

Technology's Impact on Family Life

This sample task contains a set of primary and authentic sources about technology's impact on family life.

Alignment

The questions in this task align to the following social studies grade-level expectation.

3.1.2 Explain how technology has changed family and community life in Louisiana over time

Contents

This sample task contains the following sections:

- [Primary and Authentic Sources](#)
- [Assessment Items](#)
- [Extended-Response Task](#)
- [Scoring Rubric](#)
- [Scoring Notes](#)
- [Printable Student Version](#)

Task Directions

- This sample task reflects the format of the task on the LEAP assessment for social studies in grade 3. Teachers may choose to use or modify this sample as part of an instructional lesson or as a formative or summative assessment.
- Teachers should provide students access to the printable student version of the task items, which excludes GLE alignment, answer keys, and scoring information.
- Students should then read or review the sources and answer the questions.
- For additional specifications about the task, please see the [Assessment Guidance](#) for grade 3.

Primary and Authentic Sources

Read and study Sources 1 through 3 about indentured servitude and slavery in the British North American colonies. As you read, you may take notes in the space next to the sources or on page 5 in this answer document. Then use the sources to answer questions 1 through 3.

Source 1: Interview with Joseph Devall, 94 years old, 2014

What kinds of things did your family spend money on?

My family didn't have any money. I was born on March 16, 1920. At that time, my parents had seven kids already. My dad didn't have a car. He rode a horse to work. I remember Daddy would catch me by one arm and throw me on the back end of the saddle. That was really fun. What little money we had, we spent it on food. Daddy raised a big garden.

What did you do for fun?

In 1927, we moved and didn't have electricity for a year or two. We had outdoor toilets for four or five years before we got a bathroom in the house. We walked about a mile and a half to school for two years, rain or shine. I then went to a school that was heated by steam – they had a boiler and radiators. In 2nd or 3rd grade, I would go early to school to get with the janitor to help him fire up the boiler. I was really interested in that boiler. That was fun for me at that time.

What did you do at recess?

We would play games. They had a big water tower on the school grounds; it must have been 20 feet high. There was a platform built around the top, but you had to climb a ladder to get up there. The ladder was wide open. A lot of us would climb up and sit on the platform and let our feet swing. The school didn't have any balls, but a few kids would bring rubber balls for us to play with some times. When dinner time came, we went home to eat. Then I would go back to school.

What kinds of toys did you have at home?

I didn't have very many toys. About eight or ten kids my age lived in our area. In about 3rd or 4th grade, we began to play baseball all summer. Some of the bigger boys would play with us because they were still in school during the year, too. If it was a real hot day, we would get about six kids together and walk to the Mississippi River and swim. That's where I learned to swim – the Mississippi River.

