**Big Idea:** How does our past affect our present?

**NCSS Standard:** Time, Continuity and Change

**Grade:** Fifth

**Time:** Twelve days

**Goals:**
- Students will personally examine ways their past affects their present.
- Students will research different groups of people, specifically focusing on events of the past that created how they live today.
- Students will discuss present day biases and investigate ways to get rid of them.

**Objectives:**
- Students will research the stories within their own families and if they are able, pick one to share with the class.
- Students will research the history of one group of people well enough to teach their classmates about them.
- Students will analyze historical events and discuss what types of biases may have come from them.
- Students will compare the history of different groups of people and outline connections between the past and the present.
- Students will compare and contrast stereotypes from the past, and stereotypes from the present.
- Students will analyze history from a different perspective than their own.
- Students will work in groups to learn about the history of different groups of people.
- When conducting research, students will find at least one primary resource such as a letter, document, or interview a person.
- Students will research one person from their group of people who is not so famous, but helped move his/her people away from bias.

**Inquiry Questions:**
- Throughout history, was life the same for every group of people in the United States?
- What are some ways that historical events affected groups of people differently?
- Does everyone remember history the same?
- Have things changed? Are they better, the same, or worse? Why?
- What events from recent history might be remembered differently by different groups of people?
- Do you come across bias or stereotypes daily? If you do, what kinds of bias or stereotypes do you find are most common? Why?
- What historical events may have caused the bias towards your group of people and why?

**Culminating Activity:**
- **Part One:** Presentation Fair
- **Part Two:** Day Twelve culminating discussion
Day One: Introduce Big Question: Does our past affect our present?
Time: 30 minutes
Materials: *The Keeping Quilt* by Patricia Polacco, My Story interview chart
Objectives:
- Students will research the stories within their own families or the community and if they are able, pick one to share with the class.

Corresponding Inquiry Question(s):
- Does everyone remember history the same?
- What events from history might be remembered differently by different groups of people?

Teacher Prep:
- Visit a local nursing home, or send out fliers to the community asking older citizens to work with children who may not have their own relative to interview. Set aside a time for community members to come to school and work one-on-one with their student, or get permission for a short after school field trip. Inform parents beforehand and obtain permission a few days before the trip. You may want to give the volunteers a copy of the interview questions so they can prepare which ones they feel most comfortable answering.

Lesson:
- Read Patricia Polacco’s *The Keeping Quilt*
  1. What did you notice about this story?
  2. Where was the family from originally?
  3. Have you heard stories like this before? Have you heard them from your grandparents or even great-grandparents?
- Discuss Big Question.
  1. How can we go about finding the answer to this question?
  2. Is the answer going to be a simple yes or no?
- Introduce family story project
  1. Ask students to interview a family member or member of the community using the interview chart provided. If able, have them find a story to share with the class. Children who do not have a family member to interview may interview a member of the community.
  2. Hand out *My Story* interview chart.
  3. Give students a few days to complete the assignment.
Interview a family member, or member of the community. Bring with you a notebook and a pencil. Please ask each question from the first category. For each of the following categories, you may choose which questions you would like to ask, or come up with some questions of your own. Please ask at least two questions from each category. You may ask more if you wish. If the person you interview is not comfortable answering a certain question, pick a different one.

Name of person being interviewed_________________________________

Category 1
1. What is your full name? What was your maiden name?
2. What is your date of birth?
3. Where is your place of birth?
4. What is your ethnicity?
5. Do you have brothers or sisters?
6. Do you have any children? Do you have any grandchildren?

Category 2
1. Where did you grow up?
2. What is your favorite memory from grade school?
3. What is your least favorite memory from grade school?
4. What kinds of traditions did your family have?
5. What was your favorite thing to do on the weekends?
6. What was your favorite food when you were young?
7. What was your least favorite food?

Category 3
1. Did your mother and father work? What jobs did they do?
2. Did you work? What job or jobs did you do?
3. Did you go to college? If you did, where did you go and what did you study?

