**Cuba/US Relations Summative Assessment** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Answer one of the unit’s essential questions in in a well-formed paragraph that includes topic sentence, supporting detail, commentary, and closing sentence.

**How does trade impact the relationships of governments?**

**or**

**How is trade impacted by the relationships of governments?**

**Alaska State Performance Standards**

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| **R.CS.6-8.4** Determine the meaning of symbols, key terms, and other domain‐specific words and phrases as they are used in a specific social studies context relevant to grades 6‐8 texts and topics.**H.B.1d** Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: the consequences of peace and violent conflict to societies and their cultures. |

**Process:** Read the articles posted on the class website and any other articles that you can find on the web to help you answer one of the essential questions. Use the prompts below to help guide your research and prepare you for your paragraph.

**Government:** What type of governments do the US and Cuba have? (You can include information about Capitalism and Communism if you want.)

**Timeline:** Provide a brief history of the relationship between Cuba and the US. Include at least 5 important events or periods in their relationship.

1955 1965 1975 1985 1995 2005 2015

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**Trade:** Provide details of their trade relationship. Include either how trade is impacted, or how it impacts the relationships of the governments.

**Vocabulary:**

Identify at least 2 trade related vocabulary words that you learned in the unit that you can use in the paragraph.

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Identify at least 2 government related vocabulary words that you learned in the unit that you can use in the paragraph.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rubric

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| **Vocabulary**Determine the meaning of domain‐specific words and phrases as they are used in a specific social studies context relevant to grades 6‐8 texts and topics. | Student demonstrates strong understanding of social studies related vocabulary by using at least 4 words effectively and correctly to enhance the quality of a paragraph.  | Student demonstrates proficient understanding of social studies related vocabulary by using 2-3 words effectively and correctly to enhance the quality of a paragraph. | Student demonstrates basic understanding of social studies related vocabulary by using up to 4 vocabulary words with mild inaccuracies.  | Student does not demonstrate basic understanding of social studies related vocabulary.  |
| **Essential Question**Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: the consequences of peace and violent conflict to societies and their cultures. | Student strongly demonstrates understanding of relationship of trade and government between countries through a well-developed paragraph (TS, SD, CM, CS) that answers the essential question. Student provides paragraph details that indicate accurate understanding of the content | Student proficiently demonstrates understanding of relationship of trade and government between countries through a well-developed paragraph (TS, SD, CM, CS) that answers the essential question. | Paragraph is basic with minor errors. Detail is weak | Student’s understanding of essential question is poor. |