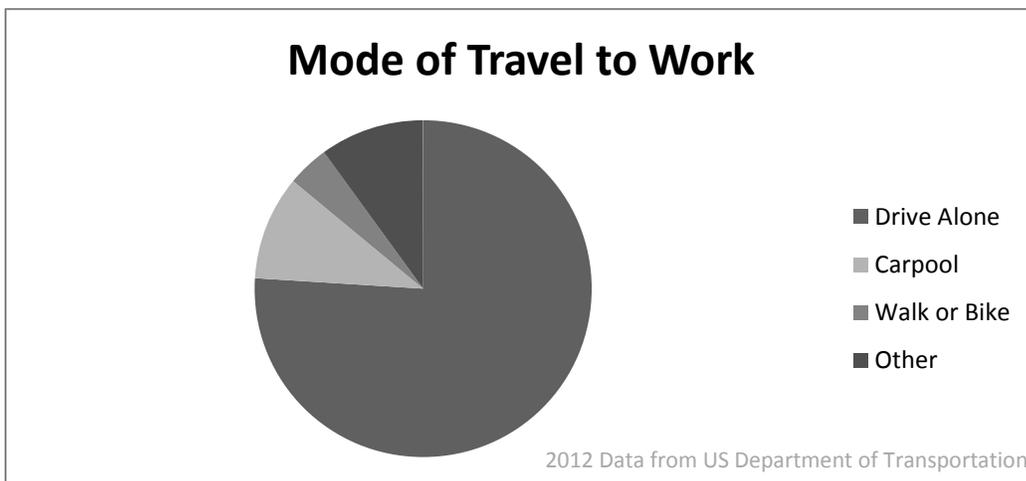
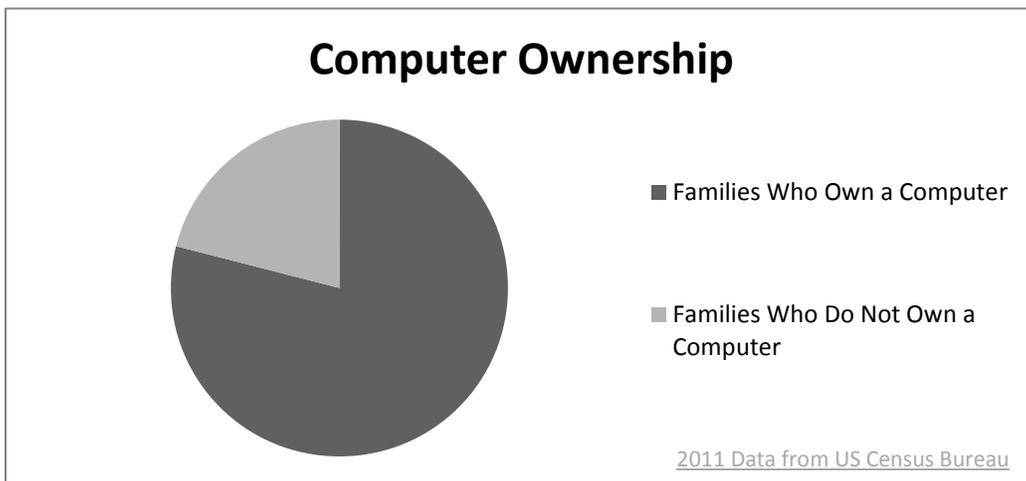
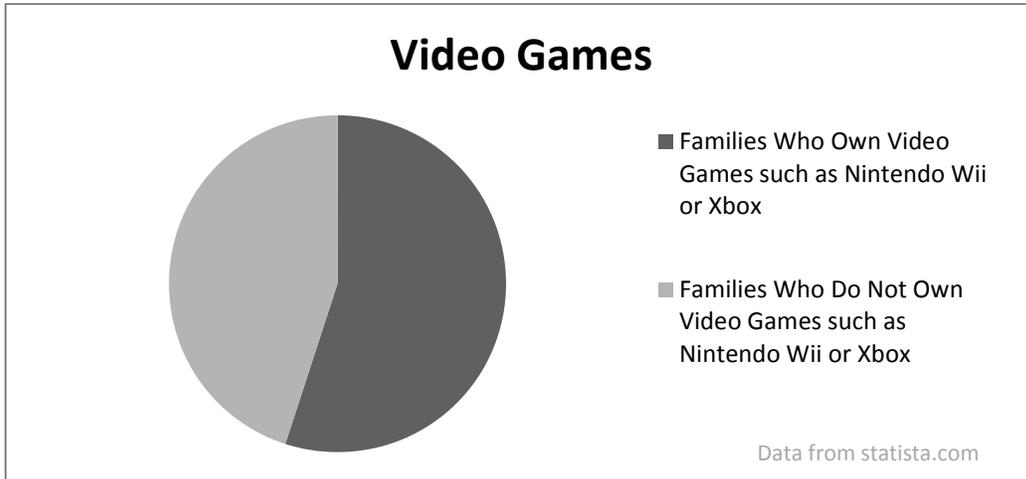
When did you get your first TV?

In the 1950s, I got my first TV. I was over 30 years old. We had a radio when I was a kid.

