

# Standard 1—History of the United States and New York

Elementary

## Context

In this kindergarten activity, students were asked to complete an individual book. Various aspects of family life were depicted by filling in both a picture and a word or phrase. Each page was completed to assess understanding of a specific hands-on learning experience.

## Performance Indicators

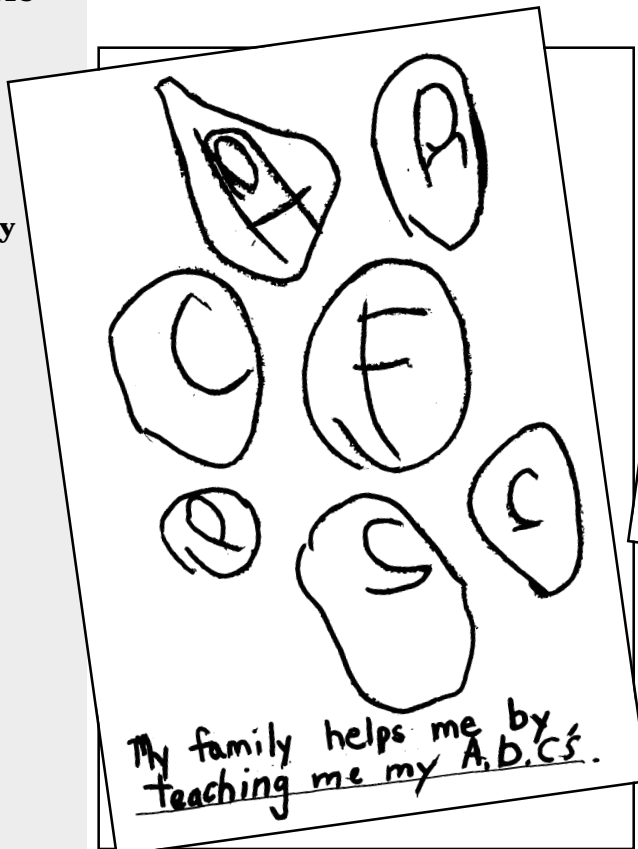
*Students can:*

*... know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it*

*... recognize how traditions and practices were passed from one generation to the next.*

Student  
Work  
Sample

My Family



## Commentary

The Sample:

- reveals through the art work an understanding that the drawing is connected to the statement
- demonstrates an understanding of the contributions of individuals to the family unit
- demonstrates an understanding of family values, culture, and traditions
- demonstrates an understanding of the interdependence of family members
- demonstrates a level of symbolic development that sufficiently illustrates the topic.



I help my family by feeding the dogs



My mom/dad taught me how to wash the dishes



A special rule in my family is to brush my teeth before bed

# Standard 1—History of the United States and New York

Elementary

## Context

This journal was written as part of a fourth-grade integrated English/social studies unit. Based on research, students were asked to write a daily journal from the point of view of an Iroquois child, demonstrate knowledge of social, political, economic, cultural, and religious activities.

Student  
Work  
Sample

## Performance Indicators

Students can:

...gather and organize information about the traditions transmitted by various groups living in their neighborhood and community

...view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

...study about how people live, work, and utilize natural resources.

Journal of  
an Iroquois  
Child

Oct. 13, 1600

Dear Journal,

Today when I woke up and it was raining. My dad said I should stay inside so I don't get a cold. So I stayed inside and worked on my blanket I was working on it because my mother was getting very sick and I needed to make it very quick so she could get better. My friend lived across from my family but she wasn't up yet. My brother loves to hunt and this morning when the sun was at the other side of the world my brother and father went hunting and my brother shot a buffalo he came back and put the meat in the hole.

Sincerely,  
Eurbur loves  
to dance

Oct. 3, 1600

Dear Journal,

Today when I woke up I

all the fires in the longhouse were lit. I got dressed and went to the kitchen and helped my mom cook corn bread. We used a mortar and pestal it was hard work. When I was cooking the bread my mouth started to water. I love the smell of corn bread cooking over a warm fire. When I was finished I took my tools and went outside to do the gardening. When I was finished I went and picked the corn. I sat on the lawn and braided the corn then. I went to the longhouse and made corn soup and we had corn bread and corn soup for dinner.

Sincerely,

## Commentary

The Sample:

- discusses agricultural practices that originated with the Iroquois
- demonstrates ability to look at life through the perspective of an Iroquois child
- demonstrates the ability to transfer research information into the language of a first-person journal but incorporates some errors of fact in the narrative
- develops an realistic daily picture of life through the inclusion of repetitive daily tasks and practices
- defines specific family roles through discussion of daily activities of individuals
- shows skillful use of language conventions, including variety in sentence structure and word choice; correct spelling and use of punctuation.

### 4 Accomplished

used a number of different research sources for information and included them in bibliography. information was specific, detailed, and correct. written from the point of view of an Iroquois child and makes a clear and realistic picture of the child. demonstrated a well-organized, realistic, day-to-day picture of the events in the life of an Iroquois child. chose an appropriate Iroquois name that reflects a strong personal trait. included significant, detailed examples of traditional Iroquois life, such as: roles, tools, artifacts, trade, agriculture, customs, hunting/fishing. includes a variety of correct sentences and descriptive vocabulary, with correct punctuation and spelling.

### 3 Independent

used one significant research source for information and included it in bibliography in correct form. factual information was correct. was written from the point of view of an Iroquois child. demonstrated organized, realistic, day-to-day picture of an Iroquois child. chose an appropriate Iroquois name that reflects one of my personality traits. included significant examples of the traditional Iroquois way of life. sentences are correct and make sense.

### 2 Instructional

used a reference source with assistance and included it in bibliography in correct form. most information was correct. journal was from the point of view of an Iroquois child. journal described realistic events in the life of an Iroquois child. chose an appropriate Iroquois name. included examples of some of the traditional Iroquois way of life. most sentences are correct and make sense.

### 1 Beginning

with teacher help, beginning to understand how to use reference sources. need to check the information to be sure it is correct. with teacher help, journal was written from the point of view of an Iroquois child. chose an Iroquois name. included one example of the traditional Iroquois way of life. with teacher help, beginning to use correct sentences, punctuation, capitalization, and spelling.

# Standard 2—World History

Intermediate

## Context

In this sixth grade project students are asked to research ancient Egyptian culture. Topics to research include pyramids, hieroglyphics, sarcophagi and mummies, as well as the daily lives of ancient Egyptians and geographical features that affected their lives. Based on the research students must produce a newscast demonstrating their knowledge of ancient Egypt.

Student  
Work  
Sample

## Performance Indicators

*Students can:*

*... know some important historic events and developments of past civilizations*

*... view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, and other documents*

*... investigate why people and places are located where they are located and what patterns can be perceived in these locations.*

Ancient  
Egypt  
Project

### MUMMY TELEVISION NEWS—M.T.V. SPECIAL REPORT

Whitney: Good afternoon, here we are on M.T.V. Mummy Television, always with the latest news.

Michael: Right now it is burning hot, 106 degrees. So dress lightly and don't keep those clay tablets out in the sun.

Whitney: Right now, we are going to witness King Khufu put the last stone on the Great Pyramid. Now to Chelsea with more info on pyramids.

Chelsea: And there it is, the last stone being put on the Great Pyramid! Up at the top, King Khufu just put the last stone on. I am so happy to be here watching this happen. If you can see clearly there is the ramp that the people used to pull up the huge stone blocks. I'm sorry that we can't go in, but I'll tell you what there is. There is a king's chamber, queen's chamber, grand gallery, many airshafts, and an underground room. Here he is—King Khufu.

Whitney: Thank you, Chelsea. And now to Peter with the latest on gods and goddesses.

Peter: Thank you, Whitney. Here is a list of gods and goddesses. Aman was the Air God and later became Aman Ri, the sun god. Aufocius was the snake god. Bass was the dwarf god. Gab was the Earth God. Anett was the sky goddess. Ancient Egyptians worshiped Gods at temples. They wore amulets, which they believed brought protection, good fortune, and showed respect. In temples the Egyptians brought food, water, jewels, and burned incense to worship gods. Look folks, there is Bast the cat god. That's all for now, back to you Whitney. . .

Whitney: Now to Michael on Tombs.

Michael: Sarcophagi were huge stone boxes containing coffins. Sometimes, they were even made of gold! Inside a tomb was food and water. In some tombs, jewel boxes could be found. There were usually huge stone guards to protect the tomb. Inside the tomb, were mazes so thieves couldn't steal the treasures but they figured

## Commentary

The Sample:

- introduces topics with an attention-getting device
- uses a variety of stimuli such as maps and props
- demonstrates a knowledge and understanding of the material being presented through the use of details and examples
- adapts the student's knowledge about ancient Egypt to the format of a newscast.

