

# Summative Assessment 1

## Writing Assignment for America Gears Up



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## **America Gears Up Summative Assessment (Performance/Project)**

**Duration: Six days**

**Standard(s) Assessed:**  
SS.A.5.4.1

### **Description of Assessment Activity:**

The first summative assessment for the unit, America Gears Up, takes the form of a series of period letters or an interview. Students write a series of letters from the viewpoint of a worker or factory owner, or an interview with a worker or owner describing living and working conditions and the circumstances surrounding the early part of the Industrial Revolution in the United States.

### **Teacher Directions:**

Give students a copy of the Writing Assignment Directions and Rubric handout. Review the directions and rubric before the students start on the assignment. Provide and solicit examples of ways to incorporate the content in a letter during the review of the writing rubric. Examples might include:

- In a letter to an individual interested in establishing a factory in your area, a factory owner would include the reasons (source of water, plentiful labor, etc.) why he located there.
- In a journal entry, a female factory worker would list a horrid situation (long hours, disciplined for talking on the job, etc.) that she encountered during her work day.

Once all of the students have finished the writing assignment, have each student grade the writing project using the rubric. Since students learn to evaluate their own work by grading themselves, allow students an opportunity to re-do their work based on the self-scored rubric. This also gives them the opportunity to compare the score to that of the teacher.

Grade each project using the assignment rubric. Write your score next to the score given by the student. This allows the students to compare the scores that they gave themselves to the ones given by the teacher. Return the graded rubric to each student. Read one or two of the exemplary letters to reinforce the content and as examples for students with lower grades.

### **Student Directions:**

See the Writing Assignment Directions and Rubric.

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

Score the assignment using the Writing Assignment Directions and Rubric found in the handout.



## ***Letters from the Factory*** **Directions**

### **Option 1:**

Write a series of letters to a friend as if you were living during in the United States in the early 1800s. You are either a...

- worker in a textile factory in New England or
- factory owner.

### **Option 2:**

Create a fictional interview with either a...

- worker in a textile factory in New England or
- factory owner.

Make sure that your letters or your interview is written as if you were living during the time period.

Your series of letters or interview must contain the following information from this period of American history.

1. What life was like in America before industry came along.
2. Where and why factories came into being in the United States.
3. Why you came to be working in a factory or owning a factory.
4. What conditions are like in the factories.
5. What problems you face during this period of change.
6. What advantages came from having factories.
7. How the political conditions changed during this time and how they affected you.

Use the accompanying rubric to guide the writing of your letters or interview. Use the rubric to score your writing before turning in the project.

## Scoring Rubric

Score your series of letters or interview by the description that best fits the different content items to be included in the letter. Write the point total of the description in the box at the right of the content area being scored. Add up the points for each area and enter in the total box at the bottom of the "Points" column. Divide the total points by the total amount of points possible for these letters or interviews, 105 points. The result is the final score.

<b>Content: SS.A.5.4.1</b>							
	·The letters or interview thoroughly and accurately addresses the required content by including...	·The letters or interview adequately and accurately addresses the required content by including...	·The letters or interview attempts to address the required content, but has some inaccuracies and only includes...	·The letters or interview barely addresses the required content, has many inaccuracies and only includes...	·The letters or interview does not address the required content, has many inaccuracies, and includes ...	·The letters or interview does not address the required content and does not include...	
	<b>Excellent</b> (A Work) 15 Points	<b>Above Average</b> (B Work) 13 Points	<b>Average</b> (C Work) 11 Points	<b>Below Average</b> (D Work) 10 Points	<b>Needs Improvement</b> (F Work) 8 Points	<b>No Information</b> 0 Points	Points
Content items to be included in the letter	·enough details concerning what <b>life was like prior to the Industrial Revolution</b> in the United States to give the reader a complete understanding of the situation.	·some details concerning what <b>life was like prior to the Industrial Revolution</b> in the United States to give the reader an understanding of the situation.	·a few details concerning what <b>life was like prior to the Industrial Revolution</b> in the United States to give the reader some understanding of the situation.	· a mention of what <b>life was like prior to the Industrial Revolution</b> in the United States providing the reader with little understanding of the situation.	· insufficient information on what <b>life was like prior to the Industrial Revolution</b> in the United States.	·any information on what <b>life was like prior to the Industrial Revolution</b> in the United States.	
	·complete information on <b>where and why factories were built</b> in the United States.	·adequate information on <b>where and why factories were built</b> in the United States.	·some information on <b>where and why factories were built</b> in the United States.	·little information on <b>where and why factories were built</b> in the United States.	·incomplete information on <b>where and why factories were built</b> in the United States.	·any information on <b>where and why factories were built</b> in the United States.	
	·complete details on how you <b>came to work in or own a factory.</b>	·adequate details on how you <b>came to work in or own a factory.</b>	·some details on how you <b>came to work in or own a factory.</b>	·few details on how you <b>came to work in or own a factory.</b>	·incomplete details on how you <b>came to work in or own a factory.</b>	·any details on how you <b>came to work in or own a factory.</b>	
	·complete details of what <b>conditions were like in the factories.</b>	·adequate details of what <b>conditions were like in the factories.</b>	·some details of what <b>conditions were like in the factories.</b>	·few details of what <b>conditions were like in the factories.</b>	·incomplete details of what <b>conditions were like in the factories.</b>	·any details of what <b>conditions were like in the factories.</b>	
	·complete details on <b>the types of problems people faced</b> as factories became prevalent.	·adequate details on <b>the types of problems people faced</b> as factories became prevalent.	·some details on <b>the types of problems people faced</b> as factories became prevalent.	·few details on <b>the types of problems people faced</b> as factories became prevalent.	·incomplete details on <b>the types of problems people faced</b> as factories became prevalent.	any details on <b>the types of problems people faced</b> as factories became prevalent.	
	·many ways that <b>factories' products improved life</b> during this period.	·some ways that that <b>factories' products improved life</b> during this period.	·a few ways that that <b>factories' products improved life</b> during this period.	·a mention of how that <b>factories' products improved life</b> during this period.	·little mention of how that <b>factories' products improved life</b> during this period.	·any mention of how that <b>factories' products improved life</b> during this period.	
	·a complete explanation of how the <b>political conditions</b> changed and affected life during this period.	·an adequate explanation of how <b>the political conditions</b> changed and affected life during this period.	·some explanation of how the <b>political conditions</b> changed and affected life during this period.	·a mention of how the <b>political conditions</b> changed and affected life during this period.	·little mention of how the <b>political conditions</b> changed and affected life during this period.	·any mention of how the <b>political conditions</b> changed and affected life during this period.	
<b>Total for all content items</b>							
<b>Divide the above total for all content items by the total possible points</b>							<b>÷1.05</b>
<b>Percent score for the letter</b>							