**Summative Assessment Task: Teacher Material**

**Compelling Question:** Why was ice cream an exclusive treat at Mount Vernon long ago?

**Instructional Information:** At this point in the inquiry, students have examined the interconnected relationship between the enslaved population at Mount Vernon, the cultivation of the ice cream ingredients, the preparation and serving of the ice cream, and the Washington family. Students should be able to demonstrate their understandings of this relationship and use evidence from multiple sources to answer the compelling question. In this task, students construct an evidence-based argument responding to the compelling question “Why was ice cream an exclusive treat at Mount Vernon long ago?” It is important to note that students’ arguments could be in the form of a detailed paragraph or a drawing. Students’ arguments will likely vary but could include any of the following:

* The Washingtons had an enslaved population to operate their estate.
* The Washingtons had farms where they could grow or make the ingredients.
* The Washingtons had money to buy the other ingredients they could not grow or make.
* The Washingtons also had the money and opportunity to buy the ice cream maker and the dishes.
* The Washingtons had a large house to entertain guests and serve the ice cream.

\*It might be necessary to go over the definition of ***exclusive****,* as it is used in this context, with the class: available to only a few people because of high cost.

**Rubric for Grading Summative Task (use what is applicable for a drawing):**

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| --- | --- | --- | --- | --- |
|  | **Focus** | **Organization** | **Support** | **Conventions** |
| **4 Excellent** | Has a strong voice and tone that clearly states an argument and provides clear reasons for the argument.  Has a strong conclusion. | Uses transitional words, phrases, and clauses effectively to connect ideas.  Has a variety of sentences that flow. | Supports information with relevant evidence from primary and secondary sources. | Demonstrates a strong command of spelling, punctuation, grammar, and usage.  Uses strong and precise language to make their argument clear.  Has an engaging and appropriate voice for the audience.  Is free of almost all errors. |
| **3 Good** | Has a voice that states the argument and reasons for the argument.  Has an appropriate conclusion. | Could use additional transitional words, phrases, and clauses to connect ideas.  Has a variety of sentences but flow and rhythm needs improvement. | Gives valid reasons for the opinion with relevant evidence from primary and secondary sources. | Demonstrates command of spelling, punctuation, grammar, and usage.  Needs more strong and precise language to make argument clear.  Has an appropriate voice for the audience.  Has a few errors but is easy to read. |
| **2 Fair** | States the argument but reasons for the argument are not clearly focused or engaging. | Lacks strong words and transitions. | Provides sparse or questionable evidence to support reasons. | Demonstrates a fair command of spelling, punctuation, grammar, and usage.  May have an inappropriate voice for the audience.  Frequent errors make reading it hard to follow. |
| **1 Unsatisfactory** | Has an argument but few to no reasons are given. | Does not include strong words.  Lacks transitions.  Little sentence variety or control. | Does not include relevant evidence. | Demonstrates a minimal understanding of spelling, punctuation, grammar, and usage.  Has an inappropriate voice for the audience.  Has errors that make the text difficult to understand. |

**Take Action**

**Compelling Question:** Why was ice cream an exclusive treat at Mount Vernon long ago?

**Taking Informed Action:** How did Mount Vernon operate? Create a newscast to make people aware of how Mount Vernon operated in 1799. If possible, record your newscast for your classmates and teachers to view. The following questions can help guide your newscast for your school news:

* Who operated Mount Vernon?
* What were some of the tasks that went into operating Mount Vernon?

The following checklist will help you create your newscast:

* The introduction is memorable.
* The newscast conveys the story in a smooth and engaging style.
* The newscast has appropriate evidence from primary and secondary sources placed seamlessly throughout.
* The newscast has a concise conclusion.
* The speaker masterfully uses speaking rate, volume, and inflection.
* The student effectively uses body language, such as eye contact, posture, and gestures.