

## HOW PEOPLE SURVIVED YEARS AGO

### Performance Standards (16EUS/16EW/18C).A

Read stories about life in the past and draw a picture that illustrates the life and roles of individuals and groups working together to survive accordingly:

- *Knowledge*: identify the individuals or groups who worked together to survive in the past;
- *Reasoning*: compose a sentence which supports the illustration; and
- *Communication*: draw a picture 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 understand Illinois, United States, and world environmental history (16E), and understand how social systems form and develop over time (18C)*, students should experience sufficient learning opportunities to develop the following:
  - Tell how people survived in the local community many years ago.
  - Tell how people survived in a place far away and long ago.
  - Identify the basic needs of individuals and groups for survival.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students have studied local history or Abraham Lincoln, Pilgrims, etc.
4. Read stories to the class about people in the past working together to survive. (e.g., Pilgrims and Native Americans)
5. Teacher and students brainstorm examples of people working together to survive from the stories.
6. Records on chart paper examples of people working together.
7. Have students draw an event from the story that shows people working together to survive and add color.
8. Have students add a title that identifies the individuals or groups.
9. Have students write one sentence telling how these people worked together to survive.
10. 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 individuals or groups who worked together to survive is complete and accurate.
  - *Reasoning*: the sentence composed to support the illustration is relevant and logical, and
  - *Communication*: a picture was produced that was well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Two class periods

### Resources

- Chart paper for brainstorming
- 9x12 drawing paper
- Crayons or markers
- Stories from the past- Pilgrims, Abe Lincoln, pioneers, etc.
- Social Science Rubric

The Indians  
helped the  
Pilgrims plant  
Pumpkins.



Pilgrim

Indian

The indian helpt the Pilgrims catch  
fish.

"Exceeds"

