**Living History Project Questions**

* **Primary Source**
  1. Write a caption for the primary source outlining what it is.
  2. How it plays a key part in depicting the history of the event or the people at the time of the event?
* **Event in the picture:**
  1. Write **name and date** of event
  2. Where is the location of the event?
  3. What happened during the event?
  4. What was the cause of the event? (if applicable)
  5. What was the affect of the event? (if applicable)
  6. How did the event shape (or impact) the USA?
  7. What other events during this time period affect this event? ***(explain and compare the relationship between these events)***
  8. Write a summary of each event which includes the above information.
  9. Reflection question: What would your life be like today without the occurrence of the historical events?
* **Two other questions you come up with about your event:** Other questions which may be important to ask about the event in the picture, for example:
* What is the economy of the area?
* What is happening in other areas of the country/world that influences the event in the picture?
  + In what ways (cultural, economic, political, and military) are these influences shown?
* **People in the picture:**  Possible questions:
  1. Who are you?
  2. What are you doing in the picture?
  3. What is your life like?
  4. How do you feel about it?
  5. What is the character’s job?
  6. What are the political views of these people? (if applicable)
  7. Is there more than one cultural group in the area? How do the groups interact?
  8. If there is an area of conflict:
     1. How are the people in the picture affected?
     2. How do they respond?
     3. How do their needs affect other groups?

**5th Grade Living Picture Project Rubric**

You will be working with a group of students to analyze a picture from an important event in history and thereafter research the event to learn more details about it. At the completion of the project you will create a living picture of the event to share with your classmates so they too can learn about this important event in history.

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|  | Possible Points | Points |
| * **Get Photo/painting your group chooses to represent the historical event approved by the teacher.** * **Photo Analysis worksheet** is complete with detail and shows strong student reflection about the events and people in the photo/picture. | 10 |  |
| * Detailed answers to assignment questions. | 15 |  |
| * Two well thought out team questions about either the people or event in the photo/picture. | 5 |  |
| * Clear caption for the picture/photo detailing what it is depicting. | 5 |  |
| * Well thought out script of the character you will be portraying from the picture. The script must include: | 15 |  |
| * 1. Answers to the questions in the Person section of the question sheet |  |  |
| * 1. Answers to two questions about the event in the picture (together the characters will answer all the questions from the event section of the question sheet). |  |  |
| * Group living picture presentation. You must step into the shoes of the character and clearly: | 30 |  |
| * 1. Group worked well together |  |  |
| * 1. speak clearly during the presentation |  |  |
| * 1. Give the audience a clear understanding about your character and the event in history |  |  |
| * 1. Answer the questions in the person section of the question sheet |  |  |
| * 1. Answer at least 2 questions from the event section of the question sheet. (remember at least one person must answer the two group generated questions) |  |  |
| * 1. Dress appropriately for the character in the photo/picture. |  |  |
| * Bibliograhy | 10 |  |
| * Group work | 10 |  |
| * 1. Work positively with group members |  |  |
| * 1. Contributed to the group by locating answers to questions |  |  |

