<table>
<thead>
<tr>
<th>Grades 9-12 Social Studies</th>
<th>Level 4 Exceeding Standards</th>
<th>Level 3 Meeting Standards</th>
<th>Level 2 Approaching Standards</th>
<th>Level 1 Attempting Standards</th>
<th>Level 0 No evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis/Argument</strong></td>
<td>A precise, knowledgeable thesis, which clearly responds to the prompt.</td>
<td>A knowledgeable thesis, which clearly answers the prompt.</td>
<td>A thesis, which is partially developed or answers part of the prompt.</td>
<td>A thesis that guides argument is not clearly stated.</td>
<td>Only one perspective is included.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Essay logically sequences, creates cohesion and clarifies relationship amongst related claim(s), reasons and evidence.</td>
<td>• Essay clearly presents and sequences related claim(s), reasons, and evidence.</td>
<td>• Essay presents claim(s), and evidence.</td>
<td>• Essay includes claim(s) and information, but clear connections between them are missing.</td>
<td>Documents are not introduced in terms of origins or perspectives.</td>
</tr>
<tr>
<td><strong>Claims/Alternate-Claims</strong></td>
<td>Demonstrates complex thinking about claim—including considering and refuting counter-claim(s) or using alternate perspectives to sharpen the argument.</td>
<td>Demonstrates clear thinking about claim—including consideration and explanation of counter-claim or alternate perspectives.</td>
<td>An alternate perspective or counterclaim is acknowledged, but not clearly challenged nor integrated into the argument.</td>
<td>Evidence used to support thesis is not relevant or not accurate.</td>
<td>Only one perspective is included.</td>
</tr>
<tr>
<td><strong>Document Analysis and Integration</strong></td>
<td>• All documents are introduced and origins of the documents used to compare/contrast authors’ perspectives and purposes to evaluate the reliability of their contents</td>
<td>• Most documents are introduced in terms of origins and perspectives.</td>
<td>• One or more documents are introduced in terms of origins or perspectives.</td>
<td>Evidence used to support thesis is not relevant or not accurate.</td>
<td>Only one perspective is included.</td>
</tr>
<tr>
<td></td>
<td>• Analyzes each document individually, in addition to comparing and contrasting several documents.</td>
<td>• Analyzes all documents individually, in addition to comparing and contrasting some documents.</td>
<td>• Analyzes most documents individually, may compare or contrast few documents.</td>
<td>Evidence used to support thesis is not relevant or not accurate.</td>
<td>Only one perspective is included.</td>
</tr>
<tr>
<td><strong>Reasons/Evidence</strong></td>
<td>• Evidence, including information and quotations, is synthesized and explained to thoroughly develop and convincingly support the thesis</td>
<td>• Evidence, including information and quotations, is explained to develop and logically support the thesis.</td>
<td>• Thesis is supported by some evidence, including information and quotations.</td>
<td>Evidence used to support thesis is not relevant or not accurate.</td>
<td>Only one perspective is included.</td>
</tr>
<tr>
<td></td>
<td>• Evidence thoroughly addresses the strengths and limitations of both claim(s) and counterclaim(s).</td>
<td>• Evidence addresses the strengths or limitations of both claim(s) and counterclaim(s).</td>
<td>• Evidence addresses the strengths or limitations of claim(s) or counterclaim(s).</td>
<td>Evidence used to support thesis is not relevant or not accurate.</td>
<td>Only one perspective is included.</td>
</tr>
<tr>
<td><strong>Historical Context</strong></td>
<td>Significant historical/political knowledge and/or concepts are used to accurately and logically inform the claims and to challenge sources or counter-claims.</td>
<td>Accurate historical/political knowledge or concepts logically informs the claims and counter-claims.</td>
<td>Some accurate historical/political knowledge or concepts support the claims and/or counter-claims. Some inaccuracies may be present.</td>
<td>Little accurate historical/political knowledge or concepts relate to the argument.</td>
<td>Only one perspective is included.</td>
</tr>
</tbody>
</table>

