

Sample Performance Assessment Stimulus Material

Content Area: Social Studies

Grade Level: Fourth (4)

Instructional Unit Sample: Boom and Bust

Colorado Academic Standard(s):

SS09-GR.4-S.1-GLE.1-EO.b: Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3)

SS09-GR.4-S.1-GLE.1-EO.c: Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)

Concepts and skills students' master: Cause and Effect, Economic Incentive, Supply and Demand; Reasoning, Explaining, Identifying

Unit Description

This unit, [Boom and Bust](#), focuses on the human and social phenomenon of cycles of boom and bust. Colorado's dynamic history, unique physical geography, and diverse natural and human resources provide the content and context for the unit. Across the unit's 4-6 week duration, students will consider the social/cultural forces and resources that drive and/or sustain particular economic "booms." Likewise they will examine the factors (including limitations of physical resources/geography and the effects of human activity) that can facilitate economic "busts."

Stimulus Material

As a newly hired/newly arrived worker in Colorado's mining, fur trade, energy, or tourism industry you will be corresponding with people "back home" to let them know about your new life and career in Colorado. In your correspondence you will be documenting your reasons for relocating (the "boom" that brought you to Colorado), your concerns (or lack of concerns) for the security of your job, and your thoughts on alternative work/jobs which you could pursue if you choose to remain in the state/territory.

The correspondence may take the form of:

- Written letters
- Dictated telegrams <http://www.telegramsworldwide.com/send.php> (Create and send, via e-mail, authentic looking telegrams)
- A video/iMovie
- A series of e-mails
- An audio recording