Category 4
1. Did you have any dangerous or life-threatening experiences? Tell me about it.
2. What leaders do you remember from the United States? What leaders from other countries do you remember?
3. What event in history do you remember best? Why do you remember it?
4. How did you travel?
5. If you could change one thing about history, what would it be? Why?
Day Two: Introduce Research Jigsaw

Materials:
- retrieval chart example, retrieval chart sheets, books related to different groups of people

Objectives:
- Students will research the history of one group of people well enough to teach their classmates about them.

Corresponding Inquiry Questions:
- Throughout history, was life the same for every group of people in the United States?

Teacher Prep:
- Before the lesson, create a sample retrieval chart for the children to use a guide when they begin their research. Also, locate books, web sites, places in the community and people the children can use for their research and explain how to use each source.

Lesson:
- Introduce research project
  1. Discuss how the project will unfold.
     - Students start in home groups and will be assigned a people group to research.
     - Each student will be responsible for researching a different part of that group’s history
     - After students have finished researching, they will meet in their home groups to discuss their findings. They will prepare to teach the other groups about their research
     - The students will jigsaw into new groups, and each member will teach the other members of the group about their research findings. The group will be responsible taking notes for each different group of people.
     - The project will end with a class discussion and Venn diagram comparing the different groups.
  2. Explain how to do good research. Show examples of books, web sites, documents, and discuss how to use community resources and personal interviews.
     - Go through a sample retrieval chart and give tips on how to fill it out.
- Work Time
  1. Split children into four groups.
     - Native American
     - African American
     - Asian American
     - European American
  2. Allow children time to divide up chart and begin working.
**Information Chart**

Please look at three different sources to fill out your part of the chart.

<table>
<thead>
<tr>
<th>Why did they come?</th>
<th>Group member __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did your group of people come to live in the United States?</td>
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<tr>
<td>If they came willingly, why did they leave their country of birth?</td>
<td></td>
</tr>
<tr>
<td>How did they travel to the U.S.?</td>
<td></td>
</tr>
<tr>
<td>What did they hope to find in the U.S.?</td>
<td></td>
</tr>
<tr>
<td>How many of them came?</td>
<td></td>
</tr>
</tbody>
</table>

Please make a list of the resources you used to find this information:
Information Chart

Please look at three different sources to fill out your part of the chart.

<table>
<thead>
<tr>
<th>How did they live?</th>
<th>Group member _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of jobs did most of the people in your group have long ago?</td>
<td></td>
</tr>
<tr>
<td>What kinds of jobs do they have today?</td>
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<tr>
<td>Where did they live? What kinds of dwellings did they live in then? What kinds of dwellings do they live in now?</td>
<td></td>
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<tr>
<td>How many children did they have then?</td>
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<tr>
<td>How much did the average person make per year then? How much does the average person make per year now?</td>
<td></td>
</tr>
</tbody>
</table>

Please make a list of the resources you used to find this information:
Information Chart

Please look at three different sources to fill out your part of the chart.

What was their history like in the U.S.?  Group member ____________________

<table>
<thead>
<tr>
<th>What historical events affected your group of people the most?</th>
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<tbody>
<tr>
<td>How did other groups of people view your group of people?</td>
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<tr>
<td>What stereotypes, if any, were placed on your group of people then?</td>
</tr>
<tr>
<td>What stereotypes, if any, are placed on your group of people now?</td>
</tr>
<tr>
<td>What is the biggest challenge, in your opinion, that your group of people has faced?</td>
</tr>
</tbody>
</table>

Please make a list of the resources you used to find this information:
Please look at three different sources to fill out your part of the chart.

