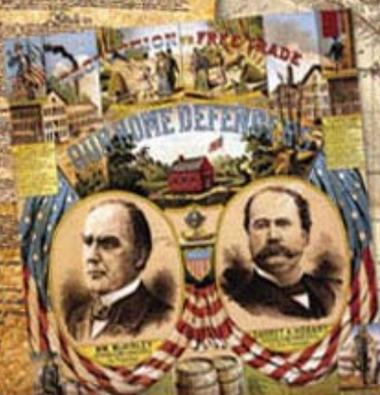




# Document-Based Assessment Activities

Grades  
K-12



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GRADES K–3

My Community Then and Now

image

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Communication Then and Now

Standard/Objective

Students will know the ways people communicate with each other now and long ago, and the technological developments that facilitated communication.

Vocabulary

- letter—printed messages sent through the mail
- text message—a short message typed on a computer or phone
- post office—a governmental office that receives and delivers mail
- correspond—to communicate with someone through written text
- wireless—a way to communicate that uses cell phone frequencies rather than wires

### imageConnecting to the Document

- Ask students if they have ever received a letter in the mail. Let students share.
- Ask students to suggest other ways to communicate or talk to one another (other than talking face-to-face or writing letters). List these ideas on the board. Suggestions might include phone or e-mail.
- Write some text messages on the board. Ask students to figure out what they mean. (Examples: I heart u. I c u. R u ok?)

### imageLeading Questions

- Which of these methods of communication is older? How can you tell?
- Which method of communication is more fun? Why?

### imageGraphic Organizer Extension

Draw a T-chart on the board. At the top on one side, place a piece of stationery with writing on it (or a written letter), and at the top of the other side, write a text message like I heart u. Underneath each side of the T-chart, have students come up to the board and write words or draw pictures that describe what they like about each type of communication.

### BACKGROUND INFORMATION

Letters have been a form of communication for hundreds of years. Most people have received a letter from a friend or a letter containing important information. Historically, letters have been transported by horseback, ship, train, airplane, truck, and hand-delivered by mail carriers. In the late 1990s, wireless handheld devices that could transmit messages through the Internet were introduced. People can use these devices to communicate instantly with each other through e-mail and text messages. Communicating through an electronic device is different from communicating through a handwritten letter. Some people send many text messages each day, but they write very few letters. Text messages are shorter than a typical letter, and the receiver gets them almost instantly. Individuals may prefer one or the other, but there are occasions for both.

Name \_\_\_\_\_

### Communication Then and Now

Directions: Look at the pictures and answer the questions below.

image

### QUESTIONS

- 1.What does the text message say?
- 2.What would you say in a text message?

3.What do you like about the letter?

Automobiles Then and Now

Standard/Objective

Students will understand differences in the methods of travel from various times in human history and the advantages and disadvantages of each.

Vocabulary

- automobile—a car
- tire—a hollow rubber tube filled with air and attached to the wheel of a car
- horseless carriage—a four-wheeled vehicle that is powered by an engine rather than pulled by a horse; a car
- engine—a machine that makes the car go

imageConnecting to the Document

- Ask students to draw a picture of a car that they would like to own someday. Ask them to describe its features.
- Tell students to ask their parents and grandparents about cars that they remember from their youth. If they can find pictures of these cars, have students bring them to school.
- Have students draw a car of the future and tell about it.

imageLeading Questions

- Which of the cars looks as if it was made a long time ago? What do you see in the picture that makes you think that?
- Which car looks more comfortable to ride in? Why?

imageGraphic Organizer Extension

Use yarn to make two circles on the floor of the classroom. Set the circles side by side. In the first circle, place the Then picture. In the second circle, place the Now photograph. Give each student two index cards. Tell students to write words or draw pictures that describe the Then car on one of the index cards. Next, on the other index card, have students write words or draw pictures that describe the Now car. Have students place the cards in the correct circle.

BACKGROUND INFORMATION

In the early years of the twentieth century, automobiles were handmade and very expensive. They were referred to as horseless carriages. Only the wealthy could afford a car. It was Henry Ford's goal to develop an automobile that middle-class Americans could afford. In 1908, he did just that. At his automobile plant on Piquette Avenue in Detroit, Henry Ford began the production of his first 1909 Model T Fords. Henry Ford used the concept of an assembly line to increase production and lower the cost of his cars. From 1908 until 1927, 15,000,000 Model T automobiles were built.

Name \_\_\_\_\_

#### Automobiles Then and Now

Directions: Look at the pictures and answer the questions below.

image

#### QUESTIONS

1. How are the two automobiles in the pictures alike?
2. Why are the people pushing the car?
3. Which car would you want to drive? Why?

#### Classrooms Then and Now

#### Standard/Objective

Students will understand changes in community life over time.

#### Vocabulary

- schoolhouse—a place where children go to learn
- education—knowledge and information that is learned at school
- computer—an electronic machine that stores and processes information
- teacher—someone who helps others learn
- student—someone who attends school to learn

#### imageConnecting to the Document

- Have each student draw a picture of what he or she likes best about his or her classroom.
- Tell students what school was like when you were a child. Point out the things that are different about today's classrooms.

•Ask students why it is important to go to school. Draw a schoolhouse on the board and write their answers around it.

imageLeading Questions

- Which is the picture of a classroom long ago? What makes it look old?
- What are the children like in each of the pictures?

imageGraphic Organizer Extension

Have students draw a square that is divided into four sections. Tell students to draw something that reminds them of an old-fashioned school in two of the sections and something that reminds them of a modern school in the other two sections.