## COMMERCIAL MESSAGE

Peter: Ah, Nile Spring Water, it tastes great and you can have it anytime you want. After a hard day at the office or a hard day at school, Nile Spring Water—bottled and purified straight from THE SOURCE.

out how to. They even had dolls which were supposed to be servants. Now to Whitney with some news on the Nile.

Whitney: The Nile River was called a gift to Egypt because it gave Egypt a number of things. Some things were food, water for drinking, bathing, transportation, rich fertile soil, papyrus for making paper, and many others. The Nile also helped unite people by sharing cultures, like religion. People got together to build dams, dikes, and other things like that. It was used as transportation to trading areas in Egypt too. Rulers of Egypt controlled their people with help from the Nile. They were considered weather gods, and they supposedly flooded the Nile. So, by threatening his people and not flooding the Nile that year, he could make them do whatever he wanted. The Nile did also help the people be self-sufficient, because they took papyrus and made it into paper. They also got water for their crops—which they had to tend all the time, and made clothes from plants on the banks. As you can see, the Nile was a very useful resource for Egyptians. Back to you Michael . . .

Michael: Now wasn't that a great report on the Nile! Now to Peter with some news on clothing . . .

Peter: Thank you, Michael. In ancient Egypt, Egyptians wore loose clothing to keep them cool. Men wore kilts which varied in designs according to their job, age, and height. Women wore tunics—which were held in place by two leather straps. A tunic would be made out of white or plain color linen. Upper-class women had elaborate beaded dresses. Children's clothes were made out of linen. Egyptians wore reed or leather sandals. Pharaohs wore pleated linen and leather sandals and belts. Egyptians bought clothing at markets. Now to Chelsea . . .

Chelsea: Thank you, Peter. Now time for our children info. Lately, we have some new things for entertainment. We have a new hard stone doll, a mud-dried top (great for spinning), a one and only ball made out of papyrus, a NEW cat toy resembling BAST, and last but not least, a new board game—with six hard stone pieces. Now, to Michael with some news on the afterlife . . .

Michael: Egyptians prepared people for their afterlife by refrigerating the body and drying it out. The Egyptians believed that everyone had an invisible twin. The mummies were put in a crouching position. Amulets were wrapped also. When they wrapped a body, they used a layer of binding which was covered with a shroud. Canopic jars were used to store your internal organs. They took the brain out of the nose with a hook, which was then usually thrown away. The heart was taken out to see if you had a good life or not. Now, to Peter, with some news on temples . . .

Peter: Thank you, Michael. Here is some information on temples. The temple at Amba Simbel is dedicated to Queen Nethertis by husband Ramses the Great. The temple at Karnack is the largest religious temple in the world. The temple was built by many pharaohs, and completed by Ramses the Second. The temple represented a temple for gods. Temples were built so people had a place to worship gods. A temple had three sections: a hypostyle which is a many columned hall, and a sanctuary which is a god's private apartment. Some rituals at temples were performed by priests who would give offerings such as food and incense to a statue of a god. Priests would also be given certain jobs such as reading, singing hymns, and rusting the incense.

# Standard 2—World History

Intermediate

## Student Work Sample

Come to the Faire

### Context

Sixth grade students will participate in an interdisciplinary medieval faire as a character in medieval society. They will generate questions to guide the gathering and organization of research information that will help them understand and develop their character. They will write and perform as their character. They will develop a knowledge base regarding the political, economic, and social aspects of medieval society to accurately present their character.

### Performance Indicators

*Students can:*

*... know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations*

*... investigate the roles and contributions of individuals and groups to key social, political, cultural, and religious practices throughout world history*

*... view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents.*

### Adam Of The Road

My name is Adam of the road, my role in society being a minstrel. Minstrels were very popular in the 13th century but began to die out by the end of the 14th century. During the thirteenth century, minstrels, also known as troubadours, were considered one of the most popular and upper-class entertainers.

Born in 1327, my childhood was not very pleasant. This was because I belonged to a family of serfs. Having to take care of land all day and every day for a lord, all serfs get in return is a shack which is usually shabby and nourishment which is generally not very plentiful. If a serf runs away, hides, and is not found for a year and a day, the serf wins freedom. As soon as I heard about this I planned to run away at age 18. Upon doing this, I hid with my friend Merlin the Alchemist and came out free after a year and a day.

Once my freedom was won, I went to Benedict the Minstrel and became his apprentice. Receiving no pay, an apprentice lives with a master and learns whatever trade the master already knows. After years of training with Benedict, master minstrel, I was ready to become a journeyman. A journeyman is someone who has been an apprentice, but has not enough experience to be a

### Commentary

The Sample:

- introduces an accurate portrayal of a medieval character
- demonstrates his/her understanding of the political, social, and economic conditions of the fourteenth century
- discerns roles and contributions of individuals in medieval society
- illustrates an understanding of the vagaries of the occupational marketplace
- reflects an ability to utilize the written language in a skillful manner
- demonstrates the ability to use key words.

master. When I was a journeyman I played the lute for Benedict in some of his performances. After years of being a journeyman, I was ready to go, out into the world and be a master minstrel. Benedict wished me good luck, and I was off to start my new life.

Playing only for the rich, I usually perform in a household (castle) of a lord or king. Gathering at the fireplace in the grand hall, the family and court of the castle hear my glorious tales of knights, castles, dragons, beautiful women, and so on. Robin Hood is a good example of one of these legends. I also strum a harp and sing to the people, with my songs usually telling a story. As well as entertaining in the grand hall, I also perform after dinner, when the people are eating dessert and sipping wine. I not only tell stories and sing songs, but I also fill everyone in on the news in the world around them. Ladies often get a private performance from me when their husbands are off at war. This is to keep their mind off all the bad things that the king or lord could be experiencing.

Minstrels sometimes live in the castle where they entertain. Others travel from castle to castle and stay a few nights in each one, always being warmly welcomed. Minstrels are paid with food and a room in the large castle as long as they stay. As for me, I live in the castle of Lord Robert where I am treated well and have a good social life.

Looking similar to the everyday, middle-class folk, minstrels dress pretty plainly with not a lot of fancy clothes. They usually wear a common robe with baggy sleeves, tights and a tall red hat. This is pretty much what I wear except my hat is small and green, not tall and red. Sometimes you will see a minstrel wearing a monk-like robe. This is because the minstrel is a "runaway monk" or a "down at the heel" cleric. Benedict, my teacher, was a runaway monk.

A major concern that I have is that kings and queens might lose interest in music, poetry, and other arts. If that happens then I will have to become an apprentice all over again and I don't want to have to live with someone I've never even met before and live with them for several years. Besides, I have no other interest or talent in anything else besides music so I probably wouldn't have as good a life as I do now.

In the future, I plan to leave the castle of Lord Robert and become a traveling minstrel while I am still young. Being more dependent on myself and not as dependent on a lord or king would be a good experience. After I am a traveling minstrel for several years, I plan to settle back down in one castle for the rest of my life.



# Standard 2—World History

Commencement

Student  
Work  
Sample

Meeting of the  
Minds

## Context

This global studies performance task engages students in role-playing influential figures from world history in a television format (meeting of the minds). Students will be involved in researching, presenting, and defending different individuals' historical impacts in written/oral and visual presentations. The student work sample presented below reflects a single dimension of a complex, multifaceted, dynamic assignment.

## Performance Indicators

*Students can:*

*...analyze changing and competing interpretations of issues, events, and of developments throughout world history*

*...analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities*

*...understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time.*

### JOAN OF ARC

Today many still question and wonder about Joan of Arc, the national heroine of France, and what she truly stands for. People still debate her beliefs and practices which continue to be studied today. A woman in armor, Joan of Arc changed women's roles in history, and revolutionized men's attitudes towards war.

