

## HISTORICAL PLACES

### Performance Standard 16BUS.B

Draw a picture of one local historical monument or place and write at least one sentence telling why it is important to the community accordingly:

- *Knowledge*: identify one local historical monument or place;
- *Reasoning*: compose a sentence telling why the monument or place is important to the community; and
- *Communication*: produce a drawing of one monument or place and a sentence describing why this monument or place is important to the community; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to understand the development of significant political events (16BUS)*, students should experience sufficient learning opportunities to develop the following:
  - Identify a local historical monument or place.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will have studied about historical places and monuments.
4. Show pictures or photos of historical places in the community
5. Take a walk or bus field trip through the community, pointing out historical points of interest.
6. Have students identify points of interest as seen on the field trip and list on chart paper.
7. Locate the historical places on a map of the community.
8. Have students draw and color one historical place or monument and label it on a 9 x 12 construction paper.
9. Have students write at least one sentence telling why the historical place or monument is important to the community.
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 the historical monument or place was accurate;
  - *Reasoning*: the sentence explaining the importance of the monument or place to the community was logical;
  - *Communication*: the drawing and sentence were well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Three to four class periods

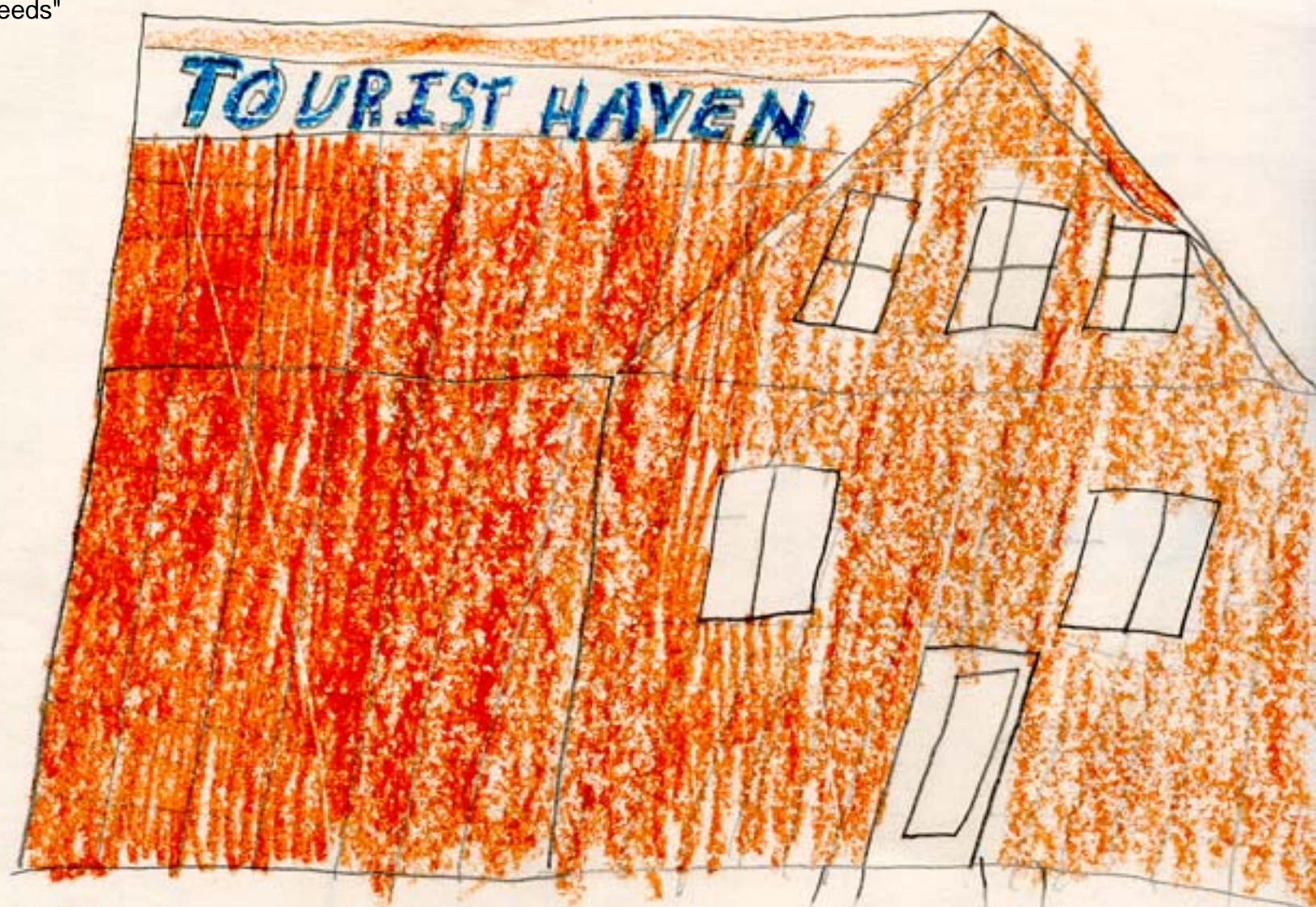
### Resources

- Pictures or photos of community landmarks
- Chart paper for list
- Construction paper
- Map of the community
- Crayons, markers, or colored pencils
- Social Science Rubric

"Meets"



The people brot money to the bank. And thay made a lons. They kep the peoples money safer.



Tourist Haven helped the Community, because people came in to eat and sleep. There were also other stores around Tourist Haven that people could also go to.