

FAMILY LIFE

Performance Standard 16DUS.G

Write an essay comparing and contrasting the colonial family of the mid-1600s to the pioneer family of the mid-1800s according to the following assessment criteria:

- *Knowledge*: describe the family roles, educational opportunities, voting rights, employment opportunities leisure activities, and reasons for moving to a “new” land of colonial families of the mid-1600s and pioneer families of the mid-1800s;
- *Reasoning*: compare and contrast these features for the colonial family and the pioneer family; and
- *Communication*: write an essay that is well-focused, 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 social history (16D)*, students should experience sufficient learning opportunities to develop the following:
 - Compare and contrast family life in the early American period with another time period.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students study, research and take notes on American family life of the mid-1600s and mid-1800s.
4. Ask students to refer to the notes they have been taking on colonial family life and pioneer family life to write a 200 – 250 word essay as follows:
 - Include a political and historical description of each era, including migration patterns of the colonists and pioneers.
 - Include at least three of the following points of comparison between the two eras of families.
 - Reasons for moving to their new location (fleeing religious/political persecution, cheap/free land, etc.).
 - Roles men, women, and children played in their families of both eras. Women, for example, were expected to “wear the many hats” of homemaker, field-hand, and educator in both eras.
 - Opportunities offered to families of both eras (education, voting rights, employment).
 - Leisure time activities (dances, theater, music, sports, etc.).
 - (Optional) Include pictures or illustrations.
5. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the descriptions of the family roles, educational opportunities, voting rights, employment opportunities, leisure activities, and reasons for moving to a “new “ land of colonial families of the mid-1600s and pioneer families of the mid-1800s were complete and accurate.
 - *Reasoning*: the comparisons of these features for colonial families and pioneer families were thorough and well-reasoned.
 - *Communication*: the essay was well-focused, well-organized and well-detailed; the knowledge and reasoning were communicated completely and effectively.

Examples of Student Work follow

Time Requirements

- Two class periods

Resources

- Primary and secondary sources (paintings, photographs, letters, artifacts, journal articles, textbooks, etc.) that include information about the families of both eras
- Note cards
- Social Science Rubric