<table>
<thead>
<tr>
<th>What do they do for fun?</th>
<th>Group member __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kinds of food does your group of people like to eat?</td>
<td></td>
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<tr>
<td>What types of sports, if any, do they like to play?</td>
<td></td>
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<tr>
<td>What are some traditions or customs your group of people take part in?</td>
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<tr>
<td>What does your group of people consider the most important thing in life?</td>
<td></td>
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<tr>
<td>What religion do they follow, if any?</td>
<td></td>
</tr>
</tbody>
</table>

Please make a list of the resources you used to find this information:
Day Three: Jigsaw Research

Materials:
- Extra retrieval charts, books, computer lab, library access, a parent helper 😊

Objectives:
- Students will research the history of one group of people well enough to teach their classmates about them.
- Students will compare and contrast stereotypes from the past, and stereotypes from the present.
- Students will work in groups to learn about the history of different groups of people.
- When conducting research, students will find at least one primary resource such as a letter, document, or interview a person.

Corresponding Inquiry Questions:
- Throughout history, was life the same for every group of people in the United States?
- What are some ways historical events affected groups of people differently?
- What historical events might have caused the bias towards your group of people and why?

Lesson:
- Introduction
  1. Bring students to the library or place where they will be working on their research.
  2. Give the students five minutes to meet quietly with their groups before they begin their research.
  3. Give the students ten minutes at the end to meet with their group and discuss their research. Go around and gauge whether extra research time is needed.
Day Four: Jigsaw Research

Materials:
- Extra retrieval chart sheets, stapler

Objectives:
- Students will research the history of one group of people well enough to teach their classmates about them.
- Students will analyze historical events and what types of biases may have come from them.
- Students will compare and contrast stereotypes from the past, and stereotypes from the present.
- Students will work in groups to learn about the history of different groups of people.

Corresponding Inquiry Questions:
- Throughout history, was life the same for every group of people in the United States?
- What are some ways that historical events affected groups of people differently?
- What historical events may have caused the bias towards your group of people and why?

Lesson:
- Introduction
  1. If needed, allow students some time to finish their research and fill out their chart.
  2. If not needed, instruct students to find their home groups. Pass out extra charts to each group.
- Group discussion time
  1. Instruct students to discuss their research and fill out the empty charts. When finished, each student should have four charts filled with information about their group of people. Pass a stapler around the room so children do not lose their papers.
- Homework
  1. Ask students to study their information so they will be prepared to teach it the next day.
Day Five and Six: Jigsaw & Teach

Materials:
- Extra retrieval chart sheets, lined paper or extra notebooks

Objectives:
- Students will research the history of one group of people well enough to teach their classmates about them.
- Students will work in groups to learn about the history of different groups of people.

Corresponding Inquiry Questions:
- Throughout history, was life the same for every group of people in the United States?

Lesson:
- Introduction
  1. Instruct students to gather their research charts, notebooks and writing utensil and move into their home groups. From here, jigsaw them into new groups, making sure there is at least one person from every home group in every new group.
- Teaching
  1. After kids have moved into their new groups, ask them to take notes in a notebook while their classmates are presenting. The students should use a new page for each group of people. When they are finished, each student should have four pages with different notes on each.
  2. As students are presenting, walk around and observe the progress of each group. Listen in and ask questions, allowing the ‘expert’ to share some of his or her wisdom. Often the children will know much more information than they actually have written down. Encourage the students who are listening to ask questions and make comparisons with their own research findings.
  3. At the end of the lesson, gauge whether students need more presentation time, or whether they are ready to move on to the next step.
Day Seven: Venn Diagram/Interview stories

Materials:
- Large chart paper, markers, area rug or comfortable area for sharing

Objectives:
- Students will work in groups to learn about the history of different groups of people.
- Students will research the stories within their own families or older citizens and if they are able, pick one to share with the class.
- Students will analyze historical events and discuss what types of biases may have come from them.
- Students will analyze history from a different perspective than their own.

Corresponding Inquiry Questions:
- Throughout history, was life the same for every group of people in the United States?
- Does everyone remember history the same?
- Do you come across stereotypes or bias daily? If you do, what kinds of bias or stereotypes do you find are most common? Why?
- What events from recent history might be remembered differently by different groups of people?

