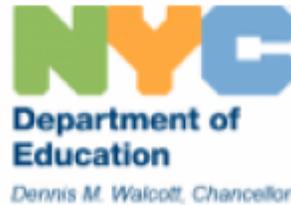


Grades 9-12 Social Studies	Level 4 Exceeding Standards	3.5 Level 3 Meeting Standards	2.5 Level 2 Approaching Standards	1.5 Level 1 Attempting Standards	0.5 Level 0 No evidence
Thesis/ Argument WHST.1	A precise, knowledgeable thesis, which clearly responds to the prompt.	A knowledgeable thesis, which clearly answers the prompt.	A thesis, which is partially developed or answers part of the prompt.	A thesis that guides argument is not clearly stated.	
Organization WHST.1	<ul style="list-style-type: none"> Essay logically sequences, creates cohesion and clarifies relationship amongst related claim(s), reasons and evidence. Essay's organization establishes and maintains a formal style, objective tone and concluding statement in order to support the argument presented. 	<ul style="list-style-type: none"> Essay clearly presents and sequences related claim(s), reasons, and evidence. Essay's organization, style and tone clearly guide reader through parts of the argument. 	<ul style="list-style-type: none"> Essay presents claim(s), and evidence. Essay is loosely organized to present an argument. 	<ul style="list-style-type: none"> Essay includes claim(s) and information, but clear connections between them are missing. Essay's organization lacks focus and is hard to follow. 	
Claims / Alternate- Claims WHST.1	Demonstrates complex thinking about claim—including considering and refuting counter-claim(s) or using alternate perspectives to sharpen the argument.	Demonstrates clear thinking about claim—including consideration and explanation of counter-claim or alternate perspectives.	An alternate perspective or counter claim is acknowledged, but not clearly challenged nor integrated into the argument.	Only one perspective is included.	
Document Analysis and Integration RH.1 and RH.9	<ul style="list-style-type: none"> All documents are introduced and origins of the documents used to compare/contrast authors' perspectives and purposes to evaluate the reliability of their contents Analyzes each document individually, in addition to comparing and contrasting several documents. 	<ul style="list-style-type: none"> Most documents are introduced in terms of origins and perspectives. Analyzes all documents individually, in addition to comparing and contrasting some documents. 	<ul style="list-style-type: none"> One or more documents are introduced in terms of origins or perspectives Analyzes most documents individually, may compare or contrast few documents. 	<ul style="list-style-type: none"> Documents are not introduced in terms of origins or perspectives. There are significant errors in referencing documents. Does not analyze, compare or contrast documents individually or collectively. 	
Reasons / Evidence WHST.1	<ul style="list-style-type: none"> Evidence, including information and quotations, is synthesized and explained to thoroughly develop and convincingly support the thesis Evidence thoroughly addresses the strengths and limitations of both claim(s) and counterclaim(s). 	<ul style="list-style-type: none"> Evidence, including information and quotations, is explained to develop and logically support the thesis. Evidence addresses the strengths or limitations of both claim(s) and counterclaim(s). 	<ul style="list-style-type: none"> Thesis is supported by some evidence, including information and quotations. Evidence addresses the strengths or limitations of claim(s) or counterclaim(s). 	Evidence used to support thesis is not relevant or not accurate.	
Historical Context	Significant historical/political knowledge and/or concepts are used to accurately and logically inform the claims and to challenge sources or counter-claims.	Accurate historical/political knowledge or concepts logically informs the claims and counter-claims.	Some accurate historical/political knowledge or concepts support the claims and /or counter-claims. Some inaccuracies may be present.	Little accurate historical/political knowledge or concepts relate to the argument.	

Measures of Student Learning NYC Performance Assessment Sample



Global Studies

Task Details

<u>Task Title:</u>	British Tea Trade
<u>Grade:</u>	Global History 10
<u>Anchor Standard(s):</u>	RH1
	RH9
	WHST 1a
	WHST 1b

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:

MacGregor, N. (2011). 92: Early Victorian Tea Set. In N. MacGregor, *A History of the World in 100 Objects* (pp. 601-605). New York: Viking.

Supporting Texts:

Bruce, C. (1839). Cultivation of Tea in Assam India. *Transactions of the Society, Instituted at London, for the Encouragement of Arts, Manufactures, and Commerces*.

Garraway, T. (1668). Advertisement for Tea. *Advertisement Broadsheet Folio: ink on paper*. British Museum.

Holtzman, J. D. (2003). In a Cup of Tea: Commodities and History among Samburu Pastoralists in Northern Kenya. *American Ethnologist*, 136-155.

Rittman, P. (n.d.). *Rise and Fall of the British East India Company*. Retrieved April 1, 2013, from paulrittman.com: <http://www.paulrittman.com/EastIndiaCompany.pdf>

The East India Company Act, 1813 (Charter Act 1813). (n.d.). *Parliament of the United Kingdom*.

