

# **Station 03: Historical Assessments of Thinking**

## **Directions:**

There are two assessments at this station. Each asks you questions about a primary source.

Complete the assessment for each primary source. Make sure you flip the assessment sheets over to complete the back.

Open the folders containing the grading rubrics to see how you did on the assessment and get examples of student responses.

**Directions:** Examine the photograph and answer the questions that follow.

**Source:** The following photograph was taken in Georgia in 1903.



**Title:** “Cabins where slaves were raised for market – The famous Hermitage, Savannah, Georgia”

**Photographed by:** Underwood & Underwood, publishers

**Date:** 1903

**Question 1:** How might the photograph be useful as evidence of the living conditions of slaves?

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**Question 2:** What about this source might make it less useful as evidence of the living conditions of slaves?

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## ***Rubric – Slave Quarters HAT***

To answer this question correctly, students must explain both how this source provides useful evidence about the living conditions of slaves and how the source is limited as evidence. For Question 1, students must explain that the photo provides some idea of the types of houses that slaves inhabited on this particular plantation. In Question 2, students must see that the photograph was taken decades after the end of slavery and therefore provides limited evidence about the lives of slaves.

LEVEL	DESCRIPTION
Proficient	<p><b>QUESTION 1:</b> Student explains that the photograph depicts the quarters once inhabited by slaves and therefore provides information about the living conditions of slaves on this plantation.</p> <ul style="list-style-type: none"> <li>• <b>Example: how it used to look</b>  <u>Sample Student Response:</u>  <i>This would be a good photograph to use as a resource to understand the living conditions of some African Americans, but slavery had ended by the time period that's shown. This picture can show how it used to be/how it used to look.</i> </li> <li>• <b>Example: life was like</b>  <u>Sample Student Response:</u>  <i>This photograph might be useful as evidence to understand the living conditions of slaves at this plantation because it depicts the living conditions and housing arrangements that slaves might have lived in. The photograph might provide some insight into what a slave's life was like.</i> </li> </ul>

	<p><b>QUESTION 2:</b> Student sees that the photograph was taken in 1903 and explains that the gap in time between when the photograph was taken and the end of slavery limits the usefulness of this resource as evidence of living conditions of slaves.</p> <ul style="list-style-type: none"> <li>• <b>Example: free black men</b>  <u>Sample Student Response:</u>  <i>The date of this photo is 1903. Slavery was abolished in most states in 1863. Therefore this photo is not a strong piece of evidence because this photo shows free black men hanging around their homes.</i></li> <li>• <b>Example: after slavery was abolished</b>  <u>Sample Student Response:</u>  <i>This photograph might not be a useful piece of evidence to understand the living conditions of slaves at this plantation because it was taken in 1903, after slavery was abolished. Therefore, the photograph would not depict actual life as a slave during the time when slavery was allowed.</i></li> </ul>
Emergent	<p><b>QUESTION 1:</b> Student explains how the photograph provides useful information about the housing that slaves inhabited but makes the mistaken assumption that the plantation workers were slaves.</p> <ul style="list-style-type: none"> <li>• <b>Example: living conditions</b>  <u>Sample Student Response:</u>  <i>The image shows the housing conditions, which were sparse, small, and uniformly constructed. It shows also the people who inhabited it. There were whole families housed in the shacks, forced into small quarters.</i></li> </ul> <p><b>QUESTION 2:</b> Student identifies limitations of the source but doesn't correctly explain the importance of the date of the photo for determining the reliability of the source.</p> <ul style="list-style-type: none"> <li>• <b>Example: replica plantation</b>  <u>Sample Student Response:</u>  <i>Because the photo was taken in 1903, it is not an actual plantation, but just a replica, which obviously is not as historically accurate as an original photograph.</i></li> <li>• <b>Example: posed photo</b>  <u>Sample Student Response:</u>  <i>It could have been posed or it could have been on a plantation that treats their slaves unusually well so it would not show the conditions most slaves had to live with.</i></li> </ul>

Basic

**QUESTION 1:** Student assumes that the plantation workers in 1903 are slaves and/or does not explain how the photograph provides useful information.

• **Example: overcrowded**

Sample Student Response:

*It is clear from the picture that they are overcrowded with small living spaces. They also did not have much to do because they are all sitting around.*

• **Example: dressed**

Sample Student Response:

*It shows their interaction with each other and the work they had to do. It's useful as well because it shows us how they dressed and that they were pretty well off based on their clothing.*

**QUESTION 2:** Student doesn't explain how the date of the photograph limits its usefulness as evidence of the living conditions of slaves.

