Know What I Know!</b> Created Response Summative Assessment KEY	12 - 14

I Know Who I Am and I Know What I Know!  
Summative Assessment D  
Constructed Response

Duration: One 40 - 45 minute class period

Standard(s) Assessed:

SSA.1.2.2, SSA.1.2.2.5.1, SSA.1.2.3, SSA.1.2.3.5.1, SSA.4.2.2, SSA.4.2.2.5.1,  
SSA.4.2.2.5.2, LAA.2.2.1, LAA.2.2.1.5.1, LAA.2.2.5, LAA.2.2.5.5.1,

**Description of Assessment Activity:** The post-test is a fill-in-the-blank, short response summative assessment that covers information about Colonial America, primary and secondary sources, constructing a timeline, and reading informational text.

**Teacher Directions:**

1. At the conclusion of the unit, A Colony Is Born, ask students to take this post-test. Caution the students that this test differs from the earlier pre-test in that it attempts to measure their learning achieved during the unit. It is no longer a "no stakes" test, but a "high stakes" test.
2. Distribute the test, go over (read directions, examples) and make sure students understand the test. This is not a test of their reading ability so it is allowable to read the test to them. Then, allow the students to begin. The test will take approximately 20 - 30 minutes. You may allow more time if necessary. Once the test is completed, collect, score, and record. The post-test answer key is included in the associated file.
3. Remember that students can use their notebooks as a resource to help them answer the questions located in the post test.

The next day:

4. Return the post-tests. Discuss the questions and answers in class. Allow students time to review their scores.
5. Distribute the pre-tests the students were given at the introduction of this unit. Allow time for students to reflect upon their progress as they compare the pre- and post-tests.

**Student Directions:**

1. Listen carefully as the teacher reads the directions from the post-test. Make sure you ask questions if you don't understand what was read to you.
2. Understand that the post-test is a modified version of the pre-test that you took at the beginning of the unit. This test is a measurement of the learning you have achieved during this unit. You should attempt to do your very best.
3. You may use your notebook as a resource to help you answer questions from the post-test.
4. Take the test.
5. Return post-test to the teacher when completed or place in the designated area as directed by the teacher.

**Scoring Method & Criteria:** The post-test is a summative assessment. Students are permitted to use their Colonial Notebooks during the test. The post-test is a fill-in-the-blank, short response assessment that covers information about Colonial America, primary and secondary sources, constructing a timeline, reading informational text, and using geographic tools for the purpose of gathering, interpreting, and organizing information. The teacher summatively assesses to evaluate student understanding of the information covered within the unit. Score the post-test for accuracy using the post-test answer key.



I Know Who I Am  
and  
I Know What I Know!

1) Called the Colonial Time, it began in the year \_\_\_\_\_ when  
\_\_\_\_\_ found the New World.

2) There were many reasons people came to the New World to start a new life. List three of those reasons below. Give details to explain each.

a) \_\_\_\_\_

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b) \_\_\_\_\_

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c) \_\_\_\_\_

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3) The colonists of Roanoke and Jamestown faced many problems. Some decisions they made were good, but others caused more problems. Explain what you think one of their biggest mistakes was. Explain what the consequences of it were. \_\_\_\_\_

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4) In 1608, John Smith took over leadership of Jamestown. What were the results of him doing this in the new colony?

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5) John Smith had to go back to England. Without him the colony did not do well. Explain what the "starving time" was and why it happened after he left.

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6) In 1614, two things happened that made life in Jamestown start to get better. Both things had to do with John Rolfe. Name both things that happened. Tell why it made things better for the colony.

a) \_\_\_\_\_

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b) \_\_\_\_\_

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**Read the story. Answer questions 7,8, and 9.**

Christopher Columbus opened the door of discovery in 1492. Years later, England was looking for ways to solve its many problems. One way was to start colonies in the New World. In 1585, Roanoke, the first colony was founded. Due to problems, the colony was lost in 1590. It wasn't until 1607 that the colony of Jamestown was founded. Thirteen years later in 1620 the Pilgrims landed. They named their settlement Plymouth.

7) In what year did the Pilgrims come to the New World? \_\_\_\_\_

8) Where did they land and what was the name of their colony? \_\_\_\_\_

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9) Look at the map.

Find and label: Roanoke

Jamestown

Plymouth



10) Use information from the map. Explain why the colonists chose to settle where they did.

