

## LIFE IN THE PAST

### Performance Standard (16A/16DUS).A

Read a story to the class about family life in the past. Each student will draw a picture about the story to illustrate the life and roles of the different family members, title the picture and write one sentence about what he or she would like about living at that time accordingly:

- *Knowledge*: identify the life and role of the family members;
- *Reasoning*: organize the information to show what life was like in the past; and
- *Communication*: draw a picture that and explain in writing that is well- organized and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to apply the skills of historical analysis and interpretation, and (16D) understand Illinois, United States, and world social history (16A)*, students should experience sufficient learning opportunities to develop the following:
  - Use a story or an image about the distant past to tell what life was like during that period, and
  - Use an image or other historical source from the past to describe family roles.
2. Have students review and discuss the following task and how the rubric will be used to evaluate their work.
3. Read a book or story to the students about life in the past. Discuss the roles of family members and what life was like during that time period. Chart the examples the students give.
4. Have the students draw a picture from the story that shows the role of one family member.
5. Have the student add a title and color the picture.
6. The students should write one sentence about what he or she would like about living at that time.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the role of a family member was clear and accurate.
  - *Reasoning*: the writing shows an understanding of life in the past based on the students' reason for what they liked about life at that time is logical.
  - *Communication*: the information in the picture and writing effectively is well-organized and well-detailed; the knowledge and reasoning are completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Three class periods

### Resources

- Book or story about a family in the past
- Chart paper or board space
- Construction paper for student drawing
- Crayons or markers
- Copy of the rubric for each student
- Social Science Rubric

"Meets"

# Pilgrim Girl

Pilgrim girls hadid to go down to the  
Streen. to wash their clothes



Life in the past

"Exceeds"



I found meat!

Father had to hunt so  
his family could have  
food in the winter.  
I learned that living in the  
past was hard work.