

# Sample Performance Assessment Stimulus Material

**Content Area:** Social Studies

**Grade Level:** Five (5)

**Instructional Unit Sample:** The Melting Pot

**Colorado Academic Standard(s):**

SS09-GR.5-S.1-GLE.2: The historical eras, individuals, groups, and themes in North America from 1491 through the founding of the United States government

SS09-GR.5-S.2-GLE.1: Use various geographic tools and sources to answer questions about the geography of the United States

**Concepts and skills students’ master:**

**CONCEPTS:** Exploration, immigration, trade, adaptation, cultural interactions, trade, exploration, interaction, region(s), colonization, settlement, origination, destination, continent, ocean, explorer, navigate, religion, foreign goods, trade routes, conquest, resources, oppression, settlement, religious intolerance, debt, drive (motivation), indentured servant

**SKILLS:** Illustrate, define, investigate, evaluate, analyze, identify, describe, locate, and communicate

## Unit Description

In this unit, [The Melting Pot](#), students will learn about early explorers and explain the economic and political motivations for exploration and settlement of the New World. When the first explorers arrived in the Americas, they encountered native peoples who already inhabited those lands. Students will discover the motivating factors that prompted individuals to migrate to the New World such as oppression, persecution, and differences in beliefs and values. Throughout the rest of this unit, students will identify how native peoples and immigrants interacted, and how both groups adapted their environment in order to survive. Students will be able to distinguish among the varying perspectives of the relationship between the diverse groups and summarize the effects those interactions had on each other.

## Student Stimulus Material:

The Smithsonian Museum has hired your team of experts to create a traveling exhibit entitled, *The Melting Pot* that will be showcased in your local museum. This exhibit will feature live wax figures that interact with the audience. These figures will represent those individuals who were instrumental in shaping early America. Your individual’s interaction should describe how resources in America motivated your decision to explore, re-locate or migrate. As experts on this historical era, your group has been asked to design the exhibit. In addition, each member of your team must become a historical figure who only becomes “live” when the “on” button has been activated.

As a group select the historical figures that will represent your group from the time period and submit the list to the teacher.

After completing individual research about your historical figure, you will work as a group to practice a museum exhibit performance and create needed props and costumes.

## Five Paragraph Essay

After working with your group to select a historical figure to represent, research and compile:

- State the importance of your person to the time period
- Include basic demographic information
- Identify connections to the larger group
- Explain your historical figure's decision to explore, re-locate or migrate during this time period (be aware that some figures may have had this decision made for them by another group)

Write and submit your five paragraph essay to the teacher making sure to organize your research into a format that facilitates understanding of what you learned. Edit your work to demonstrate appropriate grade level conventions.