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One big happening in Colonial history is the signing of the Mayflower Compact. Read the following stories that tell about this event. The first part is from a history book. The second is from the diary of a colonist.

**History book story:**

The Pilgrims feared that without laws and government, the new colony would not be able to survive. Before going ashore, they drew up a paper or agreement.

**Colonist diary story:**

November 10, 1620

There is so much growling and fighting. How could we have gotten this far to have fights break out now? We are outside the law in some sense. There are those who no longer want to be part of the community. William Bradford is trying to write a most important speech. He is scribbling on papers some sort of letter or agreement that will please everyone. It appears to be very difficult. It seems to be an impossible task.

11) What is the difference between what you learn from the history book and what you learn from the colonist?

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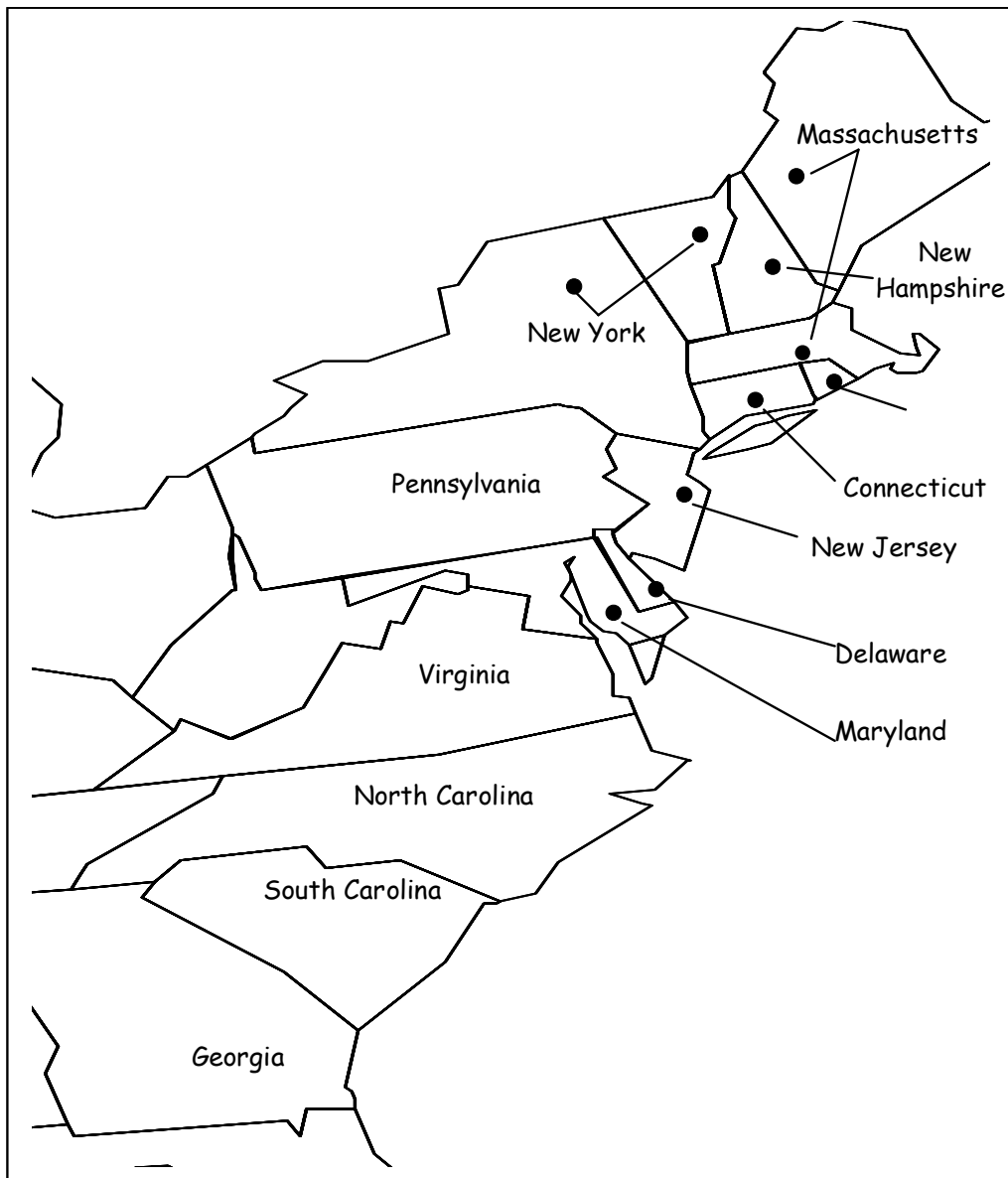
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12) The textbook is an example of a \_\_\_\_\_ source.

