

Third Grade Social Studies Fall Assessment

Materials:

- Primary Source, Liz Pruger and Michelle Zernone
- Photograph analysis sheet, Document analysis sheet, and Artifact analysis sheet

Major Understandings:

1. People find out about the past from primary and secondary sources.
2. Primary sources are sources that are created at the time of an event and are original materials. Secondary sources are sources created at a later date by someone who did not experience first hand or participate in the event.
3. Primary and secondary evidence can tell us about life at a certain point in history.

Essential Questions:

1. How do cultures transmit their history?
2. What are primary and secondary sources? (Primary source material includes: original documents, speeches, cartoons, artifacts, photos, art, music, architecture, literature, drama, journals, folklore, historic places, and oral histories, all of which originated at the time of the event. A secondary source is a work that interprets or analyzes an historical event. It is one step removed from the event.)
3. How can people find out about past cultures/history?
4. What are the advantages and disadvantages of various primary and secondary sources? (Connect this to point of view and fact and opinion)
5. How can we analyze primary sources to discover how people lived in the past/present?
6. How can we use secondary sources to confirm or challenge inferences made by analyzing primary sources?
7. What connection /comparisons can we make between the present and past cultures/history based on primary and secondary evidence?

Teacher directions:

Part 1

- Teacher models how to analyze an image by describing details and making inferences.
- Teacher will display the image in page 1 of the Primary Source book. The image represents a colonial kitchen.
- Teacher models how we investigate an image. One way is to divide the image into four quadrants to notice specific details.
- Teacher models identifying the details in the image by discussing the “people,” “objects,” and “activities” in view.
- **As a class**, discuss the questions on page 2. Point out that the question “What do you see?” refers to the **main idea** of the image as distinguished from the details.
- Complete the answers as a class.
- Next, **as a class**, fill out the photograph analysis worksheet, attached.

Part 2 (Can be split into 2 lessons)

- Students independently observe the photographs on page 3 of Primary Source.
- Students independently answer the last three comparison questions on page 4 and fill out the photograph analysis.

Part 3

- Teacher models how to analyze an artifact by describing details and making inferences.
- Teacher will display an artifact from a child’s history box.
- Teacher models how we investigate an artifact using the artifact analysis sheet as a guide.
- Teacher models identifying the details in the artifact by discussing the physical and special qualities of the artifact (shape, color, texture, etc.) as shown on the artifact analysis sheet.
- **As a class**, discuss the questions artifact analysis sheet.
- Complete the answers as a class.

Part 4 (Can be split into 2 lessons)

- Students independently observe an artifact from someone else’s history box.
- Students complete the artifact analysis sheet.