Lesson:
- Venn Diagram
  1. Put large pieces of chart paper on the board or another flat surface that all the students can see. Draw a large Venn Diagram and ask students for suggestions about filling it out. You may want to make a separate list of suggestions on the board before fitting them into the diagram itself.
     - Use questions from My Story interview sheet for a guide.
  2. After diagram is finished, ask students to write one or more conclusions on a sheet of paper. They are not required to write their names on the paper, but they should hand them in. The teacher can read them aloud to the class and write them on the board.
     - How do your conclusions relate to our Big Question: How does our past affect our present?
     - How does our past affect our present?
     - Do you come across stereotypes or bias daily? If you do, what kinds of bias or stereotypes do you find are most common? Why?

- Story sharing
  1. Instruct students to find their interviews and move to the rug. Ask students to share if they are able or want to. As the stories are told, ask students to think about the following questions:
     - What events from recent history might be remembered differently by different groups of people?
     - Does everyone remember history the same?
  2. After sharing, discuss how each story was different, and how some were similar. If needed, continue this discussion on Day Eight.
Day Eight and Nine: Introduction to not-so-famous person research/Research
Materials:
- Research materials, web site ideas, list of people, examples of project ideas

Objectives:
- Students will analyze history from a different perspective than their own.
- When conducting research, students will find at least one primary resource such as a letter, document, or interview a person.
- Students will research one person from their group of people who is not so famous, but helped move his/her people away from bias.

Corresponding Inquiry Questions:
- Does everyone remember history the same?
- What historical events may have caused the bias towards your group of people and why?

Assessment: See attached Rubric for Research Project

Lesson:
- Introduce research project
  1. Explain to class that each person will be researching one person from their group of people. They are to use as many sources as they can, and try their best to locate a primary resource. They may choose a person from a master list (complied by the teacher) as long as the person is part of the people group they researched in prior lessons.
  2. For this project, students may choose to present their results differently. Examples of project ideas includes:
     - Newspaper article
     - Poem
     - Short story
     - Journal of person’s life
     - Small book with pictures
     - Portfolio of collected research and final conclusions
     - Picture (accompanied by short synopsis of their research and what their picture represents)

If the students come up with another project they would rather do and still fulfills the requirements, they may do that as well. The goal of this research is to allow students to feel ownership by giving them as much choice as possible.

- Hand out rubric for project. Students need to have each of the rubric components in their project and do their best to answer the questions on the research project guide.
- Bring students to library and give them the rest of the time to research.

Day Nine:
- Bring students to library and give them time to research. Gauge whether they need one more day based on their progress at the end of day nine.
The person I am researching is ____________________________________.

In your research, try to answer the following questions:
1. What stereotypes or bias did your person deal with?
2. How did your person try to overcome bias and stereotypes?
3. What things did your person do?
4. Where did your person live?
5. Where did your person work?
6. Where did your person grow up?
7. Is your person from America or another country?
8. What is the most fascinating fact about your person?

For your research project, you may pick one of the items listed below, or you may choose your own project and okay it with the teacher. **Make sure the project you pick will represent your person best.**

- Write a newspaper article about something your person did.
- Pretend you are your person and write a letter to a family member or friend answering some of the questions listed above.
- Pretend you are your person and keep a journal, making note of important things they did and paid attention to.
- Write a short story about your person.
- Write a poem about your person.
- Make a picture about your person. (Include a paragraph that tells why the picture represents your person.)
- Make a small book with pictures about your person.
- Make a small portfolio of letters, documents and pictures about your person.

Keep a list of all the resources you used for your project using the following resource list.
Resource List

Name_____________________________________     Date_____________

Use this page to keep a list of all the resources you use for your research project. Please use at least three different sources for your research. List your resources in the format shown below:

- Book: List the title, author, and page number(s) you used to find the information
  - The Keeping Quilt, Patricia Polacco, pg. 3
- Web Site: List the title of the site, and the http address
  - Primary Resources, http://www.primaryresources.com
- Letter or Document: List the title of the document, or who the letter was written to, the date and the author
  - To Maryanne, September 17, 1895, From Harriet

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________
4. __________________________________________________________
5. __________________________________________________________
6. __________________________________________________________
7. __________________________________________________________
8. __________________________________________________________
9. __________________________________________________________
10. __________________________________________________________
Research Resource List
Here is a list of web sites where children can go and find information about their not-so-famous person. Also included are a few suggestions of people to research.