Developed by NYCDOE teachers in collaboration with SCALE
# Global Studies

## Measures of Student Learning

### NYC Performance Assessment Sample

<table>
<thead>
<tr>
<th>Task Details</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Title:</strong></td>
<td>British Tea Trade</td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
<td>Global History 10</td>
</tr>
<tr>
<td><strong>Anchor Standard(s):</strong></td>
<td>RH1, RH9, WHST 1a, WHST 1b</td>
</tr>
</tbody>
</table>
Being an Historian – Argumentative Writing Assessment

10th Grade Global History Course
Unit: Imperialism
Topic: Tea: British Tea Trade

Assessment author:
Peter Lapré, Park East High School

Inquiry Question:
Was tea more of a cause or more of an effect of British imperialism?

Targeted Standards:

Common Core:
RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.9
Compare and contrast treatments of the same topic in several primary and secondary sources

WHST.9-10.1
Write arguments to support claims in an analysis of the topic and texts that:
a. Introduce precise claim(s) and establish clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both

New York State and New York City Standards:
Not included since frameworks are still pending finalization.

Document List:
Anchor Text:

Supporting Texts:
<table>
<thead>
<tr>
<th>Document</th>
<th>Source Information</th>
<th>Link</th>
</tr>
</thead>
</table>
Being an Historian – British Tea Trade

This assessment is based on the types of skills that are necessary for being an historian. You will respond to a very specific topic that you have learned very little about and use the skills of being an historian to make sense of the topic, particularly interpreting secondary sources, sourcing primary sources, and using/reinterpreting those sources to respond to a topic that is not necessarily explicitly referred to in the sources. You will be graded on your ability to show master of these skills in the essay. All other tasks are intended to help you, but will not be graded.

Historical (and field of History) Context:

During the 1800s and early 1900s, Great Britain was one of the world’s great industrial and imperial powers. Part of their power was used to shape the economies of different areas of the world, particularly around the trade of tea. There was great demand for tea, and thus a great ability to profit from its trade. It is clear that people’s actions around the trade of tea changed history, but did tea itself change history?

Currently, a hot topic of world historians and other academics centers on the idea of commodities and how they change history. The question they often ask is: do commodities* have agency**? Since this assessment is designed to have you Be an Historian, you will examine this hot topic and answer a simplified version of the question: Was tea more of a cause or more of an effect of British imperialism?

*Commodities are raw materials or agricultural products that have value and can be bought and sold. **Agency is when something has the ability to apply power on other things

When applied to the study of the British tea trade of the 18th, 19th, and early 20th centuries, the question of agency can be examined through several lenses: Did tea itself change history? Did it have power? Do people have the ultimate agency?

Topic/ Inquiry Question: Was tea more of a cause or more of an effect of British imperialism?

Task and Percentage of Grade:

With 90 minutes in class time you will complete the following parts of this assessment:

Part 1: Identify the central idea(s) and select strong textual evidence from the chapter that you previously read from A History of the World in 100 Objects by Neil MacGregor titled, “92: Early Victorian Tea Set.” Suggested time: 15 minutes.

Part 2: Break down the supporting documents provided as an historian would: read, text code, annotate, and source (identify perspective, motive, and bias based on source information). Suggested time: 30 minutes.

Part 3: Write an argumentative essay in which you answer the question above about the British tea trade in the late 1700s, 1800s and early 1900s. Suggested Time: 5 minutes to Outline, 40 Minutes to Write
Part 1: Secondary Source Research Summary
Suggested Time: 15 minutes

Directions: Summarize the argument of the text, “92: Early Victorian Tea Set” from A History of the World in 100 Objects by Neil MacGregor. Then, identify two quotes that best relate to the overall argument of the text.

1) Summary of Argument: In at least 3-4 sentences, summarize the main idea of the text in your own words (IYOW). The summary should include:

- Discussion of the central idea of the text
- Discussion of how the key ideas develop over the course of the text

__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

2) Select two quotes from the text that either best help to summarize the main idea of the text OR best help you to respond to the topic:

Quote 1: ___________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Quote 2: ___________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Part 2: Supporting Source Research
Suggested Time: 30 Minutes

Sourcing Protocol

**Directions:** Use this sourcing protocol to analyze the supporting sources in this next section of the text. Read, text code, annotate, and source (identify perspective, motive, and bias based on inferences made from the source information) the primary source documents provided. You will source the documents in the sourcing boxes provided below the document. Here is a step-by-step guide for how to source documents. It is expected that the essay will include discussion and analysis based off of this sourcing.