#### BACKGROUND INFORMATION

Many years ago, schools were different than they are today. As the country grew, small, rural communities developed. These communities could not afford large schools, yet the children needed to be educated. Schools were often established in small one- or two-room buildings without electricity or indoor plumbing. There was often one teacher, and children of various ages learned together. The one-room schoolhouse is a tradition in some societies. Many outstanding citizens were educated in this type of school. Schools today are large and have access to government funding. Modern technology is now available to schools and is used to support learning.

Name \_\_\_\_\_

Classrooms Then and Now

Directions: Look at the pictures and answer the questions below.

image

#### QUESTIONS

- 1.What do you see in the Then picture? Name at least two things.
- 2.How have classrooms changed? Name two ways.

Restaurants Then and Now

Standard/Objective

Students will understand changes in community life over time.

Vocabulary

- restaurant—a place where food and drinks are served
- fast food—food that is prepared quickly and easily

- drive-through—a business that delivers goods through a special window to customers who stay in their cars

- cashier—someone who handles money transactions

- server—someone who brings food to those eating in the restaurant

imageConnecting to the Document

- Ask students what restaurants they like to eat at. Write their answers on the board. When they have finished, circle the restaurants that have drive-through windows.

- Have students name their favorite foods. Graph their favorites. Ask students if they eat these foods at home or in restaurants.

- Ask students if they know how to prepare something to eat. Have them describe the food and the preparation.

imageLeading Questions

- Which picture looks like an old-fashioned place to eat? Why?

- Which of the two places in the pictures would you like to eat at? Why?

imageGraphic Organizer Extension

Draw a Venn diagram on the board. Label one side of the Venn diagram drive-through and the other side eat-in. Tell students to write (or draw) the characteristics of a drive-through restaurant in the appropriate circle and to write (or draw) the characteristics of an eat-in restaurant in the other. Write or draw characteristics common to both types of restaurants in the overlapping section.

#### BACKGROUND INFORMATION

Restaurants existed as long ago as the Roman Empire, but the restaurant business has gone through many changes. Hundreds of years ago, food was served at inns, taverns, hostelries, and boarding houses. Back then, the food was included in the cost of the room. Restaurants as we know them today started in France in 1765 when Boulanger, a soup vendor, opened a restaurant. The first restaurant in the United States opened in Boston in 1794. As citizens acquired extra money and transportation, restaurant dining became popular. The concept of drive-through restaurants began before World War II. Drive-through restaurants increased in popularity and were most popular in the 1950s. Ray Kroc founded the McDonalds' enterprise in 1954. He revolutionized the restaurant industry by refining the production of hamburgers, fries, and milk shakes. Years ago, restaurants were unique and reflected the place and the people where they originated. Today, one can travel to many places and see the same restaurants in each place.

Name\_\_\_\_\_

## Restaurants Then and Now

Directions: Look at the pictures and answer the questions below.

image

### QUESTIONS

- 1.Name three things you see in the Then restaurant photo.
- 2.Look at the Now photo. What do you think is in the bag?
- 3.At which place would you rather eat? Why?

### Document-Based Question Task

#### DAY 1

1.Activate students' knowledge about their communities with this review. Students will be filling in a graphic organizer. Students in grades 2–3 should record information in their own graphic organizers as you model, on the board, how to fill it in. Students in grades K–1 can just participate in the one you model for them.

2.Draw a circle on the board or on a large sheet of paper. Ask students what they have been studying about this week. They should say “my community.” Write My Community in the center of the circle.

3.Ask students if they can tell you what they learned about their community. Lead students to conclude that they learned about communication, automobiles, classrooms, and restaurants. Draw four lines that branch away from the My Community circle and write communication, automobiles, classrooms, and restaurants at the end of these lines. Draw circles around these words.

4.Have students share what they learned about communication, automobiles, classrooms, and restaurants. Draw lines and write their ideas on the web. Leave the web up until the following day.

#### DAY 2

1.Begin by showing all of the primary source images, two at a time, to students. Start with the two images that show communication, automobiles, etc.

2.Students will be writing about their communities. The writing task is different for the two age groups. Write the following questions on the board:

- Grades K–1 students will use this sentence stem: The most important thing I know about my community is...

- Grades 2–3 students will write a paragraph to address this task: Name at least three ways your community has changed.

3. Have students draw pictures to go along with their answers. Remind students to think about the graphic organizer from the previous day and to think about the pictures they just viewed as they write and draw.

#### Answer Key

#### Communication Then and Now (page 23)

1. I love you!

2. Answers will vary. Students might say, "I'm on my way" or "Where r u?"

3. Answers will vary. Students might say the handwritten letter is more fun to receive because it is personal and is pretty. It is fun to hold a letter and keep it to read again.

#### Automobiles Then and Now (page 25)

1. Both cars can be driven. They both have a steering wheel, tires, seats, lights, and an engine under the hood to make them go.

2. The people are pushing the car because it will not start.

3. Answers will vary.

#### Classrooms Then and Now (page 27)

1. Answers will vary, but may include that there is a teacher and students; everyone is wearing old-fashioned clothes; there are desks and other old-looking furniture; there are chalkboards on the wall.

2. Answers will vary, but students might say that classrooms today have computers and colorful art on the walls, and students have room to sit on the floor.

#### Restaurants Then and Now (page 29)

1. Answers will vary, but may include that the restaurant has tables, chairs, eat-in bar, bar stools, men wearing suits, a display case, and wallpaper.

2. There is most likely food in the bag. Some students may specify the type of food such as burgers, chicken, fries, etc.

3. Answers will vary, but some may say that they prefer the drive-through restaurant because it looks like a familiar place that they enjoy. They may say that they don't like to eat in a place where they need to sit still. Others may say that they would prefer the restaurant because they like to go out to eat and to be served.

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