Storypath
Classroom Based Assessments
Washington State
Struggle for Independence (Grades 5-8)
History, Civics, Geography & Economics:
Causes of Conflict

Each Storypath unit addresses civic goals and provides opportunities for learners to participate in the democratic process demonstrating competency in literacy and civics as they enact the rights and responsibilities of living in a democracy. This Classroom-Based Assessment is summarized below with specific suggestions for how this Storypath can be used to meet the competencies of the CBA.

Grade 5: Causes of Conflict
http://www.k12.wa.us/SocialStudies/CBAs/elementary.aspx

Student Assignment: Understanding the causes of conflicts in the past may help prevent conflicts in the future. You will choose a conflict and analyze its causes by creating a timeline, and explaining these causes in an essay or presentation.

In a cohesive paper or presentation, you will:
☐ Provide background on the conflict by describing at least three of the following:
  o who was involved in the conflict,
  o what the conflict was,
  o when the conflict took place, and
  o where the conflict took place.
**Demonstrate an understanding of the causes of conflict by explaining relevant ideas from at least three of the four social studies perspectives:**
- **history,**
- **geography,**
- **civics,** and
- **economics.**

**List two or more sources including the title, author, type of source, and date of each source.**

**Identify on a timeline of events related to the causes of the conflict using ideas from at least three of the four social studies perspectives:**
- **historical,**
- **economic,**
- **geographic,** and **civic.**

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### Storypath: Struggle for Independence (Grades 5-8)

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<th><strong>Summary of Storypath Unit</strong></th>
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| **Guiding Questions:** Who governed the colonies? Who benefited from the colonial system? What led colonists to choose to be Loyalists or Patriots? What was the basis of the conflict? What events led to the Revolutionary War and the founding of the nation? Students create the colonial community of Boston to investigate the events leading to the Declaration of Independence and the Revolutionary War. As colonial families, students must decide whether they will support the move towards independence or remain loyal to England. Through this experience, students gain an understanding of colonial America and the events and attitudes that caused the Revolutionary War and shaped the founding of our nation. | **Essential Question:** Should I become a Patriot or a Loyalist? Examine the issue from three of the four social studies perspectives:
- History: historical background of Storypath family
- Geography: geographical setting of Boston
- Civics: personal beliefs about relationship between Great Britain and the colonies
- Economics: the business of the family and impact of choosing one side versus the other.
Students must decide whether they will support the Loyalists or Patriots demonstrating understanding of the events that lead to the Declaration of Independence and the risks associated with taking one position over another. |

**Researching**
- Portfolio provides a range of activities to
analyze viewpoints. See Portfolio pages 18-27.

- Portfolio guides students through the process (e.g. Students examine two visuals of the Boston Massacre for accurate representation of the event.)

Resources are examined beyond the curriculum to support position

**Preparing and Presenting**

Students use CBA Directions to Students and Portfolio pp. 25-26 to organize their position. Students present their position in a community meeting.

1) Students consider the viewpoints of the British troops and merchants in Episode 5, the depiction of the Boston Massacre in Episode 6, and the Boston Tea Party in Episode 7. Portfolio (pp. 20, 21, & 23) guides students through the process.

2) The public policy is whether to support the Patriots’ advocacy to break away from Britain or remain loyal British citizens.

3) Portfolio (p. 25) guides students through the process of organizing their position statement.

4) Students take a position using a letter-writing format (Portfolio, pp. 26-27) and present their position at a town meeting. The CBA rubric can be used to assess the letter.

5) Students list sources.

6) Students create a timeline of events leading to the Declaration of Independence.