

## CUSTOMS AND OUR HISTORY

### Performance Standard (16DUS/16DW).B

Draw a picture illustrating a tradition that originated in another country that is practiced in the community. Draw a picture of a custom that originated in the United States that is practiced in the community. Write at least one sentence comparing the two traditions/customs accordingly:

- *Knowledge*: identify examples of past traditions that are found in the local community that originated in a foreign country and customs that originated in the United States that are practiced in the local community;
- *Reasoning*: describe the two traditions/customs in at least one sentence; and
- *Communication*: draw two pictures showing the customs/traditions and write at least one sentence comparing them; 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 social history (16D)***, students should experience sufficient learning opportunities to develop the following:
  - Identify stories and folktales that describe various customs practiced in America and/or local communities (e.g., John Henry, Pocahontas); and
  - List examples of past traditions found within the local community.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss traditions found in the community that originated in other countries. Discuss various customs originating in the United States that are practiced in the local community.
4. Have students brainstorm a list of traditions practiced within the community that originated in other countries.
5. Read a folktale or story related to a custom practiced in the local community that originated in the United States (e.g. fireworks on the 4<sup>th</sup> of July).
6. Have students draw a picture showing one tradition that originated in a foreign country and a picture showing a custom that originated in the United States, both of which are practiced in their local community.
7. Have students label and color the pictures.
8. Have students write at least one sentence comparing the two pictures to show similarities and differences in the two traditions/customs.
9. Evaluate the student's performance using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: the identification of the customs/traditions from the United States and from foreign countries is complete and accurate;
  - *Reasoning*: the description of the two traditions/customs was logical and accurate;
  - *Communication*: the pictures of the two traditions/customs were well-organized and well-detailed; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

#### Time Requirements

- Two class periods prior to assessment
- One class period for the assessment

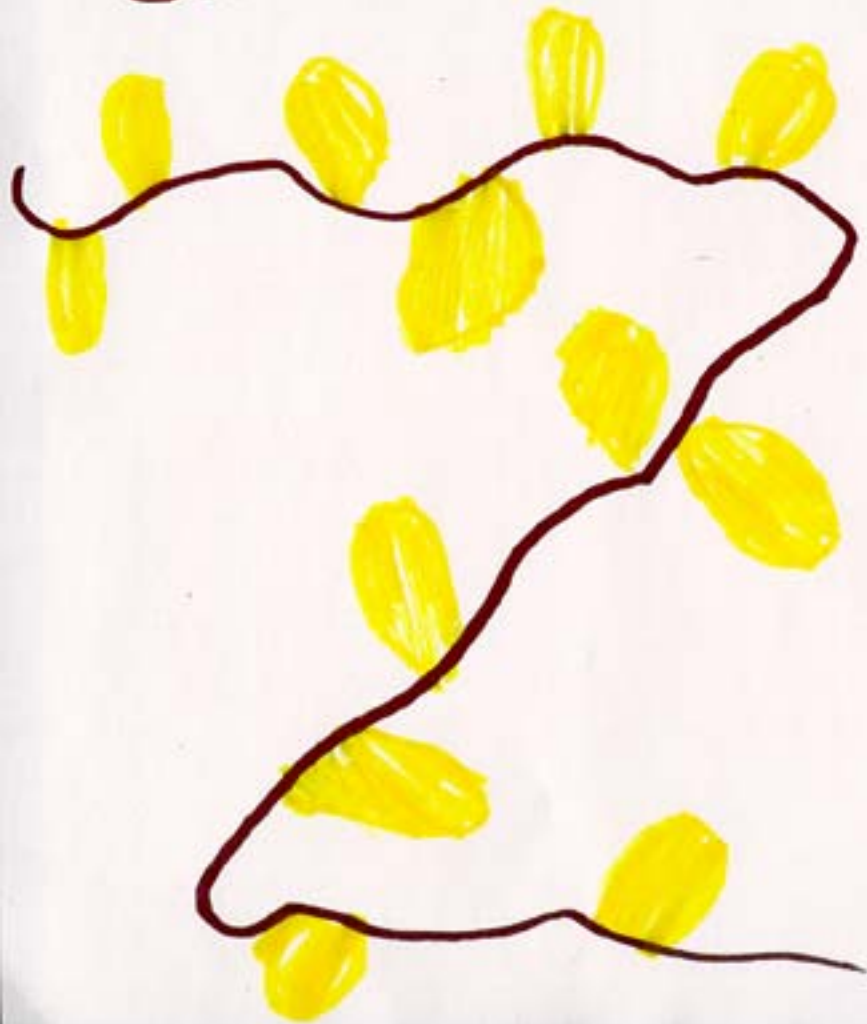
### Resources

- Folktales or stories about US customs
- 9 x 12 construction paper divided in half
- Lined writing paper
- Markers, crayons, or water colors
- Social Science Rubric

U.S.A.

"Meets' (page 1)

electric lights



England



Stocking.

The custom that we started in the U.S.A. was the electric light on the Christmas tree. The custom we copied from England is the stocking.

# U.S.A.

# England



electric lights on the Christmas Carols

The custom we started in the U.S. is electric lights on the tree. The custom we copied from England is Christmas carols.