Document	Source Information	Link
Document A	Bruce, C. (1839). Cultivation of Tea in Assam India. <i>Transactions of the Society, Instituted at London, for the Encouragement of Arts, Manufactures, and Commerces.</i>	http://archive.org/stream/jstor-41326854/41326854_djvu.txt
Document B	Holtzman, J. D. (2003). In a Cup of Tea: Commodities and History among Samburu Pastoralists in Northern Kenya. <i>American Ethnologist</i> , 136-155.	http://onlinelibrary.wiley.com/doi/10.1525/ae.2003.30.1.136/abstract
Document C	Garraway, T. (1668). Advertisement for Tea. <i>Advertisement Broadsheet Folio: ink on paper.</i> British Museum.	http://isites.harvard.edu/fs/docs/icb.topic724580.files/Garway%20Circular.pdf
Document D	“Rise and Fall of the British East India Company” by Paul Rittman	http://www.paulrittman.com/EastIndiaCompany.pdf
Document E	Charter Act of 1813 (Abridged)	http://en.wikipedia.org/wiki/Charter_Act_of_1813

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

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:

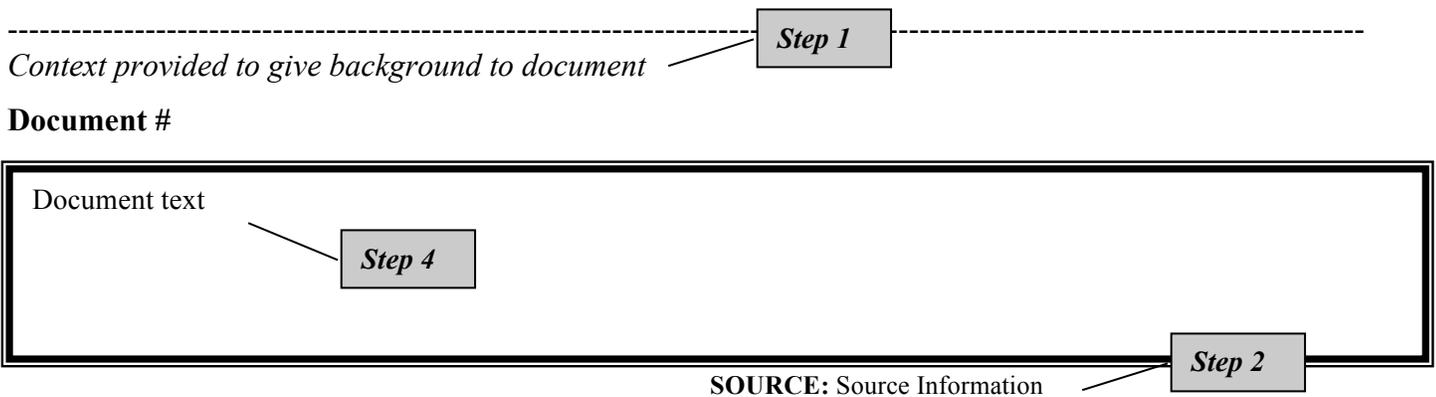
Step 1 – Text code the source context and make inferences about its

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.



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

<p>Perspective: (Be sure to include analysis of date and origin)</p> <p>Step 3</p>	<p>Motive: (Be sure to include an analysis of the source information and the document itself)</p> <p>Step 5</p>	<p>Bias: (Does the document express a point of view favors for or against anything? If so, how so?)</p> <p>Step 6</p>
<p><u>Perspective:</u> Identify the point of view from which the document was written. This should include date and origin detail, particularly from the source information provided.</p>	<p><u>Motive:</u> 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.</p>	<p><u>Bias:</u> Identify any viewpoint that expressed in the document that favors for or against a particular concept, group, or interpretation of the historical event.</p>

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: Bruce, C. (1839). Cultivation of Tea in Assam India. *Transactions of the Society, Instituted at London, for the Encouragement of Arts, Manufactures, and Commerces.*

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

Perspective:	Motive:	Bias:

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: Holtzman, J. D. (2003). In a Cup of Tea: Commodities and History among Samburu Pastoralists in Northern Kenya. *American Ethnologist*, 136-155.

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

Perspective:	Motive:	Bias:

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: Garraway, T. (1668). Advertisement for Tea. *Advertisement Broadsheet Folio: ink on paper.* British Museum.

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

Perspective:	Motive:	Bias:
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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:

Perspective:	Motive:	Bias:
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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:

Perspective:	Motive:	Bias
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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

- Bruce, C. (1839). Cultivation of Tea in Assam India. *Transactions of the Society, Instituted at London, for the Encouragement of Arts, Manufactures, and Commerces*.
- Garraway, T. (1668). Advertisement for Tea. *Advertisement Broadsheet Folio: ink on paper*. British Museum.
- Holtzman, J. D. (2003). In a Cup of Tea: Commodities and History among Samburu Pastoralists in Northern Kenya. *American Ethnologist*, 136-155.
- MacGregor, N. (2011). 92: Early Victorian Tea Set. In N. MacGregor, *A History of the World in 100 Objects* (pp. 601-605). New York: Viking.
- Rittman, P. (n.d.). *Rise and Fall of the British East India Company*. Retrieved April 1, 2013, from paulrittman.com: <http://www.paulrittman.com/EastIndiaCompany.pdf>
- The East India Company Act, 1813 (Charter Act 1813). (n.d.). *Parliament of the United Kingdom*.