In 1425, at thirteen, Joan began hearing voices of saints, and seeing visions. These voices were of St. Michael, St. Catherine, and St. Margarot. (Ardagh, p. 46) . . . Joan claimed the saints had told her that it was her duty to save France, so Joan was granted an escort to explain these visions to Charles VII. (Peters, p. 3) Upon hearing Joan's ideas, Charles granted her men to try and capture Orleans back for the French. During this time the Hundred Year War was going on and the French were desperate for any kind of success. (Peters, p. 3)

In April 1429, Joan and her army recaptured Orleans, which later proved to be a turning point of the war in favor of the French. (Beers, p.214) After this victory, Charles VII was then crowned king, and gave permission for Joan to lead soldiers to Compiegne. Sadly, Joan was captured and turned over to the English. (Peters, p. 3) Upon her capture Joan was tried as a witch, a technical offense for dressing in men's clothes. Even after her attempts of escape, Joan was finally burned at the stake on May 30, 1431. (Peters, p. 4) Twenty-five years later Joan's trial was reinvestigated, and it was found that she was not guilty of witchcraft. (Peters, p. 4)

With all of her many contributions, Joan influenced history and the men of her times. Charles VII owes much of his success to Joan because if she had not captured Orleans, then he would never have been crowned king. (Ingpen, p. 1) Also, his army had a new feeling of nationalism, which helped them continue fighting and win back control of Paris. (Williams, p. 144) Many see Joan's impact as a symbol, which gave men

## Commentary

### The Paper:

- engaged the reader throughout
- clearly persuaded the reader of the individual's impact
- thesis statement was fully developed; reflected analysis but overstates the impact of the individual's role in history
- included a variety of well-integrated sources throughout paper
- included well-selected facts and details throughout paper
- organization and mechanics
  - was logically organized
  - was grammatically correct
  - was properly cited

### The Oral Presentation/Seminar:

- was memorable, engaging, and thought-provoking
- used appropriate and accurate information
- interacted with others, listened, asked questions, and built on others' ideas
- stayed in character throughout

### The Poster/Visual Presentation:

- catches the viewer's attention
- was interesting and persuasive to viewer
- conveyed significant, accurate information
- was neatly arranged and lettered
- was spatially- and well-planned.

heart and strength to continue fighting and defeat the English. (Williams, p. 144). . . . Joan's era brought about the rise of a money-based military, and the disappearance of anarchic feudal fighting. (Gies, p. 230) Joan not only revolutionized men's attitudes towards war, yet helped women realize their full potentials.

Joan of Arc's effect on the world is very controversial. . . . The French believe that she was sent by God to save Charles VII, and France, however the English still will not talk about her influence on them because they believe she was a sorceress. (Gies, p. 240) Still others think of hysteria, and her visions were brought on by insanity. (Williams, p. 143) I believe though, that Joan of Arc was very human and her purpose was solely to help the French win the war. Joan of Arc continued to impress many artists and playwrights, who contributed many works about her.

Early after Joan's death a statue of her was sculpted by Francois Rude who portrayed her as a woman with religious and patriotic significance. (Williams, p. 147) She was the subject of many different plays including George Shaw's, "Saint Joan," where she was established as a modern girl who was very gifted. (Williams, p. 147) William Shakespeare was also inspired by Joan of Arc, and he wrote a more fictional view of her life. (Williams, p. 143) . . .

The Archbishop Regnault summed up Joan by saying, "She would not take advice, but would follow her own will." (Williams, p. 144) In saying this, he makes it clear that Joan of Arc was truly her own woman who did not let anyone else influence her, yet it was her who affected others. Joan of Arc can be credited with changing the roles of women and establishing upon men the true meaning of patriotism. Though many wonder who Joan of Arc really is, Pierre Champion summed up Joan by declaring, "She is entirely human-and never was humanity greater. (Williams, p. 144) Joan of Arc's life proved to many that anything is possible, and she did this by fulfilling the duties she was assigned.

# Standard 2—World History

Commencement

## Context

The global studies activity asks that students select one social studies concept or world issue such as human rights and develop it into a research report. The report includes the implications and consequences of the topic under investigation. Students use a variety of resources including literature, factual accounts, and visuals to develop a final product such as the mural below. This mural depicts the background causes for the revolutionary movement in Mexico. The student work sample presented below reflects a single dimension of a complex, dynamic, multifaceted assignment.

## Performance Indicators

*Students can:*

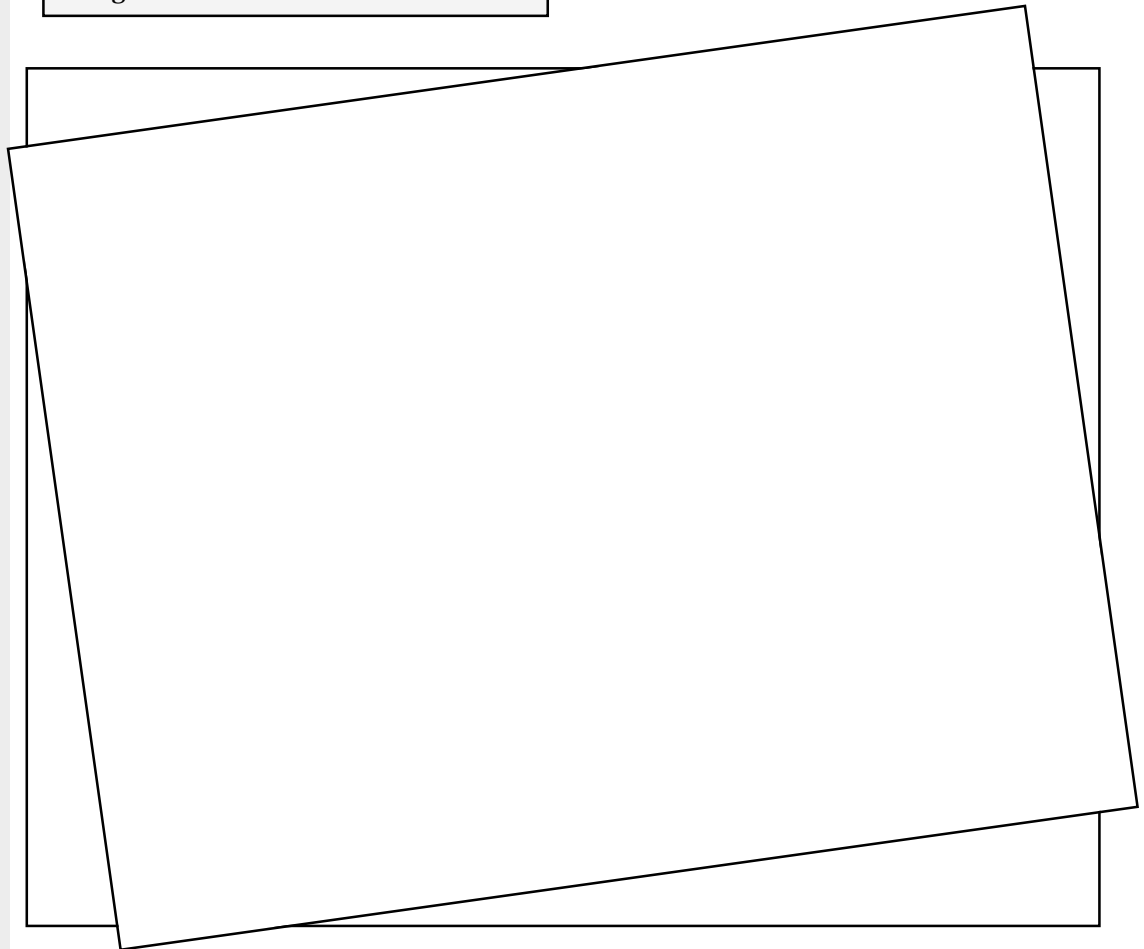
*... analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective*

*... understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras*

*... plan and organize historical research projects related to regional and global interdependence.*

## Student Work Sample

Culminating Project in Global Studies 9-10



## **Commentary**

The Mural:

- shows the masked figures of a youthful leader and his hidden followers, reflecting the need for secrecy among those who seek a change
- shows the village scene based upon the book *The Forty-Third War*, illustrating the negative impact of revolution upon poor families whose sons are taken against their will to fight
- uses the image of hot spot to locate Chiapas on the Mexico map, and the radiating circles to demonstrate the broader effects of the revolution.

# Standard 2—World History

Commencement

## Student Work Sample

**The Diet of Avignon—Who Should Rule: Pope or King?**

### Context

In this task, each student researches a personality from the European Middle Ages and prepares to “be” that person during a simulated council (i.e., meeting of the minds). Each student is expected to prepare responses to specific questions and concerns regarding the struggle between the Church and numerous monarchies during the late Middle Ages. This activity helps students to (1) analyze, critique, and hypothesize the roles of the Church and the state, (2) formulate and defend historical interpretations, (3) analyze and make use of primary and secondary historical sources, (4) research important historical personalities and events, and (5) express historical information and interpretations in a non-traditional, creative format.