13) The diary is an example of a \_\_\_\_\_ source.



Look at the map. Answer questions 14, 15, and 16.

14) More and more people came to the New World. New colonies were started. How many original colonies were there? \_\_\_\_\_

15) The colonies were divided into regions. How many regions were there?  
\_\_\_\_\_

16) Trace each region with a different color. Label each region with the correct name.

**17) SELECT ONE (1) TO WRITE ABOUT**

**Circle the one you choose.**

Explain the **Township Layout** OR **Religious Beliefs** in each of the regions.

New England Colonies - \_\_\_\_\_

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Middle Colonies - \_\_\_\_\_

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Southern Colonies - \_\_\_\_\_

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**18) SELECT ONE (1) TO WRITE ABOUT**

**Circle the one you choose.**

Explain the feelings about the **Community** OR **Food and Eating** in each of these regions.

New England Colonies - \_\_\_\_\_

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Middle Colonies - \_\_\_\_\_

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Southern Colonies - \_\_\_\_\_

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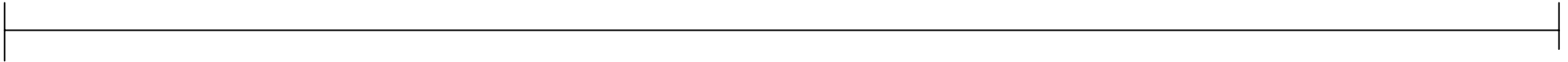
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## MAKE A TIMELINE

Use the line below. Make a timeline of the Colonial period. Begin with 1492 and end with 1763. Label each date and event. (If you need to add another line below the one given so that you have more room to write and label, you may do so.)





I Know Who I Am  
and  
I Know What I Know!

Standards assessed are indicated after each question. In addition, LA.A.2.2.5.5.1 and Goal 3 Standards 1 & 6 are measured throughout the assessment with student use of their colonial notebook as a resource.

## ANSWER KEY

1) Called the Colonial Time, it began in the year 1492 when Christopher Columbus found the New World. (SS.A.1.2.3)

2) There were many reasons people came to the New World to start a new life. List three of those reasons below. Give details to explain each. (SS.A.4.2.2.5.1)  
Accept any three of the four reasons discussed and charted on the graphic organizer completed in the lesson Marking Time.

3) The colonists of Roanoke and Jamestown faced many problems. Some decisions they made were good, but others caused more problems. Explain what you think one of their biggest mistakes was. Explain what the consequences of it were. (SS.A.4.2.2.5.1) (SS.A.4.2.2.5.2)

Many ideas of what worked and what did not work were covered in the lesson, What Went Wrong, as well as things emphasized throughout the unit. Accept any reasonable response that is aligned with what was discussed and covered in class, or that was presented in the text of Websites.

4) In 1608 John Smith took over the colony of Jamestown. What were the results of him doing this in the new colony? (SS.A.4.2.2.5.1) (SS.A.4.2.2.5.2)

John Smith ran the colony like an army camp. He demanded that all colonists work, and work hard. "No work, No eat" was his policy. Under his strict leadership, the colony began to succeed.

5) John Smith had to go back to England. Without him the colony did not do well. Explain what the "starving time" was and why it happened after he left. (SS.A.4.2.2.5.1) (SS.A.4.2.2.5.2)

John Smith had to leave due to injury that occurred during an explosion. Many of the gentlemen colonists were glad to see him leave because his strict mode of discipline was no longer enforced. As a result, the colony fell apart. The winter of 1610 was the starving time because, due to lack of work on their part, colonists had no food and had to turn to eating dogs, cats, rats, and even boiling shoe leather. By spring, only 60 of 500 colonists remained.