American Indian
- National Museum of American Indian   [http://www.nmai.si.edu](http://www.nmai.si.edu)
- Pacific Northwest   [http://memory.loc.gov/ammem/award98/wauhtml/ainhome.html](http://memory.loc.gov/ammem/award98/wauhtml/ainhome.html)
- People: Chief Seattle, Chief Tonasket, Crazy Horse, Dan George, Chief Joseph, Norval Morisseau, Chief Arvol Looking Horse, Ben Nighthorse Campbell

African American
- [http://www.pbs.org/wnet/aaworld](http://www.pbs.org/wnet/aaworld)
- Gateway to AA Black History   [http://usinfo.state.gov/usa/blackhis/](http://usinfo.state.gov/usa/blackhis/)
- People: Ida B. Wells   [http://www.tolerance.org](http://www.tolerance.org)

Asian Americans
- Linking the Past to the Present: Asian Americans, Then and Now   [http://www.askasia.org/frclasrm/readings/r000192.html](http://www.askasia.org/frclasrm/readings/r000192.html)

European Americans
- LOC   [http://memory.loc.gov/learn/educators/workshop/europeans/wimmlink.html](http://memory.loc.gov/learn/educators/workshop/europeans/wimmlink.html)
Day Ten & Eleven: Putting together research

Materials:
- Research materials, web site ideas, list of people, examples of project ideas

Objectives:
- Students will analyze history from a different perspective than their own.
- When conducting research, students will find at least one primary resource such as a letter, document, or interview a person.
- Students will research one person from their group of people who is not so famous, but helped move his/her people away from bias.

Corresponding Inquiry Questions:
- Does everyone remember history the same?
- What historical events may have caused the bias towards your group of people and why?

Lesson:
1. Putting together research
   1. Using the sample assessment chart, conference with each child and determine what kind of project they are doing, what extra materials they may need, and what progress they have made.
   2. Allow students the time to work on projects.
Classroom Assessment Chart

Date_______________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Person</th>
<th>Project</th>
<th>Materials Needed</th>
<th>Progress</th>
</tr>
</thead>
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<tr>
<td></td>
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**Day Twelve:** Presentation Fair

**Time:**

**Materials:**
- Arrange the room so that children can move about easily, cardboard or cardstock signs

**Objectives:**
- Students will research one person from their group of people who is not so famous, but helped move his/her people away from bias.

**Corresponding Inquiry Questions:**
- Does everyone remember history the same?
- What historical events may have caused the bias towards your group of people and why?
- Do you come across bias or stereotypes daily? If you do, what kinds of bias or stereotypes do you find are most common? Why?

**Lesson:**
- Set up the desks in clusters or a U shape so students can move about easily. Give each student a piece of cardboard or cardstock and have him or her write the name of the person he or she researched on it. This will be part of their display.
- Divide the room into three groups. Instruct group 1 to set up their research projects and stand next to them. Groups 2 and 3 will rotate around the room, while group 1 presents their information. Students will probably move from station to station in groups of two or three. Arrange students so each member of group 1 has two or three students from group 2 and 3 next to them, and start the timer. Groups 2 and 3 will have two minutes to inspect and hear what the group 1 presenters have to say. Then, they will rotate. Continue this rotation in two minute increments until everyone from groups 2 and 3 have examined all of the projects in group 1. When group 1 is finished presenting, repeat the process with groups 2 and 3. Allow the students some extra time at the end to go back and take a closer look at projects they may want to look at more in-depth.
- During the rotations, the groups who are listening to the presenters should keep in mind the following questions:
  - What did this person do to help their group of people move away from bias and stereotypes?
  - Is this person like my person? How are they the same or different?
  - Is this person like the person I interviewed? How and why are they the same or different?
  - What bias and stereotype do people from this group deal with today? How can I help to change that?
Presentation Question Sheet

Name__________________________________   Date_________________

Think about these questions as you move from station to station.

