

## **Project-based Unit Assessment – Instructions for the Teacher and Student Handouts**

### **Unit Objectives:**

Students will be able to:

- a. explain how the population and race/ethnicity of the population changed at multiple points in time.
- b. compare and contrast the foods, clothing, housing, arts/leisure activities, religion, and language for a place at multiple periods in time.
- c. describe how the physical environment and land use changed in the time periods examined.
- d. identify, explain, and provide evidence of a natural process that changed the cultural and environmental characteristic of a place.

### **Assessment Objectives:**

In this assessment, students will demonstrate their understanding of the following Illinois State Geography Standard:

SS.G.1.5 -- Investigate how the cultural and environmental characteristics of places within the United States change over time.

In addition, they will demonstrate the following inquiry skills:

SS.IS.3.3-5 – Determine sources representing multiple points of view that will assist in answering essential questions.

SS.IS.4.3-5 – Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

SS.IS.5.3-5 – Develop claims using evidence from multiple sources to answer essential questions.

SS.IS.6.3-5 – Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

### **Assessment Format:**

Students will choose one of three options in order to demonstrate understanding of the unit objectives. All work is to be completed individually. The place to be studied (in all three options) is Chicago. Teachers may copy the next four pages (Student Assignment Sheet, Grading Rubric, and Student Resources) to hand out to students. If you do not want students to see the Teacher Resources, do not copy the bottom of the last page.

## STUDENT ASSIGNMENT SHEET

**Choose one of the following options in order to demonstrate your understanding of the unit objectives. The work for each option must be completed individually.**

- Option A** Write entries for a family journal, pretending that you are two different family members who have lived in Chicago in different centuries. These may be real people who actually lived or fictional people you “create.” If you choose to “create” a person, make up a name and create an identity. The entries should be dated and include information about the following topics for each time period: population, race/ethnicity of the population, cultural characteristics (i.e. food, clothing, housing, arts/leisure activities, religion, and language), environmental and land use changes caused by human activities, and natural processes that impacted the cultural and environmental characteristics. Journal entries may be hand-written if clearly legible; otherwise, they should be typed. You are encouraged to include hand-drawn sketches in your journal.
- Option B** Create a poster presentation titled “Chicago: Changes over Time.” Use a tri-fold poster board and include graphics (pictures, graphs, and maps) along with text. The following topics should be included for two points in time: population, race/ethnicity of the population, cultural characteristics (food, clothing, housing, arts/leisure activities, religion, and language), environmental and land use changes caused by human activities, and natural processes that impacted the cultural and environmental characteristics. The two points in time should be from two different centuries. Be prepared to answer questions orally when the poster presentation is shared with your small group.
- Option C** Prepare brief oral presentations and a Powerpoint in which you pretend to be two people who lived in Chicago in two different centuries. These may be real people who actually lived or fictional people you “create.” If you choose to “create” a person, make up a name and create an identity. The following topics should be included for each point in time: population, race/ethnicity of the population, cultural characteristics (food, clothing, housing, arts/leisure activities, religion, and language), environmental and land use changes caused by human activities, and natural processes that changed the cultural and environmental characteristics. Wear different hats (and/or clothing) to represent the two people. Use graphics (pictures, maps and graphs) in your Powerpoint to help tell your story to class.

Criteria	0	1	2	3
Population Changes	Does not include information about the population or race/ethnicity of the population at any point in time.	Describes the population <b>or</b> race/ethnicity of the population at one point in time.	Describes the population <b>and</b> race/ethnicity of the population at one point in time <b>or</b> describes one of these at two points in time.	Explains how the population <b>and</b> race/ethnicity of the population differed at two points in time.
Culture Changes	Compares and contrasts 1 of the following: foods, clothing, housing, arts/leisure activities, religion and language for a place at two points in time <b>or</b> describes foods, clothing, housing, arts/leisure activities, religion <b>and/or</b> language for a place at one point in time <b>or</b> does not include information about culture changes.	Compares and contrasts 2 of the following: foods, clothing, housing, arts/leisure activities, religion and language for a place at two points in time <b>or</b> does one (compare or contrast) for three of the above aspects of culture.	Compares and contrasts 3 of the following: foods, clothing, housing, arts/leisure activities, religion and language for a place at two points in time <b>or</b> does one (compare or contrast) four of the above aspects of culture.	Compares and contrasts at least 4 of the following: foods, clothing, housing, arts/leisure activities, religion and language for a place at two points in time.
Environmental changes caused by human activity	Explains how 1 of the following (plants, animals, land, or land use) differed at two points in time due to human activity <b>or</b> describes plants, animals, land or land use at one point in time <b>or</b> does not include information about environmental changes.	Explains how 2 of the following (plants, animals, land, or land use) differed at two points in time due to human activity.	Explains how 3 of the following (plants, animals, land, and land use) differed at two points in time due to human activity.	Explains how the plants, animals, land, and land use differed at two points in time due to human activity.
Natural Changes	Does not identify or explain a natural process that changed the cultural and the environmental characteristics of a place.	Identifies and explains a natural process that changed the cultural <b>or</b> the environmental characteristics of a place.	Identifies and explains a natural process that changed the cultural and the environmental characteristics of a place <b>or</b> identifies, explains, and provides evidence of a natural process that changed the cultural <b>or</b> the environmental characteristics of a place.	Identifies, explains, and provides evidence of a natural process that changed the cultural and the environmental characteristics of a place.

