Course: World History Grade(s) 10th Enduring Skills/Learnings: Use Evidence to Support a Claim

Scoring Elements	Not Yet 1	1.5	Approaches Expectations 2	2.5	Meets Expectations 3	3.5	Advanced 4
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Demand(s)	D1. Makes no mention of competing views.		D1. Makes a weak or unclear acknowledgement/refutation of competing views.		D1. Clearly acknowledges/ refutes competing views.		D1. Acknowledges/refutes competing views fairly and thoroughly.
Standard(s)	CCSS.ELA-LITERACY.WHST.6-8.1. Write arguments focused on discipline-specific content. CCSS.ELA-LITERACY.WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.				CCSS.ELA-LITERACY.WHST.9-10.1 Write arguments focused on discipline-specific content. CCSS.ELA-LITERACY.WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.		CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on discipline-specific content. CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Demand(s)	D4. Makes no mention of the origin credibility and origin of sources in view of the research topic.		D4. Makes a weak or unclear attempt to address the credibility and origin of sources in view of the research topic.		D4. Addresses the credibility and origin of sources in view of research topic.		D4. Thoroughly addresses the credibility and origin of sources in view of research topic.
Standard(s)	CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).				CCSS.ELA-LITERACY.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. CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CCSS.ELA-LITERACY.RH.9-10.5		CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including

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					Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Demand(s)	D2. Gives no examples from past or current events/issues to clarify the writer's position.		D2. Attempts to give examples from past or current events/issues. Examples may be weak or unclear.		D2. Gives sufficient examples from past or current events/issues to illustrate and clarify the writer's position.	D2. Makes clarifying connections that illuminates argument and adds depth to reasoning to illustrate position with examples from past/current events.
Standard(s)	CCSS.ELA-LITERACY.WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.				CCSS.ELA-LITERACY.WHST.9-10.1.B Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	CCSS.ELA-LITERACY.WHST.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

	2014-15 Baseline Data	**Goal**
Enduring Skill:	Use Evidence to Support a Claim	Use Evidence to Support a Claim
Controlling Idea:	2	3+
Reading/Research:	2	3+
Development:	3	4

Student #18

Write in the box the number of the question you are answering on this page as it is designated in the examination.

(1)

Part A #1

1K, 84

Indentured servitude was revived again in the nineteenth and early twentieth centuries. Its ~~earlier~~ earlier ~~popular~~ popularity had been lost when the Europeans had discovered African slave labor. However, with the antislave movements of the 1800s, the colonial powers were looking for a new labor force and found one among their own colonies. Sending thousands of indentured ~~serf~~ servants to the island nations ~~and~~ of the ~~Carrib~~ Caribbean and Pacific, the powers of the world saw an end to their labor problems. Yet, indentured servitude would prove no better than slavery in the end.

claim / cause

claim > attempt / effect

The antislavery movements of the 1800s, both in Europe and the Americas, had the colonial powers scrambling to find labor in their colonies. The colonial industries provided the raw materials Europe needed to keep supplying its colonies with the finished products. Indentured servitude seemed the easy and humane solutions. It was not slavery (Document 1), it was an offer that the people could either accept or reject. It was supported within the colonies (Document 2) where the colonists realized they didn't have

T.S. claim / cause

supporting details > Development

Reading Doc. 1 claim/cause

Reading Doc 2 claim/cause

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Part A #1

Write in the box the number of the question you are answering on this page as it is designated in the examination.

1K2
94

enough hands to work the sugar plantations and textile factories.

It would also appear, if Documents 3 and 4 are analyzed, that the colonies ~~use~~ who went on to supply the labor believed in the ideas behind indentured servitude as well. From India, China and Japan, thousands left their homeland as indentured servents. They left looking for a better life for themselves and their families. All three of those nations were going through 'rough' spots in the 1800s and early 1900s. India was a colony of Great Britain and native Indians were unequal in the government's eyes and lived in poverty. China was carved up into spheres of influence by Europe and daily Chinese life was a struggle. Japan was at the mercy of the shoguns, fierce lords who had a puppet emperor and all the wealth.

So, Indians, Chinese, and Japanese let their homelands believing in the good conditions of their servitude contract (Document 7). They knew it would not be an easy life but it was free passage, 5 years of their lives and then freedom in a whole new country where they could possibly ~~be~~ buy land of their own and

claim-attempt

Reading Docs 3/4 claim/cause

supporting details → Development

Does not use specific evidence from the text to develop the claim.

supporting details → Development

claim/cause

Reading Doc 7 claim/cause

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Part A #1

provide for their family better than they could in their homeland. Not to mention they would be well taken care of while serving out their 5 years. Food and clothing given to them, a house that was to be kept in good repair by their master, medicine a doctor for the sick all to be given them simply for 5 years of their life.

Yet, it was not that simple. A lot of masters didn't uphold their end of the bargain promised to their servants. As Document 8 shows, employers pushed their ~~servents~~ servants for ~~hous~~ hours and didn't give them enough time to rest and eat. Their wages were insufficient to their daily work and they were docked days when they couldn't work because of illness. In many ways, indentured servents were treated just as slaves were, only they willingly entered into the position whereas slaves hadn't been given the choice.

B Daily life of indentured ~~ser~~ Servants involved long hours in the fields of sugar cane (Document 5) and in the blistering sun. Most of the colonies indentured servants were used in were tropical and along the Equator. The back breaking ~~worke~~ work started with sunrise and ended after dark. Those few who were

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1K4
q4

Part A #1

Write in the box the number of the question you are answering on this page as it is designated in the examination.

placed in factories dealt with working with dangerous machinery and overseers constantly making them go faster which would have caused mistakes and possible injuries.

In the end, many ~~peasi~~ died from disease and exhaustion. others reached their goal and were freed in five years to make their own fortunes. Some returned home, disillusioned by their 5 years of voluntary slavery and others remained as Document 9 shows, adding to their adopted country's prosperity and population.

claim/effect

Reading Doc 7 claim/effect

Reading Doc 9 claim/effect

Indentured servitude, though not the best system of labor, provided the tropical colonies with the labor they needed and gave other oppressed colonials the chance at a new life. Perhaps other historical documents that could have been ~~shown~~ shown would have been an indentured servant's first hand account or even an account of a servant's once they were free and entered the society of the servant's 'new' country.

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