1. What did this person do to help their group of people move away from bias and stereotypes?

2. Is this person like my person? How are they the same or different?

3. Is this person like the person I interviewed? How and why are they the same or different?

4. What bias and stereotype do people from this group deal with today? How can I help to change that?
Day Thirteen: Wrap-up and discussion

Materials:
- Set up the rug for a comfortable discussion, bring question sheets from presentation fair, Venn diagram from previous lesson

Objectives:
- Students will analyze historical events and discuss what types of biases may have come from them.
- Students will compare and contrast stereotypes from the past, and stereotypes from the present.

Corresponding Inquiry Questions:
- Does everyone remember history the same?
- What historical events may have caused the bias towards your group of people and why?
- Do you come across bias or stereotypes daily? If you do, what kinds of bias or stereotypes do you find are most common? Why?

Lesson:
- Gather students on the rug, asking them to bring their question sheet from the day before. On a large piece of poster paper, write out the Big Question: **How does our past affect our present.** Put up Venn Diagram.
- Here are some questions to guide the discussion:
  - What did you learn during the past two weeks?
  - What kind of stereotypes exist today?
  - How did our Venn Diagram, our interviews, and our research of people groups and individual people answer our question, How does our past affect our present?
  - What can you do to help prevent the spread of stereotypes and bias?
  - Does every people group remember history the same? Why?
  - What historical events might be remembered differently by different groups of people today?
- **How can we make our past affect our present in a positive way? How can we help others?**
Research Report : Researching People

Teacher Name: Mrs. Ojard

Student Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Information</td>
<td>Student used at least three different resources or talked to teacher about lack of resources available.</td>
<td>Student used two resources and did not talk to teacher about availability of resources.</td>
<td>Student used one resource and did not talk to teacher about availability of resources.</td>
<td>Student used no resources and did not talk to teacher about availability of resources.</td>
</tr>
<tr>
<td>Resource Chart</td>
<td>Student filled out the resource chart thoroughly and used the examples as a guide.</td>
<td>Student filled out the resource chart thoroughly but did not use the examples as a guide.</td>
<td>Student filled out part of the resource chart and did not use the examples as a guide.</td>
<td>Student did not fill out the resource chart.</td>
</tr>
<tr>
<td>Presentation Fair</td>
<td>Student demonstrated knowledge of their person by including as much information from the Research Project Guide as they could find.</td>
<td>Student demonstrated knowledge of their person by including some information from the Research Project Guide.</td>
<td>Student demonstrated little knowledge of their person and did not include information from the Research Project Guide.</td>
<td>Student demonstrated no knowledge of person and did not include any information from the Research Project Guide.</td>
</tr>
<tr>
<td>Project Conference</td>
<td>Student completed the research conference.</td>
<td></td>
<td></td>
<td>Student did not complete the research conference.</td>
</tr>
</tbody>
</table>

Date Created: Oct 30, 2005 04:59 pm (CST)


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**Anytown Elementary**  
**Big Question Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will personally examine ways their past affects their present.</td>
</tr>
<tr>
<td>Students will research different groups of people, specifically focusing on how events of the past that created how they live today.</td>
</tr>
<tr>
<td>Students will discuss their answer to the Big Question through their research project and discussion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Student did not complete the family/community member interview.</td>
<td>Student completed the family/community member interview.</td>
</tr>
<tr>
<td>Student did not complete his/her part of the research and used no resources.</td>
<td>Student completed little of his/her part of the research using one resource.</td>
</tr>
<tr>
<td>Student presented project moderately well and participated a little in group discussion.</td>
<td>Student presented project well and participated in group discussion.</td>
</tr>
</tbody>
</table>

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**Teacher Comments:**

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