### Performance Indicators

*Students can:*

*... analyze changing and competing interpretations of issues, events, and developments throughout world history*

*... analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities*

*... identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation*

*... identify and analyze advantages and disadvantages of various governmental systems.*

### Commentary

The Sample:

- demonstrates the development and connectedness of Western civilization by using characters from a specific period of time discussing the same issue
- analyzes the concept of power by examining church-state conflict in Medieval Europe
- shows relationships and interaction of cultures through diverse character selection
- provides opportunity for students to discern the roles and contributions of individuals to social, political, economic, cultural, and religious activities through individual character research needed prior to the simulation
- promotes recognition of changing and conflicting interpretation of historical developments through its debate activity.

#### Diet of Avignon Simulation

Juanita Bolivar: I personally believe that neither the Church nor state should have more power than the other.

Pope Urban II: How can we rule equally? In the past this has caused chaos.

Orlanda Al-Athir: But when the state and Church work against one another, this also causes chaos.

Archbishop of Canterbury: But isn't this the cycle of history?

Pope Urban II: I am Pope Urban II and I called the First Crusade because no monarch was “man” enough to do it. I had to pull it off because I thought people would listen to me. And obviously they did listen because many people gave their lives for the retaking of the Holy Land. But it is important to remember that throughout history the Church has historically provided the basis for the people. Shouldn't the government be doing this? YES! So we (the Church) should be the government.

Archbishop of Canterbury: Yeah, we don't see the state doing much of that.

Liza Cordova: Well, I am Liza Cordova of Spain and I was forced to convert to Catholicism. What kind of basis is it that I have to convert. Why should you force

people to believe in something they do not just so they can follow one thing? Doesn't the Church have a long history of these kinds of abuses?

Joan of Arc: Yes, but if you truly believed in, if you truly had faith in what you believed in—then you wouldn't have converted.

Liza Cordova: Yeah, but see I HAD to convert or would have been expelled, tortured, or murdered. I had a family to think of. . .

Pope Leo III: If you really believed in your faith and not changed your beliefs, you would have died.

Archbishop of Canterbury: It's a matter of faith.

Juanita Bolivar: But they were forced to leave or convert and if they (the Church) caught us practicing our own religion they would accuse us of heresy and then they would seize our properties.

Pope Innocent: So you are saying what? So you are criticizing the Church too?

Orlanda Al-Athir: The Church shouldn't have total control over what people's beliefs are.

Pope Urban II: So if you didn't believe in the government, maybe you would be forced to convert anyway. Maybe you didn't believe in the form of government at the time. If you didn't want that form of government you would be forced to convert. You would do it. That's the same issue. If you don't convert to our way of life then face the consequences. I have to say right now that I doubt your faith because you switched so easily.

Archbishop Beckett and Joan of Arc died for their faith. Maybe if you had strong enough faith you would have died for yours.

Joan of Arc: I am Joan of Arc and I was a knight who fought in the Hundred Year War. I helped liberate France. I firmly believe in my faith and think that God is the judge of all. Whoever can fulfill his wishes, morals the best—then they should rule. The Church can do that better than the government. The Church has devoted their life, so I think that the church should rule over the state.

Eleanor of Aquitaine: Well, what about divine right?

Archbishop of Canterbury: What about it?

Pope Urban II: It has definitely provided though—the first pope was provided for us by God, St. Peter, I believe I was chosen to be Pope by God and therefore, in every aspect we (the popes) are more likely to be chosen by divine right than a king, prince, King John, or whatever.

Pope Leo III: A king goes to war to get their land, but a pope gets it through God. A king can't give himself divine right.

Liza Cordova: Yeah, but popes also kill for their land.

Joan of Arc: Did Jesus elect the first pope though?

Pope Urban II: God comes to us and tells us what to do. It's called papal interacy where God actually comes down and tells us what to do so that we speak for him. God told us to take back the Holy Land and that's what we did.

# Standard 3—Geography

Elementary

## Context

This fifth-grade brochure is a culminating performance assessment to the study of a region in the United States. The grade five curriculum includes a study of the United States with an emphasis on geography and economics. After an introductory lesson to a United States region, students in groups were asked to select and research a state in the region they are studying. As the unit lessons continued, each group had to complete the research and develop a brochure.

Each group has to make an oral presentation. They had to convince their classmates (who are acting as potential investors) to open a business in their state. They had to suggest a profitable business and location. They had to give reasons to attract business to their state by discussing the major attributes and advantages of living and working in that state.

## Performance Indicators

*Students can:*

*... identify and compare the physical, human, and cultural characteristics of different regions and people*

*... gather and organize geographic information from a variety of sources and displayed in a number of ways*

*... study about how the availability and distribution of resources is important to a nation's economic growth.*

Student  
Work  
Sample

State  
Brochures

## Commentary

The Sample:

- demonstrates a use of a variety of research materials to find specific information
- exhibits the ability to make inferences and support conclusions from the data
- shows an understanding of how geography and climate affect ways people earn a living
- incorporates personal reactions logically in the document
- evidences students' ability to work together and complete an assigned task.

### WHY LIVE IN THE STATE OF TEXAS.

#### Climate (temperature/rainfall)

Seasons vary with winter coming late and spring blending into summer. Temperatures vary ranging from 120F to -23F. Rainfall averages from 44 days to 110 days.

#### Topography (land)

Gulf Coastal Plains, Central Plains, Great High Plains, and Trans-Pecos Mountains. Soils vary from one region to another.

#### Most Important Cities

Dallas, San Antonio—fast-growing shipping center, Houston, Austin - state capital.

#### Land Use

Farming, beef, cattle, cotton is a valuable farm product. Other items include grain as well as some vegetables.

#### Jobs for Mom and/or Dad

Manufacturing, including petroleum and coal products, machinery, chemical and food products.

#### Products

Wristwatches, radios, cosmetics and drugs, leather goods, and mobile homes.

#### Types of Communities (cities, farms, etc.)

Range from suburbs to cities and farms.

#### Natural Resources

Minerals, petroleum, natural gas, natural graphite, magnesium, coal.

### **Leisure Activities**

Hunting, fishing, rank with the best in the nation.

### **Places to Visit**

State parts, museums, the Marion Koogler McNay Art Institute, Witte Museum in San Antonio, Lyndon B. Johnson Space Center in Houston.

### **Sports in My State**

Texas has two major league baseball teams, professional football and basketball teams, as well as college sports events.

### **Why we want you to start your business in our state**

We want you to start a business in Texas because we have a very large population. Due to the number of people your business will make a lot of money. The land in Texas is beautiful. We have everything from coastal plains to mountains. The climate varies from cold in the northern part of the state to warm in the southern regions. We have major cities and metropolitan areas in Texas. You might choose Dallas-Fort Worth or the Houston-Galveston area. The San Antonio area is a major shipping center for oil and other products. There are many manufacturing jobs for mom and dad. Texans produce watches, leather goods, mobile homes and, of course, we manufacture petroleum products, computers, technical instruments, and various food products. There are many places to visit, state parks, museums, Johnson Space Center. You can take the kids to a major league baseball game or a professional football or basketball game. Our great state of Texas will make you rich. Just try us out. You'll have the time of your life!

### **The Great State of Texas.**

**The state motto is:**  
Friendship.

**The state bird is:**  
The mockingbird.

**The state flower is:**  
The bluebonnet.

**The state nickname is:**  
the Lone Star State.

**The state capital is:**

Austin.

**The state looks  
like this:**





# Standard 3—Geography

Elementary

## Context

Upon completion of a unit on farm environment, second grade students developed a pictorial map of a farm of their own design. They prepared a map to display geographic information that answers the questions “where is it located?” “why is it there?” and “what is it used for?”

