

**STUDENTS AS HISTORIANS:  
INVESTIGATING THE GULF WAR**  
Diagnostic Test

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**Students as Historians: Investigating the Gulf War**  
**Diagnostic Assessment**  
**INSTRUCTIONS AND KEY**  
**SS.A.1.3.1.6.1, SS.A.1.3.2.6.1, SS.A.1.3.2.6.2**

**Teacher Instructions:** (This is a pencil and paper assessment.)

Prior to the day of the assessment: Read through the entire unit. Duplicate the test for each student. For Part I, the directions ask students to think of a family event that has occurred in the recent past. (A wedding, a birthday party, a family reunion, a visit from a relative that lives far away, etc.) On their copies of the assessment, students list memories about the event and put these “memories” into the appropriate columns of “Fact” or “Opinion.”

Day of the assessment: The purpose of this diagnostic is to find out how much students know concerning the concepts of the SSS. Do not explain the difference between a fact and an opinion. Part II questions should be completed to the best of the student’s ability. Students should list P or S on Part III to indicate whether the item is a primary or secondary source. Do not explain the difference. The directions for each part can be read aloud and so can any questions or statements. Circulate as students work to make sure they are following the directions.

After giving the assessment: Score each child’s work. Note the areas of weakness and strength. Adjustments can be made to the unit’s content accordingly, however, be careful to make sure that students are prepared for the summative assessment.

**Duration:** 30-45 minutes

**Student Instructions:** (After distributing the test forms, tell students:)

This diagnostic test is in three parts. You will not receive a grade on it. It is just to show me how much you know. I will read the directions for each part. Follow along with me. Complete the questions the best you can.

**Scoring Guide:** See the answer key. Students should not receive a numerical grade on this diagnostic. Use the information after the tests are graded to adjust the instruction needed each day. Prior to giving the summative assessment, give back and use the diagnostic assessment student copies and the students’ answers as a review.

Students as Historians: Researching the Gulf War  
Diagnostic Test-Event Report-Part I



NAME: \_\_\_\_\_

**PART ONE**

Name an historic event that you recall from your family history. (a wedding, birthday party etc) List four facts about the event that you remember and list four opinions about the event that you remember. Please use whole sentences.

Event: \_\_\_\_\_

Four **facts** about the event:

- 1.
- 2.
- 3.
- 4.

Four **opinions** about the event:

- 1.
- 2.
- 3.
- 4.

**PART II:** Answer to the best of your ability.

1. Name two sources you could use to find out about the event.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. Why is it good to use more than one source when investigating an historic event?

4. Will everyone remember the event in the same way? Why or why not?

**PART III:**

Mark the list of sources below either secondary or primary. Write “P” for Primary and “S” for secondary source

\_\_\_ 1. Newspaper article about the cost of weddings

\_\_\_ 2. Letter from the bride to her mother describing the honeymoon trip

\_\_\_ 3. Videotape of a wedding

\_\_\_ 4. An interview with a relative who attended the wedding

\_\_\_ 5. A copy of the bill (receipt) for the wedding cake

\_\_\_ 6. A marriage license

\_\_\_ 7. A book about weddings

\_\_\_ 8. A diary written by the bride

\_\_\_ 9. A magazine article about the car the groom used

\_\_\_ 10. Your school’s history written in the school newspaper

## Answer Key for Parts I, II and III

### Part I

Check to see if the student has listed 4 facts and 4 opinions in the correct categories. Veracity of the facts or opinions is not an issue. (SS.A.1.3.2.6.1)

### Part II

1 and 2. Name two sources you could use to find out about the event.

Suggested answers may include: books, people, newspapers, magazines, movies, TV, radio, photos, self or any source that could give information. Use your judgement. (addresses but doesn't assess completely LA.A.2.3.6.6.2)

3. Why is it good to use more than one source when investigating an historic event? Students should indicate that using more than one source helps to verify information, or that one source might have more or different information than another source. Students could suggest that different mediums provide different types of information. Students might also indicate that people remember the past based on their own opinions and experiences. (SS.A.1.3.1.6.1)

4. Will everyone remember the event in the same way? Why or why not?

Students should indicate that each person remembers an event from his or her own perspective and feelings of that day. Students might provide examples to explain this since this is an abstract concept. Examples that explain this are acceptable.

(S.S.A.1.3.1.6.1)

### Part III: (SS.A.1.3.2.6.2)

1. S
2. P
3. P
4. P
5. P
6. P
7. S
8. P
9. S
10. S