

Educational materials developed through the Baltimore County History Labs Program, a partnership between Baltimore County Public Schools and the UMBC Center for History Education.

## **RS #18: History Lab Assessment**

**How did the geography of the Chesapeake region influence the development of economic activities and population in the colonial period?**

### **Choice 1:**

You are a plantation owner/farmer in the **Chesapeake** region. Write a letter to a relative in **England** describing life on the plantation in the spring or summer. Your goal is to fully inform your English relatives about plantation life in the Chesapeake region in the mid 1700's.

*Include the following specific details in your letter:*

1. A description of the geography (what the land looks like)
2. A description of the main economic activity that occurs on the plantation – for example: what is grown on the plantation?
3. What happens to the crops once they are harvested?
4. Information you included on the “Plantation Organizer”
5. Identify the different groups of people who live on the plantation
6. Details about the people who work on the plantation and how they are treated

**\*\*\*Check off each item as you include the information in your letter.**

### **Choice 2**

*You are a 5<sup>th</sup> grade student. You have the ability to travel back in time to a plantation in the Chesapeake region in the mid 1700s. As a neutral observer, you secretly watch plantation life for a one week period during the spring or summer. You keep out of sight so no one sees you. However, you brought a notebook and each day you keep a journal describing what you see. The focus of your journal writing is on the geography and the economic activity that takes place in the Chesapeake region.*

*Include the following specific details in your journal:*

1. A description of the geography (what the land looks like)
2. A description of the main economic activity that occurs on the plantation – for example: What is grown on the plantation?
3. What happens to the crops once they are harvested
4. Information you included on the “Plantation Organizer”
5. Identify the different groups of people who live on the plantation
6. Details about the people who work on the plantation and how they are treated

**\*\*\*Check off each item as you include the information in your journal.**

Educational materials developed through the Baltimore County History Labs Program, a partnership between Baltimore County Public Schools and the UMBC Center for History Education.

**RS #18: History Lab Assessment**

**Plantation Life Rubric**

<b>Requirement</b>	<b>Score</b>			
Description of Geography	3	2	1	0
Description of Main Economic Activity	3	2	1	0
Description of what happens to harvested crops	3	2	1	0
Different groups of people who live and work on plantation and how they are treated	3	2	1	0

Average: \_\_\_\_\_

3 = 100% (Outstanding understanding is shown- *WOW!*)

2 = 85% (Very good understanding is shown –*Way to Go!*)

1 = 75% (Satisfactory understanding is shown – *Good Job!*)

0 = 0% (Less than a satisfactory understanding is shown- *Take more time next time and make sure you included everything that you were asked to include.*)

Name: \_\_\_\_\_

*Attach this sheet to your finished work.*