

Middle School  
Recommended  
for 7<sup>th</sup> Grade

# Dig Deep--

## Analyzing Sources CBA

To be an effective citizen, one needs to know the difference between an account based on evidence and an outrageous story. After selecting and exploring a historical question from multiple perspectives, you will take and support a position on this question using primary sources as your evidence.

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### *Directions to students<sup>1</sup>*

**In a cohesive paper or presentation<sup>2</sup>, you will:**

- Develop a historical question.
- State a position on the historical question.
- Provide reason(s) for your position that include:
  - An explanation of how two or more primary sources support your position.
  - Additional evidence from two or more of the following social science perspectives:
    - geographic
    - cultural
    - political
    - economic
    - sociological
    - psychological.
- Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

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<sup>1</sup> This directions page guides students towards the "proficient" level (level "3") for this CBA. To help students reach "excellent" (level "4"), please refer to the rubric or, if available, the graphic organizer.

<sup>2</sup> Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

**Middle School – Dig Deep-Analyzing Sources CBA Rubric** (Recommended for 7<sup>th</sup> Grade\*)

←-----PASSING-----→		NOT PASSING -----→		
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
<p>4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington state and world history. (7<sup>th</sup> Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)</p> <p>5.2.1.. Creates and uses research questions to guide inquiry on social studies issues and historical events. (7<sup>th</sup> Grade) (EALR 5.2. Uses inquiry-based research.)</p> <p>5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation. (7<sup>th</sup> Grade) (EALR 5.4. Creates a product...)</p>	<ul style="list-style-type: none"> <li>Develops a historical question.</li> <li>States a position on the question</li> <li>States why studying this historical question helps us to understand current issues and events.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a historical question.</li> <li>States a position on the question.</li> </ul>	<ul style="list-style-type: none"> <li>Develops a historical question WITHOUT stating a position.</li> </ul>	Describes events or presents ideas about how people lived during a time period
	<p>Provides one or more reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An explanation of how <b>three or more</b> primary sources supports the reason(s).</li> </ul>	<p>Provides one or more reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An explanation of how <b>two</b> primary sources supports the reason(s).</li> </ul>	<p>Provides one or more reasons for the position supported by evidence.</p> <p>The evidence includes:</p> <ul style="list-style-type: none"> <li>An explanation of how <b>one</b> primary source supports the reason(s).</li> </ul>	Provides reason(s) for the position without any supporting evidence.
	<p>Provides evidence for the position using two or more of the following social science perspectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> geographic</li> <li><input type="checkbox"/> cultural</li> <li><input type="checkbox"/> political</li> <li><input type="checkbox"/> economic</li> <li><input type="checkbox"/> sociological</li> <li><input type="checkbox"/> psychological.</li> </ul>	<p>Provides evidence for the position using one of the following social science perspectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> geographic</li> <li><input type="checkbox"/> cultural</li> <li><input type="checkbox"/> political</li> <li><input type="checkbox"/> economic</li> <li><input type="checkbox"/> sociological</li> <li><input type="checkbox"/> psychological.</li> </ul>	<p>Provides evidence for the position without using any specific social science perspective.</p>	Describes historical events without taking a position.
<p>5.4.2. Creates annotated bibliography, or works cited page using an appropriate format. (7<sup>th</sup> Grade) (EALR 5.4. Creates a product...)</p>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>four or more</b> credible sources that provide relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>three</b> credible sources that provide relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>two</b> credible sources that provide relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Makes explicit references within the paper or presentation to <b>one</b> credible source that provides relevant information.</li> <li>Cites sources within the paper, presentation, or bibliography.</li> </ul>

\* OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

\*\* Please also refer to the document “Scoring Notes for Secondary Social Studies CBAs” when evaluating student work.