## Performance Indicators

Students can:

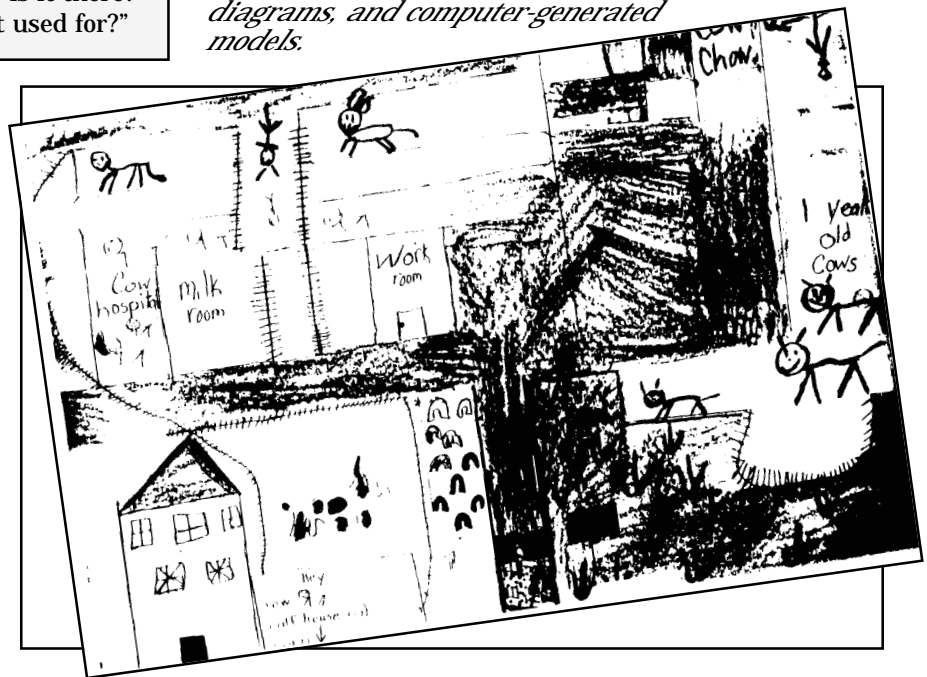
...draw maps and diagrams that serve as representations of places, physical features, and objects

...describe the relationships between people and environments and the connections between people and places

...present geographic information in a variety of formats including maps, tables, graphs, charts, diagrams, and computer-generated models.

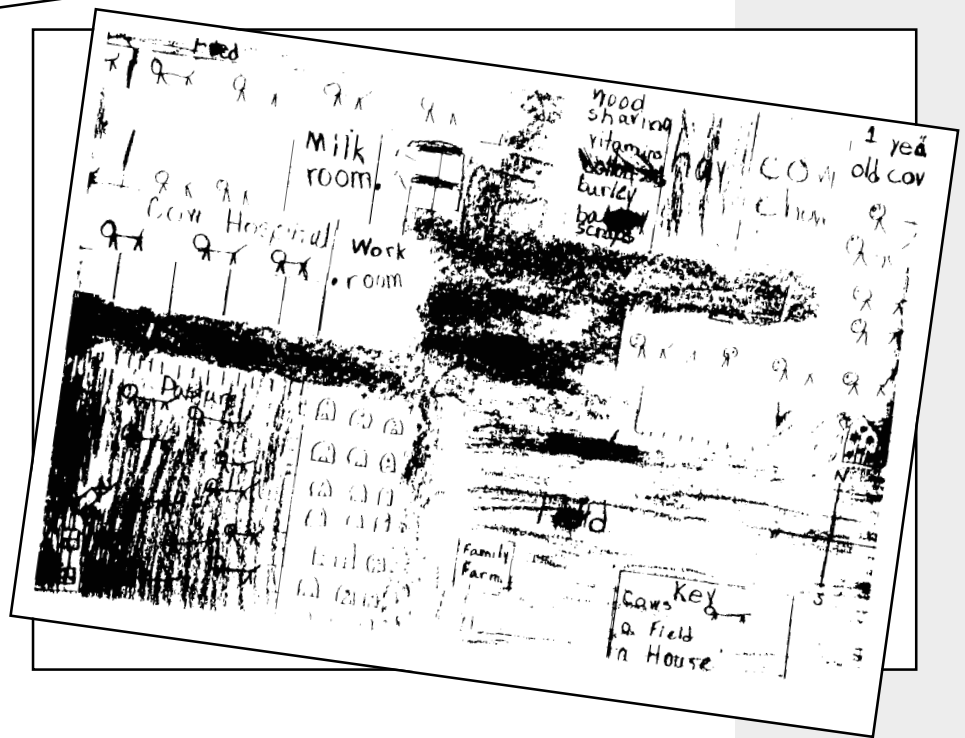
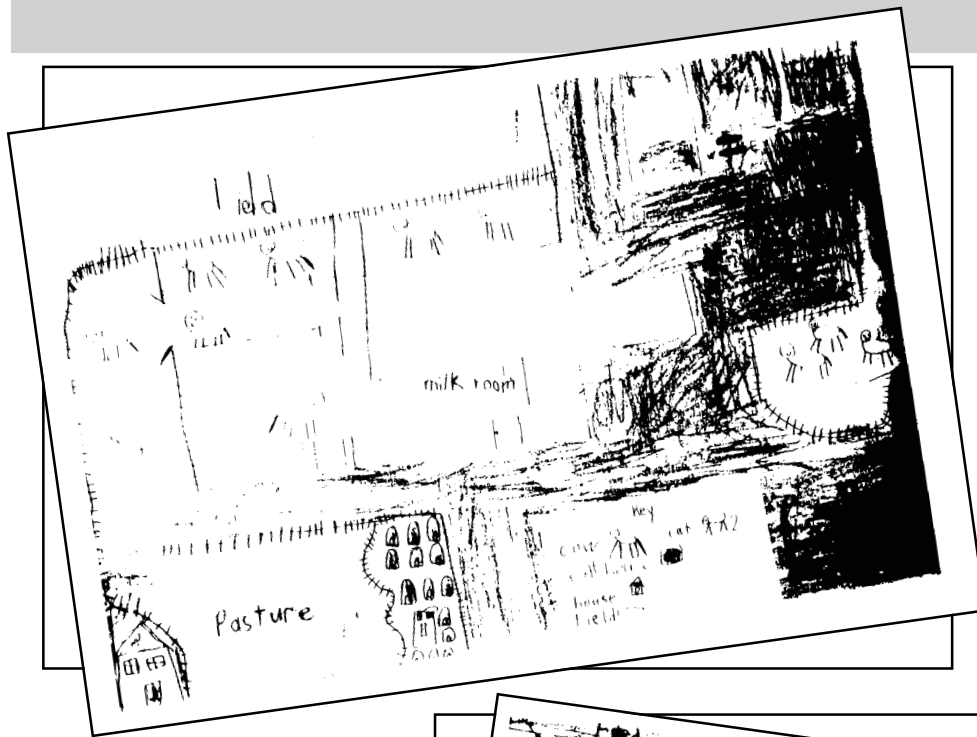
## Student Work Sample

### Down on the Farm



## RUBRIC

My map has:	check here	3 My map has:	2 My map has:	1 My map has:
Important buildings (like a farm house, barn, silo, chicken coop)		all of the buildings and more details	all the important farm buildings	some buildings
Land forms (like ponds, hills, fields, lakes)		many different land forms	the important land forms	some farm land forms
I have labeled all the places and things on my map		clear neat labels for everything	labels for all the places and things	some labels
Key		a complete and neat key	a complete key	a key
Farm animals		many, varied, and recognizable animals	important farm animals	some animals
Crops		many different and recognizable crops	important crops	some crops
Directions		all 4 directions neatly and correctly labeled	all 4 directions	included the directions with help
My map is neat, easy to read, and colorful		My map is very carefully, colorfully, and neatly done	My map is complete	My map is mostly complete
I can explain my map to my teacher		I can explain each item and tell why they are on my map	I can explain most items and tell why they are on my map	I can explain some items and tell why they are on my map



### Commentary

The map depicts:

- animals and crops on a farm
- structures on a farm
- various land uses such as orchards or vineyards, corn and wheat fields, and pastures
- water sources such as streams, rivers, and ponds on a farm
- includes labels, four cardinal directions, and a key.

# Standard 3—Geography

Commencement

## Context

As an introduction to a unit on an area or region of the world, students will make a presentation on the impact of an artifact on a culture. Based on student research, the presentation will include:

- a student-made replica of the artifact
- the origins, construction, uses, and significance of the artifact. In this particular activity, it is an introduction to Africa.

## Student Work Sample

Indiana Jones Goes to . . . Africa

## Performance Indicators

*Students can:*

*. . . understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world*

*. . . explain how technological change affects people, places, and regions*

*. . . interpret and analyze documents and artifacts related to significant developments and events in world history.*

## Commentary

The Sample:

- the student-made artifact is a realistic three-dimensional model
- the report was based on information effectively gathered from a variety of sources including CD-Rom
- the report clearly described the various components of a working shadoof
- the report clearly shows how peoples living along the Nile River developed a technology to use the river water for irrigation of agriculture.

