

Third Grade Social Studies Spring Assessment (World Communities)

Materials:

- Then and Now
- Maps of Lower New York City
- Photograph analysis sheet, Document analysis sheet, or 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.
4. World communities change over time.
- 5.

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 a “Then” and a “Now” image from the book New York Then and Now. Teacher can select any “Then and Now” images.
- Teacher models how we investigate an image. One way is to divide the image into four quadrants to notice specific details.
- Ask the question “What do you see?” Remind the class that this question refers to the **main idea** of the image as distinguished from the details.
- Teacher models identifying the details in the image by discussing the “people,” “objects,” and “activities” in view.
- **As a class**, discuss the following questions:
 - How is the “Then” image different and similar to the “Now” image?
 - How are these pictures the same or different from my own life or time?
- 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 two photographs in “Then” and “Now.”
- Students independently answer the two comparison questions:
 - How is the “Then” image different and similar to the “Now” image?
 - How are these pictures the same or different from my own life or time? Support your ideas with evidence from the images.
- Students independently complete the photograph analysis.

Part 3

- Teacher models how to analyze a document (map) by describing details and making inferences.
- Teacher will display a map of New Amsterdam (attached.)
- Teacher models how we investigate a map using the document analysis sheet as a guide.
- Teacher models identifying the details in the map by discussing the qualities of the map (drawings, titles, symbols, etc.) as shown on the document analysis sheet.
- Complete the answers as a class.

Part 4 (Can be split into 2 lessons)

- Students independently observe a current map of downtown New York City (attached).
- Students complete the document analysis sheet.
- Students answer the following questions:
 - How is the New Amsterdam map different and similar to the current map of New York City?
 - How has New York City changed over time?