You can accomplish this sourcing in any order, but it is highly suggested that you follow the steps provided on the example below:

Step 1 – Text code the source context and make inferences about its
Step 2 – Text code the source information, particularly focusing on date and origin
Step 3 – Based on the source information, determine the perspective(s) of the document
Step 4 – Read the document, paying specific attention to claims/counterclaims that hint at motive and bias
Step 5 & 6 – Based off of inferences made during the previous 3 steps, identify motive and then bias.

---

**Document #**

Source the document by providing an educated guess of the following features:

| Perspective: Identify the point of view from which the document was written. This should include date and origin detail, particularly from the source information provided. | Motive: Make an educated guess as to what the creator of the document was trying to accomplish with the document. This should be based off of your analytical read of the source information, date, origin, and perspective. | Bias: Identify any viewpoint that expressed in the document that favors for or against a particular concept, group, or interpretation of the historical event. |
**Document A**

*Before the 1800s, tea production existed almost exclusively in China. This document is a report that responded to a search for other areas for tea to be grown in the world outside of China.*

**REPORT ON THE CULTIVATION OF TEA IN ASSAM, INDIA.**


Source the document by providing an educated guess of the follow features:

<table>
<thead>
<tr>
<th>Perspective:</th>
<th>Motive:</th>
<th>Bias:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

**Document B**

*This excerpt is from an article by Jon D. Holtzman. It describes the role that tea plays in the contemporary (current) lives of the Samburu people of northern Kenya. Kenya was controlled during the 1800s by the British East Africa Company.*


Source the document by providing an educated guess of the follow features:

<table>
<thead>
<tr>
<th>Perspective:</th>
<th>Motive:</th>
<th>Bias:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Document C

In 1667 Thomas Garraway, the owner of a coffeehouse known as Garraway's, was one of the first to serve tea. According to Garraway's advertisements tea in Britain had only been used as a "regalia in high treatments." He advertised it as a medicinal drink, capable of curing almost anything, and charged £6 to £10 for a pound.


Source the document by providing an educated guess of the follow features:

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td></td>
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</table>

Document D

SOURCE: “Rise and Fall of the British East India Company” by Paul Rittman

Source the document by providing an educated guess of the follow features:

<table>
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</table>

Document E

The East India Company was a British controlled company that specialized in the trade of cotton, silk, tea, salt, and opium in the East Indies (a term that was used to describe South and Southeast Asia, including India, Vietnam, and the Philippines among other areas). This act granted the company certain rights that allowed them to operate much like a government over the native peoples in the area.

SOURCE: Charter Act of 1813 (Abridged)

Source the document by providing an educated guess of the follow features:

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Motive</th>
<th>Bias</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 3: Argumentative Essay

Suggested Time: 5 minutes to Outline, 40 Minutes to Write

Write an argumentative essay in which you answer the question based on the British tea trade:

**Was tea more of a cause or more of an effect of British imperialism?**

You may use the simplified questions from the Historical (and field of History) Context as a guide:

- Did tea itself change history?
- Did it have power?
- Do people have the ultimate agency?

*You are encouraged to develop your own outline but you may wish to follow this suggested outline:

- **Introduction with thesis that answers the topic question**

- **Supporting Claim #1**
  - Support the claim with strong textual evidence;
  - Introduce that evidence by sourcing the document(s) and;
  - Weigh the similarities and differences of the information provided in multiple sources in order to establish the reliability of the information

- **Supporting Claim #2**
  - Support the claim with strong textual evidence;
  - Introduce that evidence by sourcing the document(s) and;
  - Weigh the similarities and differences of the information provided in multiple sources in order to establish the reliability of the information

- **Counter-argument that argues against the other side of the question/topic.**

- **Active conclusion that weighs evidence from both sides and states WHY and HOW the argument you presented is successful and compelling**
Citations