## Artifact Project: The Shadoof

The ancient Egyptians were one of the most advanced and longest lasting civilizations of all time. One of the greatest accomplishments of these early people was the development of irrigation, in 6000 BC. Irrigation is the watering of dry land by means of streams, canals, and dikes. Irrigation helped farmers to create more arable land. The ability to grow more crops helped to build a stronger farm economy.

The ancient Egyptians had a simple and unique way of providing irrigation in the Nile region. The Nile River is one of the greatest rivers in the world. It has been marveled over for centuries because of all of the resources it can provide. In order to move water from the Nile across to dry land these people invented the shadoof. The Shadoof is a simple crane used to fill the canals with buckets of water from the river. Bucket by bucket people channeled water from the river to the canals. Without the shadoof the strain on the people to carry the water would have been tremendous, and the time that it took would have been a serious problem. One of the results of the shadoof was the increased production of food. Another was the beginning of speeding up the process of producing food.

The Egyptians used several different methods to make their shadoofs; however, most used the same components such as: wood, ceramic pots, twine, and rocks. There were also various styles of shadoofs ranging in size and purpose. There were shadoofs small enough for one person to use and then there were extremely large ones that required many people. These shadoofs were made primarily by the men, although the women usually made the pots from clay (they also designed the outside of the pots with hieroglyphics). The one I chose to reproduce is a large one but I have made it as a small exhibit.

### Hypothesis:

What if this innovation of the shadoof had never taken place? If this were to have happened the result could have been deadly. I say deadly because the main purpose of the shadoof was to irrigate land for crops and to use the great resources of the Nile, therefore; if this were not possible a scarcity of water might result in a drought. If all of these things happened it would be possible that people would starve to death for a lack of food and water. This may be an extreme example, however, considering all of the great benefits of this invention. It seems to me that it was a possibility.

The making of a shadoof: This is how I reproduced my shadoof based on pictures I discovered.

### Materials:

- 2 7x1 1/2" pieces of wood
- 1 8x1/2" piece of wood
- 1 12x1/2" piece of wood
- 1 Rock (Proportional to weight of pot)
- 1 Pot (Proportional to weight of rock)
- String
- Screws or nails (for support)

### Directions:

In making a shadoof you must first have all of your materials. Take the (2) congruent, 7x1 1/2" pieces of wood and cut a v-shaped slot on each of their upward points. Firmly nail or screw them into the base wood. This will keep the shadoof in place. Next, apply the 8x1/2" piece of wood in the (2) slots of the 7x1 1/2" pieces. Cut the string into proportional sizes and fasten the 8x1/2" pieces to the v-shaped pieces. Following this step, you must take the 12x1/2" piece and attach it to the horizontal, 8x1/2". (Do this by using another portion of string.) This should allow the wood to move back and forth. Now attach the pot to one end of the 12x1/2", which will be used for an anchor or weight. Finally, make sure all of your parts of your shadoof are secure and working correctly.

# Standard 4—Economics

Intermediate

Student  
Work  
Sample

Making Choices

## Context

This colonial project involves both math, English, and social studies (economics). Students are given a variety of coins from the period and are asked to convert them into the coinage in common usage at that time. With limited budgets, they are asked to purchase necessities for daily living in Colonial America. Students are then required to keep a record of their purchases and write a letter home justifying their expenditures.

## Performance Indicators

*Students can:*

*... define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems*

*... explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources*

*... present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.*

## Commentary

The Sample:

- demonstrates an understanding of the economic concerns of opportunity costs
- illustrates the ability to utilize monetary exchange rates
- indicates knowledge of life in the colonial period in the United States
- demonstrates an understanding of basic mathematical functions
- is written in an engaging and interesting manner
- displays the ability to use language in a grammatically correct fashion
- includes the sophisticated use of sentence structure and persuasive writing.

I had £5 to use on my "shopping trip." After I had used 12 shillings and 6 pence of my money on necessities for traveling (meals, stableage, and lodging), I had 87 shillings and 6 pence remaining. This leftover money went towards a gift for my family, sundries, and tools.

The gift I bought was chocolate, and it cost me 2 shillings and 6 pence. Though it is not intended for me, I think I will manage to eat my share! The sundries I am bringing home include, first, 2 bushels of salt (2 shillings and 6 pence). This purchase will be used to preserve and/or flavor foods. My second sundry purchase is one pound of sugar at 1 shilling and 1 pence. Sugar will sweeten the bitter tea we customarily drink daily. The pound of pepper I purchased will come in handy, like the salt, when preserving and/or flavoring foods. I also purchased an ounce of tea for 8 pence, because I can always use extra tea!

I am not returning home with only sundries, but also 3 new tools. The first, a compass (3 shillings

and 9 pence) will guide my family and me as we travel. It will help us to keep safely on our course. The hammer I chose as my second tool will assist my husband in building the new table and chairs for the kitchen he keeps talking about. (I have yet to serve dinner on a new table!) A new tool, I'm sure, will encourage him to start the project. The third and last tool I'm returning home with is a pen knife (1 shilling and 3 pence). We will do all of our cutting jobs with greater ease using this sharp, strong tool. We must make many things for ourselves, and these handcrafted goods will have more precise cuts with this brilliant, gleaming pen knife than with our old knife, dull and tarnished.

This trip was fun for me. I didn't spend too much, but I did purchase some items we needed. And even after buying a gift and good meals, I have £3 and 5 shillings leftover to bring home!

# Standard 4—Economics

## Commencement

### Student Work Sample

#### Maslow's Hierarchy of Needs Applied to the Medieval World—Analytical Essay

### Context

In this commencement level task students first learn about Maslow's hierarchy of needs (physiological, safety, social, esteem, and self-actualizing) and apply the hierarchy to contemporary society. Using their textbook, selected primary source documents, videotapes, illustrations, paintings and literature, students analyze medieval European feudal society (economic, political and religious) from the perspective of Maslow's hierarchy. The end product of this activity is an analytical essay that requires students to examine and evaluate the extent to which the basic needs of all social classes were met.

### Performance Indicators

*Students can:*

*... understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits*

*... analyze the effectiveness of varying ways societies, nations, regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources*

*... present economic information and conclusions in different formats including graphic representations, computer models, research reports, and oral presentations*

*... analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities.*

By looking at Maslow's hierarchy, it can be proven that during medieval times, the nobility had all of their needs fully met. However, peasants and serfs had difficulty meeting all five needs sufficiently.

Lords in the medieval period had each basic need met. This class included nobles, churchmen, kings, knights, and other royalty. They ate the best food and wore velvet and furs to keep the cold away from their bodies. They felt safe living in their castles which were magnificently built and used to protect the lord or king who lived there. Although they weren't very comfortable, they were the bases of army protection.

The Roman Catholic Church served as a place of comfort for people and provided a support system. Each person among the nobility had the opportunity to gain higher status positions. Young children became pages to learn how to become a knight. Churchmen could become a priest, then a bishop, an archbishop, next a cardinal, and finally the pope. The king was the highest social and political position a person could be born into. The lords became more powerful by gaining more land through war or marriage. The nobility had the opportunity to achieve personal goals. Some went on to higher education within the Roman Catholic Church.

However, the peasants and serfs were treated very differently. Feudalism caused a great portion of the population to not have each need met. Their basic need of food and shelter was difficult to meet. Peasants got lower quality food, and lived in houses with dirt floors and no windows or chimneys. Their clothes were ragged, torn, and dirty, and were not very warm. They rarely wore shoes. They were dirty, smelly, and not very well mannered. If they were

born to a peasant with a nice job, they had a house better than other serfs. They lived on manors and were self-sufficient in growing their own food.

Peasants and serfs gave an oath of loyalty to the noble who owned the land that they lived on. They also farmed on the land. In return, the nobles gave them protection. This is called the manor system. It was how peasants and serfs fulfilled their need of safety. However, depending on where they lived, which was either inside the town or village wall or outside, the amount of protection varied. If they lived inside, there would be sentries that surrounded them. But if they were outside, there was no army. If someone invaded, people would run to the wall and try to get inside before it closed. This way they could get some protection. Their social need was pretty well met. During dinners, the peasants would talk, laugh, socialize, and watch entertainments. This was one of the few times available to socialize and interact with each other.

The Church served as a place of comfort, guidance, and a place to meet new people. Also, village meetings and activities or weddings were huge social events. A peasant interested in gaining social position would have a very difficult time in doing so. They had no money and were born into a position in the society where they were considered unimportant.