## STUDENT RESOURCES

### Books:

Taylor, Judy Sutton. *Eyewitness Chicago*. DK Publishing, 2011.  
Hurd, Owen. *Chicago History for Kids*. Chicago Review Press, 2007.

### Pamphlets:

Science Notes published by the Chicago Academy of Sciences. (Chicago's Ancient Coral Reefs, Prehistoric Indians of the Chicago Area, Lake Michigan's Ancient Beaches, Ancient Beaches and Dunes in Lincoln Park)

### Websites:

[https://www.cityofchicago.org/city/en/depts/doi/supp\\_info/census\\_maps.html](https://www.cityofchicago.org/city/en/depts/doi/supp_info/census_maps.html) Maps of race/ethnicity (and more) based on the 2000 census.

<http://censusviewer.com/city/IL/Chicago> 2010 census numbers for Chicago in terms of population, white, black, Hispanic, etc.

<http://www.gif-explode.com/?explode=http://i.imgur.com/xZoKnTa.gif> Maps of Chicago from 1910-2000 by community area showing percent White, Black, Asian, Latino.

<http://www.chicagoinmaps.com/sources-links.html> Historical maps of Chicago from different sources.

[http://landplats.ilsos.net/FTP\\_Illinois.html](http://landplats.ilsos.net/FTP_Illinois.html) Federal land plats of Illinois 1804-1881.

[https://chm-cdn-1.s3.amazonaws.com/uploads/2016/09/Trading\\_Mystery\\_by\\_Kris\\_Nesbitt.pdf](https://chm-cdn-1.s3.amazonaws.com/uploads/2016/09/Trading_Mystery_by_Kris_Nesbitt.pdf)  
Early Chicago history including information about Native Americans, Fur Trade, and Fort Dearborn as told in a story of fur trading.

<https://www.chicagohistory.org/great-chicago-stories/> Story written for kids about Great Migration and Bronzeville. Chicago History Museum. Website also has stories (for kids) about the World's Fair and trains in Chicago.

<http://www.encyclopedia.chicagohistory.org/pages/1751.html> Map of forested area and Glacial Lake Chicago plus brief explanation of glaciation.

<http://www.encyclopedia.chicagohistory.org/pages/516.html> *Encyclopedia of Chicago History* entry on glaciation. Same map as above, but includes one page explanation of glaciation.

<http://teacher.depaul.edu/Documents/Chicago%20History%20Timeline%201800-2008%20updated%204-12-12.pdf> Time line of Chicago history in words.

<http://dcc.newberry.org/collections> Digital collection from the Newberry Library – primary sources. Collection includes Chicago, but goes well beyond.

#### **ADDITIONAL RESOURCES TEACHER MAY WANT TO USE:**

1. <https://www.chicagohistory.org/education/field-trips/> Field trip options at the Chicago History Museum are listed and described. A trip to the museum would provide students with information they could use for their project if this is an option.
2. <http://www.encyclopedia.chicagohistory.org/> *Encyclopedia of Chicago History* includes entries on many topics students will be reading about. If students have questions about something they are reading, the teacher may find additional information at this site. Advanced 5<sup>th</sup> grade readers may be able to glean information from this site on their own.
3. <http://www.chicagoriver.org/programs/education-and-outreach/chicago-river-schools-network/my-river-unit> Website contains lesson plans about the Chicago River for multiple grade levels. Some of the lessons would give students information they could use in their projects, especially the following:
  - the lesson “More with Chicago River Maps” in the section *Ecology and Geography*. This lesson includes maps of the Chicago area in 1820, 1880, 1940, and 2010. The activity has students calculate the % of the watershed that is covered by the city.
  - the lesson “The History of the Chicago River” in the section *Chicago River History Lessons*, includes a story “On the Banks” describing what someone standing on the banks of the Chicago River would have seen at different points in time.
  - the lesson “Backwards Goes It Does” is a long lesson including making a model of the topography and showing how the flow of the river was changed.
  - the lesson “Erosion Natural or Unnatural” in the section *Chicago River Science Lessons*, discusses runoff and how changing the surface materials affect this. This section also includes a 6 page handout called “A Brief History of the Chicago River.”

4. Posters from the Illinois State Geologic Survey: “The Chicago River Mouth,” “Chicago’s Underwater Landscape,” and “Shaping the Chicago Shoreline”