• **Example: feel**

Sample Student Response:

*It might not be a very strong piece of evidence because it does not explain very much. It does not have a lot of distinct information and you cannot understand how the slaves feel.*

• **Example: harsh**

Sample Student Response:

*This photo could not be a strong piece of evidence because there is no proof that the conditions are terrible. The slaves in the picture are not doing/enduring anything too extreme that could be called "harsh" conditions.*

• **Example: inside**

Sample Student Response:

*It isn't the strongest piece of evidence because it doesn't show us the insides of their houses, which is the main insight into their living conditions.*

**Directions:** Use the document and the facts below to answer the question that follows.

**Document:** Mrs. Lathrop, from a small farm town in Kansas, wrote this letter to the inventor Thomas Edison.

Norton, Kansas

March 9, 1921

Dear Mr. Edison:

It is not always the privilege of a woman to thank personally the inventor of articles which make life livable for her sex . . . I am a college graduate and probably my husband is one of the best known surgeons between Topeka and Denver. . . [Our] house is lighted by electricity. I cook on a Westinghouse electric range, wash dishes in an electric dish washer. An electric fan even helps to distribute heat all over the house. . . I wash clothes in an electric machine and iron on an electric mangle and with an electric iron. . . I rest, take an electric massage and curl my hair on an electric iron . . .

Please accept the thanks Mr. Edison of one truly appreciative woman. I know I am only one of many under the same debt of gratitude to you.

Sincerely, Mrs. W. C. Lathrop

**Additional facts related to Mrs. Lathrop's letter:**

1. George Westinghouse invented the electric range, not Thomas Edison.
2. Before the Rural Electrification Act of 1936, less than 10% of rural America had electricity.
3. The 19<sup>th</sup> Amendment, which guaranteed women the right to vote, was passed only one year before this letter was written.
4. At the time of Mrs. Lathrop's letter, less than 5% of American women were college graduates.

**Question:** Which 2 of the 4 facts above help you determine whether Mrs. Lathrop was **typical** or **atypical** of American women in the 1920s?

Explain your reasoning on the following page.

CONTINUE ON BACK

Fact # \_\_\_\_\_ helps determine whether Mrs. Lathrop was **typical** or **atypical** because \_\_\_\_\_

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Fact # \_\_\_\_\_ helps determine whether Mrs. Lathrop was **typical** or **atypical** because \_\_\_\_\_

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## ***Rubric – Edison and the Kansas Housewife HAT***

To answer this question correctly, students must select Facts 2 and 4 and explain how both show that Mrs. Lathrop was atypical. Fact 2 shows that, unlike Lathrop, few rural Americans had electricity in 1921. Fact 4 indicates that Mrs. Lathrop was one of few women to have a college degree during the 1920s.

LEVEL	DESCRIPTION
Proficient	<p>Student selects the correct fact and explains how it shows that Lathrop was not typical of American women in the 1920s.</p> <ul style="list-style-type: none"> <li>• <b>Example: appliances</b>  <u>Sample Student Response:</u>  <i>Fact #2 helps determine whether Mrs. Lathrop was typical or atypical because Fact 2 states that less than 10% of rural America had electricity before the Rural Electrification Act of 1936. This letter was written in 1921, which leads to the assumption that Mrs. Lathrop is atypical because she lists many examples of her use of electricity, such as an electric curling iron, electric lighting and an electric dishwasher.</i> </li> <li>• <b>Example: slim</b>  <u>Sample Student Response:</u>  <i>Fact #4 helps determine whether Mrs. Lathrop was typical or atypical because she was a college graduate and only 5% or less of women were graduates. She was a part of a very slim percentage and was not a typical woman in those times.</i> </li> </ul>
Emergent	<p>Student selects the correct fact but provides an incomplete explanation of how it indicates that Lathrop was atypical.</p> <ul style="list-style-type: none"> <li>• <b>Example: afford</b>  <u>Sample Student Response:</u>  <i>Fact #2 helps determine whether Mrs. Lathrop was typical or atypical because most people couldn't afford electricity at the time, yet she and her husband could.</i> </li> <li>• <b>Example: wealthy</b>  <u>Sample Student Response:</u>  <i>Fact #4 helps determine whether Mrs. Lathrop was typical or atypical because she had to be wealthy to go to college back then. Few women got to go to college back then.</i> </li> </ul>

Basic	<p>Student does not select the correct fact or does not provide a rationale for selection.</p> <p>• <b>Example: claim</b>  <u>Sample Student Response:</u>  <i>Fact #1 helps determine whether Mrs. Lathrop was typical or atypical because Mrs. Lathrop, who claims to have graduated from college, should have known that it was not Edison who invented the electric range, but Westinghouse.</i></p> <p>• <b>Example: right</b>  <u>Sample Student Response:</u>  <i>Fact #3 helps determine whether Mrs. Lathrop was typical or atypical because it shows how women had gained rights. Without specific rights, many people would not consider the words of a woman.</i></p>
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