In the feudal system, your class was based on what family you were born into. You did the job your father did, and there was no way of changing it. Unfortunately, there was never an opportunity to achieve any sort of personal or social goal, since they couldn't read or write or hold any high position. Due to feudalism, a peasant was in the same class and position his whole life.

Because of feudalism, the nobility benefitted, while peasants and serfs struggled for existence and received the bad side of the system. Some people revolted and fought to change conditions, but they only found death, violence, injustice, and disappointment. This sort of living was great for people at the top of the class system, but was a terrible fate for many common people.

## Commentary

The Sample:

- addresses the task by demonstrating an understanding of the hierarchy of needs in the medieval world
- explores the interdependence of individuals and groups within the medieval world
- assesses relationships among social, political, religious, and economic institutions
- demonstrates the student's ability to discuss the divisions within medieval society
- only vaguely demonstrates understanding of commonalities between the lives of the lord and vassal
- demonstrates inconsistencies in understanding of economic benefits
- shows an understanding of feudal society with its multiple systems of political and economic obligations between lord and vassal
- shows instances of overgeneralization which weakens the accuracy of the analysis.



# Standard 5—Civics, Citizenship, and Government

Elementary

## Student Work Sample

Martin Luther King: "I Have a Dream"

### Context

This kindergarten big book was prepared after a variety of learning experiences focusing on Martin Luther King. Through the use of filmstrips/videos, picture books, tapes, and creative dramatics, students internalized his importance to American history. The children were asked to demonstrate in a picture and a sentence (dictated oral response) their own dream of how they would make the world better using the ideals of Martin Luther King.

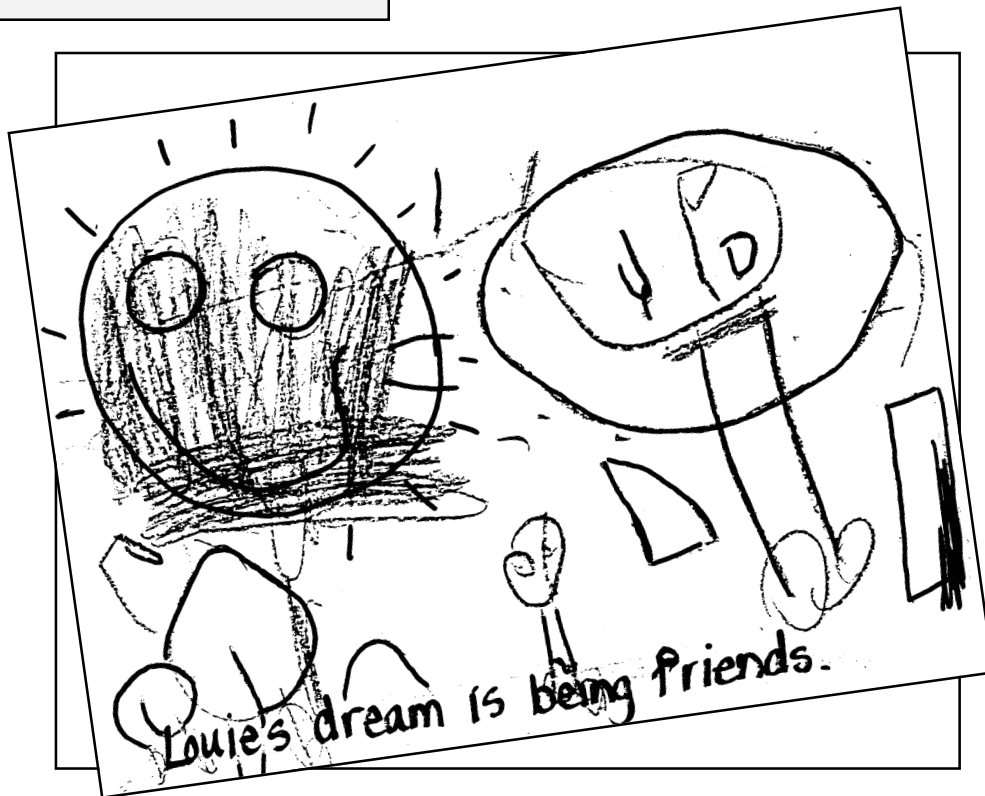
### Performance Indicators

*Students can:*

*... know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it*

*... gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities*

*... understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.*



### Commentary

The Sample:

- states a dictated idea which demonstrates an understanding of the values expressed in Martin Luther King's "I Have a Dream" speech
- states a dictated idea which also applies an ideal of Martin Luther King's message to the student's daily life
- a picture created by the student which illustrates the dictated sentence. Picture can be observed to relate to the topic and at least be at a beginning level of symbolic development
- demonstrates the ability to transfer a Martin Luther King ideal into student's own life experience.



Shacole's dream is to be sharing toys with everybody.



Andrea's dream is to share her love with her family and friends.

# Standard 5—Civics, Citizenship, and Government

Elementary

## Student Work Sample

Test the Presidential Candidates

### Context

This fourth-grade project was an interdisciplinary communication arts/social studies activity. Students were introduced to the presidential election process through activities and lessons. They then participated in a class primary and general election. Students volunteered to run for president. Each selected a political party. The volunteers were asked to select a campaign manager, research issues, and write speeches. They then campaigned for their party's nomination.

Each student in the class represented 2 states' electoral votes. The primary winners campaigned to "win" the states, electoral votes by knowing and addressing local concerns in that state. The candidate that addressed the issues most accurately won the states, electoral votes. The candidate that correctly addressed the most issues and received the most electoral votes won the election.

### Performance Indicators

*Students can:*

- ... investigate the basic purposes of government*
- ... participate in activities that focus on a classroom, school, or community issue or problem*
- ... understand how the structures of local, state, and federal governments are organized.*

One day in February, Mr. Silver, our teacher, asked people if they wanted to run for president. I said I did not want to run.

The people who were running for president had to tell Mr. Silver what party they wanted to be in. Dionne Griffiths was a Democratic candidate. Each candidate needed a campaign manager and I said I would be hers.

We had to write a campaign speech and participate in a "test the candidates" contest. We had to answer questions for points. We got the answer by looking in the encyclopedia and any other sources in the classroom. I really enjoyed it.

After the speeches we had a primary election. Dionne and I did not win. I was really disappointed. Carine Hernandez won instead. I think she won because she promised pizza month.

When it was time for the real election, each person in the class picked two states out of a box. Next to each state was the number of electoral votes for that state.

### Commentary

The Sample:

- shows an understanding of the activity by describing the process the students experienced
- demonstrates a rudimentary understanding of the election process
- evidences the ability to communicate the ideas coherently
- exhibits the ability to draw conclusions
- expresses opinions about the activity and results.

We played a game of issues and answers. There were three issues for each state. Only one was important to the people of that state. The candidate that picked the correct issue for that state got that state's electoral votes.

Jonathan got 264 electoral votes, Carine got 146, and Qiunisha got 128.

I thought it was fun doing this election even though Dionne and I did not win. I was hoping to win but I am glad Jonathan did.

From this election I learned how a real president gets elected.

I was part of the Democratic party. This is how it went. First we announced that we were running for president. Next we convinced people from our party, with speeches, to vote for us.

My campaign manager was Josie. She helped me be in this election. We went together and we went very far. We wrote speeches. Some people wrote one speech and some two.

I felt disappointed when Jonathan won the election. I also felt great because I went to the end and never gave up. I got 146 electoral votes.

# Standard 5—Civics, Citizenship, and Government

Commencement

## Context

Students collect, research, critique, and organize specific current event articles. A single article is then used to help students evaluate current public policies, formulate new policy proposals, and present these proposals in a class presentation for peer critique and in a media watch journal for evaluation by the teacher. This activity is designed to help students to: (1) understand and evaluate the American political process, (2) formulate and assess alternative public policy proposals, (3) consider the economic causes, relationships, and implications of public policy, and (4) perform a self-assessment of the private and public importance of current events and civic awareness.

## Student Work Sample

### Media Watch

## Performance Indicators

*Students can:*

*...take, defend, and evaluate positions about dispositions that facilitate thoughtful and effective participation in public affairs*

*...participate in school/classroom/community activities that focus on an issue or problem*

*...understand how citizenship includes the exercising of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one's actions*

*...analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies.*

## Commentary

The Sample:

- identifies a key issue in Bosnian-United States relations
- analyzes a range of interests and positions held by the various parties
- selects and evaluates courses of action and assessed the probability of the success of a policy via the prince chart
- assesses the cost and benefits of the proposed policy
- allows student to suggest alternative solutions and evaluate the consequences of the solution by proposing strategies in bolstering the policy proposals
- allows student to demonstrate a broad base of learning by expanding on a small article to develop positions and policy outcome probabilities.

