



PATHS OF SETTLEMENT

★ ASSESSMENTS ★

Trail Guide to Learning Curriculum Series

Paths of Settlement: Assessments

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Second Edition

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Published by Geography Matters, Inc.

ISBN: 9781xxxxxxx

Printed in the United States of America

Geography Matters, Inc.

800.426.4650

www.geomatters.com

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★ INSTRUCTIONS ★

These assessments are designed to be used in with *Paths of Settlement*, a complete elementary curriculum for grades 4-6, and is provided for those who wish to supplement their child's portfolio with easily administered and scored assessments of progress. These evaluation tools are designed to correspond with each learning level, and are all based on a possible score of 100 points. We recommend an interactive approach in order to lessen any anxiety your student may experience in a testing situation. Answer keys provide suggestions for administration, and designate point values for each section.

Please note that there is no assessment for Unit 6, Sea to Shining Sea, since this unit is largely devoted to review of things covered throughout the year. The review activities included in Sea to Shining Sea lessons are informal evaluations, and can be assigned point values if you choose.

Levels

Use level one for those who completed the 4th grade assignments marked with the bird print in the curriculum (generally 3rd - 4th grade students). Use level two for those who completed the assignments marked with the raccoon print (generally 5th grade students). Level three is appropriate for those who followed the bear print trail in the curriculum (generally 6th - 7th grade students).

★ TEACHER KEYS ★

Steps for Thinking

Have your student answer all parts of the following questions aloud:

1. Do you think it was good for settlers to come to America in families? Why or why not? **(Answers will vary.)**

Tell about two ways that being part of a family helped settlers endure hard times. **(Answers will vary.)**

Tell why all the members of a settler family were important. **(Answers will vary.)**

2. What is trust? **(Answers will vary, but may include the idea that “trust is the feeling of confidence that others will do good things for you, or do what they say they will do.”)**

What determines how much you trust a person? **(Answers will vary, but may include the idea that “trust is often based on what you know of a person and what he has said or done in the past.”)**

Tell about a character from one of the stories you have heard or read in this unit that you would trust. Why would you trust that person? **(Answers will vary.)**

(Score 2 points for each part of each question, for a possible 12 points.)

Quotation Notebook

Ask your student to read, or listen as you read, the following quotation:

Be not quick to believe rumors (stories not supported by facts.)

Tell what it means, and why learning and applying this truth is important. **(Answers will vary.)**

(Score 2 points each for telling what the quotation means and why it’s important, for a possible 4 points.)

Word Study

Have your student underline the words that have the ow sound spelled with ou or ow, draw a box around the words that have the o sound, and circle the words that have the e sound.

<u>count</u>	lean	coast	reach
chief	windy	spoke	open
howl	bound	narrow	mountain

(Score one point each for a possible 12 points.)

Vocabulary

Ask your student to tell you how the following word pairs are alike or different. (If your student needs help remembering, and you agree, it is alright to look back at his or her vocabulary cards.)

(Answers will vary, but might include the ideas shown next to each pair. Give credit if your child is able to support his or her ideas.)

- wilderness/settlement **(different: few people live in the wilderness; groups of people live in settlements)**
- resolution/flustered **(different: resolution is a firm decision or commitment; flustered is confusion, agitation, or inability to make a decision)**
- courage/treacherous **(different: courage is the willingness to face danger; treacherous involves dangers or hazards that would necessitate courage)**

(Score 3 points each for a possible 9 points.)

Quotation Notebook

Have your student correct the following sentences by underlining letters that need to be capitalized, and filling in the blanks:

Many settlers came to America with their families. Sometimes they had to live apart for a time like John and Sarah Noble.

Sarah's family worked together to build their home. They were happy to be together again in the wilderness of Connecticut. Do you think Sarah missed her father while he was away on such an important trip?

You're going to have to imagine how Sarah felt in order to answer that question. Most people will remember Sarah for her courage.

(Score 1 point for each correction, for a possible 20 points.)

States

Ask your student to look carefully at the map in this section and the State Word Bank, and decide which state each number represents. Then have the student name the state on the line next to its number, and write a sentence that tells something about that state. If you agree, your student can use State Cards for help remembering.

1. **Pennsylvania**
2. **Vermont**
3. **New Jersey**
4. **Maine**
5. **New York**
6. **Massachusetts**

Information about the states will vary.

(Score 1 point for correctly locating the state, and 1 point for correct information, for a possible 12 points.)

History

Your student should write a *T* for *True* or an *F* for *False* in front of each of the following statements.

1. F Indentured servants were exactly like slaves.
2. T In the settlements, children learned to do chores almost as soon as they could walk.
3. F Native Americans and European settlers had very similar worldviews.
4. F All the people who come from Great Britain are called Scots.
5. T The French and English had been arguing for many years in Europe.
6. F All Native American tribes sided with France in the French and Indian Wars.
7. F Most Native Americans were happy when settlers moved into their territories.
8. T The Line of Proclamation was an imaginary line meant to keep settlers from moving westward.

(Score 2 points each, for a possible 16 points.)

Science

Have your student use the Word Bank to answer the following questions. If he or she needs help remembering, and you agree, it is alright to look back at the Earth Science Matching game.

1. I am a weather instrument that measures the temperature of the air.
What am I? thermometer
2. I am a weather instrument that measures rainfall.
What am I? rain gauge
3. I am a scientist who studies the weather.
Who am I? meteorologist
4. I am the layer of the atmosphere that contains the air you breathe.
What am I? troposphere
5. I am the process that breaks down rocks and minerals.
What am I? weathering
6. I am a scientist who studies rocks and minerals.
Who am I? geologist
7. I am the type of heat transfer directly from one thing to another.
What am I? conduction
8. I am the strong force that keeps you from floating around.
What am I? gravity
9. I am the mixture of gases that surrounds the earth.
What am I? atmosphere
10. I am the type of heat that radiates from the sun in a straight line.
What am I? radiant

(Score 1½ points each, for a possible 15 points.)