

Name \_\_\_\_\_  
Date 10-16-17

SS Teacher Mrs. Patrick  
Period 1

**Grade 6: Unit 1 Common Assessment Social Studies Prompt**

**Historical Situation:** "Newspapers in every state printed the Constitution as soon as they could get it. What readers found was a plan that would create a "federal" system of government, in which a strong national government shared power with the states. Before long, the entire country was debating the same issues that had kept the convention in session for four long months."

**Prompt:**

- If you had lived during this time in history, would you have been a Federalist in support of the ratification of the Constitution, or an Anti-Federalist against the ratification of the Constitution?

Choose a position and support your opinion with evidence and examples from your knowledge of American history.

**Directions:**

You may bullet notes, create a web, or any other prewriting activity in the space provided. Then use the lined paper to write your essay. Remember to keep in mind the key points of the rubric.

# Common Assessment #1

By

In 1787, the Constitution was about to be ratified. There was one problem- some people didn't agree with this Constitution, and a long debate began. If I were in this time, I would have been an anti-federalist.

One reason is because the new plan gives the Government a ton of power. Research shows that when someone is in a high state of authority, they don't like leaving it. America could potentially turn into a monarchy, if this leader becomes popular with the government. This leader might impose heavy taxes amongst the poor people (especially farmers), who just struggled their way out of debt, or debtors prison. Also, if the people end up furious, and frustrated, we could end up revolting against the new government. This would cause complete and utter vulnerability to the newborn country, which allows other nation's like Great Britain, to invade America, and rule it once again. This will happen if we ratify the Constitution. If we never ratify the Constitution until we get our own rights, we will never have to endure a hard, rage-inducing monarchy, instead of a peaceful, calm democratic/republican government where everyone has equal rights.

Another reason I would be an anti-federalist is because we need the right to bear arms. Most of the poor, moneyless farmers used to be experienced war heros, like Daniel Shays. If we ratify this government, no one out of the militia will be able to have firepower, leaving America with a bunch of inexperienced, terrible soldiers in a militia. An expert even says this:

“If we ratified that model of the Constitution, then we would be easy to capture, if you will. With a less-than-stellar army, we can't beat even the weakest of countries.” According to this expert, we would end up with a weak army. We would be easy to beat. Is that the kind of life you want to live? Having a huge fear eating up your happiness on a daily basis, because you know that the army is terrible, and since you don't have the right to bear arms, there is nothing AT ALL you can do? Instead, I choose to fight for my rights.

The final reason I choose to be an anti-federalist is because this powerful government can easily turn into a dictatorship and a communist government. Think about it. Every country that let the leader have more power than he should, turned into a communist government, which made the leader a dictator. Do you want that in America? For example, take these 2 jobs: A coal miner, and a banker. A coal miner works hard everyday, mines out all the coal they can, and gets about, \$1,000.00. A banker will get the same exact salary, for typing, and talking to people. These two people will get the same salary, even if they don't do anything at all. This means that the dictator will run out of funds, and has to spend more money in order to ask for Humanitarian Aid from other countries. This would make the country fall apart, leaving the country as nothing but chaos. Chaos would flood everywhere like a Tsunami crashing on Japan. So, if we ratify the Constitution, a dictator would take over, causing a terrible trail of communism. People will have no rights, the same privacy, sociality, etc. Everyone would have to starve if there is a food shortage. I don't want to live that life, and I'm pretty sure you don't want to either. So, that is why I chose to become an anti-federalist.

These are the reasons why I decided to become an anti-federalist. My desire would be to slay the terrible future that will creep upon us as time passes. We might be invaded, and we might lose. We might end up with a weak army, or a chaotic totalitarian government. I don't want to have to endure that life. I want my own rights, and I decided to become an anti-federalist!

**GRADES 6-11**  
**CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS**  
**(Revised July 29, 2014)\***

**Research Simulation Task and Literary Analysis Task**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p style="text-align: center;"><b>Reading</b>  <b>Comprehension of Key Ideas and Details</b></p>	<p>The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective and convincing</b> textual evidence.</p>	<p>The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis, and supporting the analysis with <b>adequate</b> textual evidence.</p>	<p>The student response demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis and supporting the analysis with <b>basic</b> textual evidence.</p>	<p>The student response demonstrates <b>limited comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis and supporting the analysis with <b>limited</b> textual evidence.</p>	<p>The student response demonstrates <b>no comprehension</b> of ideas by providing inaccurate or no analysis and <b>little to no</b> textual evidence.</p>
<p style="text-align: center;"><b>Writing</b>  <b>Written Expression</b></p>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task by using <b>clear and convincing</b> reasoning supported by <b>relevant textual</b> evidence;</li> <li>• demonstrates <b>purposeful</b> coherence, clarity, and cohesion, making it <b>easy to follow</b> the writer's progression of ideas;</li> <li>• establishes and maintains an <b>effective</b> style, attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and provides <b>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, by using <b>clear</b> reasoning supported by <b>relevant textual</b> evidence;</li> <li>• demonstrates coherence, clarity, and cohesion, making it <b>fairly easy to follow</b> the writer's progression of ideas;</li> <li>• establishes and maintains a <b>mostly effective</b> style, while attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and provides <b>some</b> development of the claim or topic that is <b>somewhat appropriate</b> to the task, by using <b>some</b> reasoning and <b>text-based</b> evidence;</li> <li>• demonstrates <b>some</b> coherence, clarity, and/or cohesion, making the writer's progression of ideas <b>usually discernible but not obvious</b>;</li> <li>• has a style that is <b>somewhat effective</b>, <b>generally</b> attending to the norms and conventions of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• addresses the prompt and develops the claim or topic and provides <b>minimal</b> development that is <b>limited in its appropriateness</b> to the task by using <b>limited</b> reasoning and <b>text-based</b> evidence; or</li> <li>• is a developed, text-based response with <b>little or no awareness</b> of the prompt;</li> <li>• demonstrates <b>limited</b> coherence, clarity, and/or cohesion, making the writer's progression of ideas <b>somewhat unclear</b>;</li> <li>• has a style that has <b>limited</b> effectiveness, with <b>limited</b> awareness of the norms of the discipline.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>• is <b>undeveloped and/or inappropriate</b> to the task;</li> <li>• <b>lacks</b> coherence, clarity, and cohesion.</li> <li>• has an inappropriate style, with <b>little to no</b> awareness of the norms of the discipline.</li> </ul>
<p style="text-align: center;"><b>Writing</b>  <b>Knowledge of Language and Conventions</b></p>		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>