### Media Watch Reporting Form

1. Citation of article: "**A Dangerous Undertaking.**" *Finger Lakes Times*, November 28, 1995, p. 7
2. State the level of government involved: **national**
3. In one or two sentences, summarize the article: **The Clinton administration is debating over whether or not to send troops into Bosnia.**
4. In one to three sentences, identify and explain the following with regards to your article:
  - social conditions **Bosnia is a country on the verge of war. Everyday innocent people are terrorized or murdered. US has tried to negotiate, but, hasn't worked.**
  - economic concepts **Supply and demand for military equipment would increase.**
  - political/government concepts **Negotiations haven't worked. US has tried to do a peace treaty with them.**
5. State the public policy issue (in question form): **Should the U.S. go to war with Bosnia?**

6. Identify the four or five key players for this issue:  
 (For each player identified, be sure to indicate whether the player represents consumers, laborers, government, or business. Also, for each player identified, be sure to indicate whether the player is a "public" or a "private" player. For each player, also identify the "stakes" this player has in this issue.)

- #1 - Congress - government - "public player" - congress could run the risk of losing U.S. support.
- #2 - President - government - "public player" - President could also lose support.
- #3 - NATO - laborers - "private" - could lose men from military.
- #4 - Serbians - laborers - "private" - want control of Bosnia.
- #5 - Croats - laborers - private - want control of Bosnia.

7. If you were in a position of political and economic power, what specific public policy would you design in response to this issue? Justify your response. *We should continue to negotiate peacefully with Bosnia. This way we won't have to use violence. The American citizens would be more supportive of us.*

8. Based upon the above information, do you think your public policy will be adopted? Explain why or why not. *No; most people want peaceful negotiations.*

9. Prepare "prince chart":

Key Players	Issue Position	Power	Priority	Player's Prince Score
#1 Congress	3	5	4	+60
#2 President Clinton	2	4	4	+32
#3 NATO	4	3	5	+60
#4 Serbians	-4	2	5	-40
#5 Croats	-4	2	5	-40

Then, using the above information, calculate the probability that your public policy will be adopted:  $\frac{152}{232} = 66\% (65.5)$

10. Describe a logical strategy that you could use to increase the probability that your desired public policy will be adopted. *You could try talking with the President about what benefits would come from it.*

# Standard 5—Civics, Citizenship, and Government

Commencement

## Student Work Sample

Enlightenment and the French Revolution

### Context

This tenth-grade global studies essay was written in response to a document-based question:

The writings of the Enlightenment philosophers contributed to the French Revolution.

Using your knowledge of the Enlightenment and the French Revolution as well as the contents of documents A - G,

- a. discuss *three* ideas of the Enlightenment philosophers;
- b. explain how each idea chosen was reflected or violated by a specific development of the French Revolution.

Students were asked to read and analyze documents, take note of the authors' points of view as they related this information to their prior knowledge of a historical period (Enlightenment and French Revolution); organize the information for presentation in a well-structured essay response.

### Performance Indicators

*Students can:*

*... consider the nature and evolution of constitutional democracies*

*... analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities*

*... interpret and analyze documents and artifacts related to significant developments and events in world history*

*... analyze historic events from around the world by examining accounts written from different perspectives.*

### Commentary

The Essay:

- contains a clearly stated thesis
- demonstrates skills needed for historical analysis and interpretation
- uses documents correctly with strong recognition of various authors' points of view
- uses accurate and relevant data
- develops a thorough discussion of both the Enlightenment individuals and their effect on the leaders of the French Revolution
- clearly draws distinctions between the moderate and radical phases of the French Revolution
- recognizes the gap between the Enlightenment and the realities of the French Revolution.

The influence of Enlightenment philosophers on the French Revolution was evident in many ways. However, in the French Revolution there were also examples of how Enlightenment ideas were violated. The concept of natural rights, advocated by John Locke and Rousseau, two Enlightenment philosophers, was adopted by the French revolutionaries in their Declaration of the Rights of Man. Also evident in this document were Montesquieu's idea of separation of powers, and Voltaire's belief of freedom of expression, including religion. Although all of these Enlightenment ideals were followed during some part of the French Revolution, many were violated at one time or another, especially as the Revolution proceeded.

The idea of natural rights was introduced by Englishman John Locke, who felt that men were all born with the rights of liberty, equality, property, and security. However, knowing that it was difficult for men to "be judges in their own case" he believed that for a better society, men could give up some extent of these rights to the civil government of a society (Doc A). As well, Jean Jacques Rousseau believed that the purpose of a government was "the preservation and prosperity of its members" (Doc C). Society could accomplish this goal by giving everyone the opportunity to participate in government and to have the general will rule. The ideas of Locke and Rousseau are reflected in the Declaration of Man and Citizen. Included were the statements "1. Men are born and remain free and equal in rights. . . 2. The aim of all political association is the preservation of the natural . . . rights of man. . . 6. Law is the expression of the general will" (Doc E).

In many ways, Enlightenment ideals were not fully implemented. For example, although Robespierre's goal was for a Republic of Virtue where liberty and equality prevailed (Doc F), . . . he and his radical group, the Jacobins, expelled more moderate members of the government. . . . Robespierre then instituted the Terror, an attempt to rid all people with any counterrevolutionary sentiments. These actions stripped the people of their natural rights.

The notion of separation of powers, according to the philosopher Montesquieu, was that legislative and executive powers must be separate so that power would not be abused and freedom could exist (Doc D). This too was stated in the revolution's Declaration of Rights, which says "A society in which the observance of the law is not assured nor the separation of powers defined had no constitution at all . . ." (Doc E). Therefore, the revolution started with this ideal, and it was implemented in the Constitution of 1791, which set up a Legislative Assembly as well as a Constitutional Monarch in the executive. On the other hand, when Napoleon came to power, he set up a government which may have seemed democratic on the surface, but was in reality a dictatorship. He felt that the country needed "order, efficiency, and victories" more than the democratic ideas of the Enlightenment (Doc G). He was helping to restore prosperity to a ravaged country, but he was grossly abusing power, the opposite of Montesquieu's idea. He eventually made all the decisions and ran the state.

Overall, the French Revolution did reflect Enlightenment ideas, manifested in the Declaration of the Rights of Man and Citizen. However, certain incidents, especially under the radicalism of Robespierre and the dictatorship of Napoleon, definitely did not reflect the Enlightenment, rather they violated it.





# Samples of Student Work

The samples of student work included in this section are intended to begin the process of articulating the performance standards at each level of achievement. This collection is not yet adequate for that purpose in either number or scope of examples. As New York State continues to collect work samples from the schools for inclusion in the document, we expect a much clearer understanding of the performance standards to be evident.

Neither are these samples presented as models of excellence. They vary in degree of achievement. Some are “acceptable;” others “more proficient.” All are meant to provide examples of the kind of work students might produce to demonstrate progress toward the standard.

# Introduction

This revised edition of the *Learning Standards for Social Studies* incorporates changes to the content standards and performance indicators based on extensive review by the public. It should be considered a working document; as educational practice improves, these standards will continually be revised.

New in this edition are samples of student work, along with teachers' comments on the work. The examples are intended to provide some ideas of tasks that support attainment of the performance standards. They are not models of excellence. Rather, they represent various levels of acceptable work. It is important to remember that these are just suggestions of ways that students can demonstrate progress toward achieving the standards.

The State Education Department will continue to collect and publish samples of student work. As teachers become more familiar with the standards and students become more proficient in meeting them, the level of the performance standards and content standards will continue to rise.

Taken together, the content standards and the performance standards define the learning standards for students in social studies.

The Board of Regents recognizes the diversity of students in New York State, including students with disabilities, students with limited English proficiency, gifted students, and educationally disadvantaged students, and has made a strong commitment to integrating the education of all students into the total school program. The standards in the framework apply to all students, regardless of their experiential background, capabilities, developmental and learning differences, interests, or ambitions. A classroom typically includes students with a wide range of abilities who may pursue multiple pathways to learn effectively, participate meaningfully, and work towards attaining the curricular standards. Students with diverse learning needs may need accommodations or adaptations of instructional strategies and materials to enhance their learning and/or adjust for their learning capabilities.