6) In 1614 two things happened that made life in Jamestown start to get better. Both things had to do with John Rolfe. Name both things that happened. Tell why it made things better for the colony. (SS.A.4.2.2.5.1) (SS.A.4.2.2.5.2)

a) **First John Rolfe married Pocahontas which brought peace and good relations with the Native Americans (or Powhatans).**

b) **Secondly, John Rolfe introduced tobacco, which was a way colonists could make money. Smoking was just becoming popular in England, so tobacco was worth its weight in silver.**

**Read the story. Answer questions 7, 8, and 9. (LA.A.2.2.1) (LA.A.2.2.5.5.1)**

7) In what year did the Pilgrims come to the New World? **1620**

8) Where did they land and what was the name of their colony? **They landed at Cape Cod and called their colony Plymouth.**

9) Find and label: Roanoke, Jamestown, Plymouth



10) Use information from the map. Explain why the colonists chose to stay where they did. (SS.B.1.2.1.5.1) (SS.A.4.2.2.5.1)

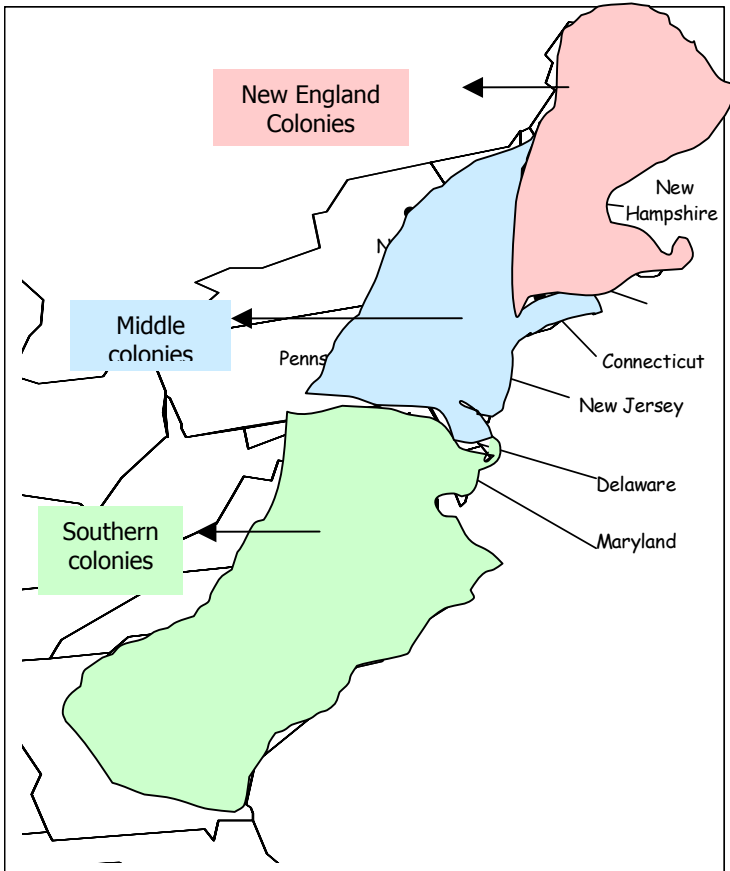
**There are a number of acceptable answers. Deep portage, close to their main means of transportation and communication, close to a source of fresh seafood, protected waters, and close to fresh water found in nearby rivers and springs.**

11) What is the difference between what you learn from the history book and what you learn from the colonist? (SS.A.1.2.2.5.1) (LA.A.2.2.1.5.1)

**(LA.A.2.2.5.5.1) Many answers are acceptable. More detail, personal insight, you can tell the frustration and feelings of the diary entry, the date is recorded in the diary, etc.**

12) The textbook is an example of a **secondary** source. (SS.A.1.2.2)

13) The diary is an example of a **primary** source. (SS.A.1.2.2)



14) More and more people came to the New World. New colonies were started. How many original colonies were there? **Thirteen (13)**

15) The colonies were divided into regions. How many regions were there? **Three (3)**

16) Trace each region with a different color. Label each region with the correct name.

**17. & 18. SELECT ONE (1) TO WRITE ABOUT (EITHER A OR B)**

(SS.A.1.2.2) (SS.A.4.2.2.5.2) (L.A.A.2.2.1) (L.A.A.2.2.5)

**Accept any response in alignment with the regional guide.**

**MAKE A TIMELINE**

(SS.A.1.2.3.5.1) (L.A.A.2.2.1)

**Student response should accurately depict the timeline as represented on the student timeline in the colonial notebook or the classroom timeline.**