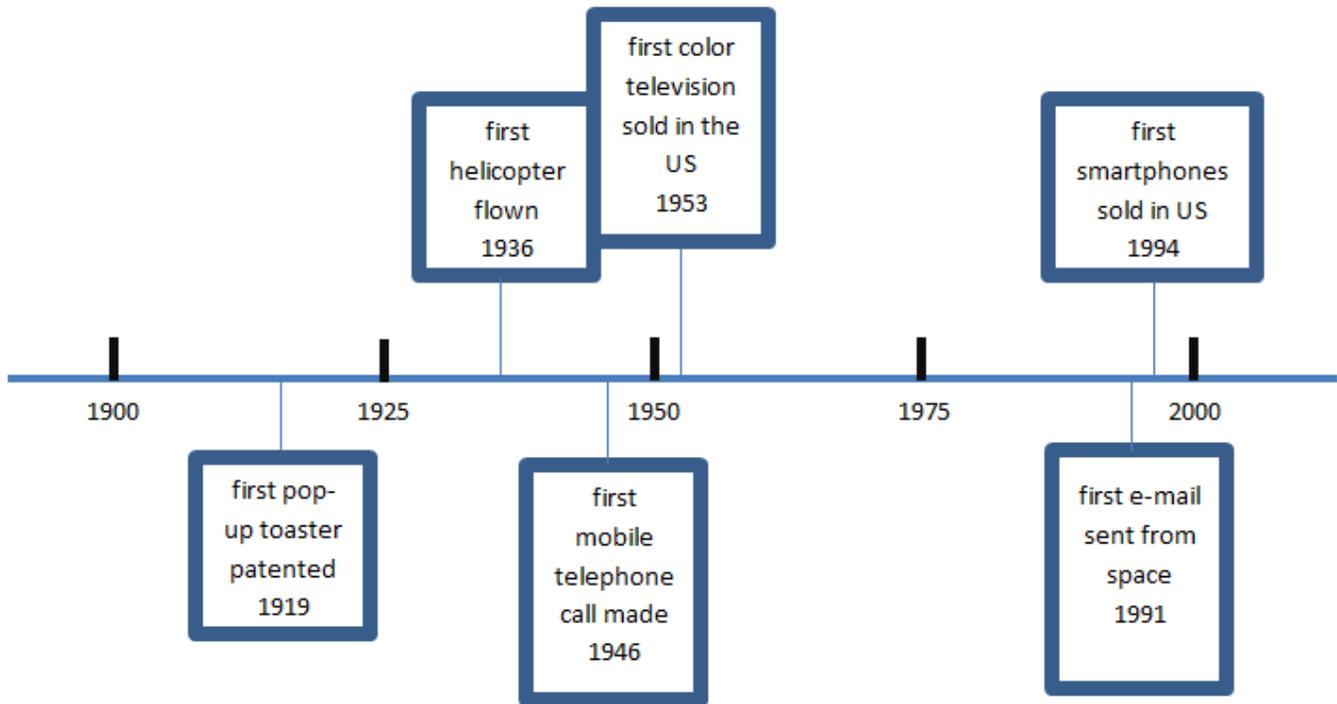
What was the best present that you got as a kid?

I didn't get many presents. For Christmas, we would get an orange, a banana, and an apple. When we were eight or nine years old, my parents would buy us skates. Our road was blacktop and we could skate on it.

Source 2: Data about Households in the United States



Source 3: Technology Timeline



Item 1: Multiple Choice

In the interview with Joseph Devall, he says that he did not have electricity as a young child. How has electricity and air conditioning most changed family life?

- A. Children go to school more regularly.
- B. Children play outside more often.
- C. People drive more easily to the city to work.
- D. People spend more time inside their houses.

Item 2: Multiple Choice

According to Source 3, which of these events did not occur within the dates shown on the timeline?

- A. Joseph Devall was born.
- B. Joseph Devall bought his first television.
- C. All American households own video games.
- D. The first computer was invented.

Item 3: Extended Response

Write a well-organized response on the lines provided on pages 6 and 7 in this answer document.

Technology has changed how people live. Describe how technology has changed many children's lives today compared to the 1920s.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

Use page 5 in this answer document for notes and planning. Write your **final response** on pages 6 and 7 in this answer document.

Remember: The prewriting activities on page 5 will not be scored. Only your response on pages 6 and 7 will be scored.

Scoring Rubric

The response should be scored **holistically** on its content and claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of how technology has changed many children's lives today compared to the 1920 by incorporating ample focused factual information from prior knowledge and the sources • Develops a valid claim which expresses a solid understanding of the topic • Supports the claim with well-chosen evidence from the sources • Response is organized in a logical manner that fully addresses all parts of the prompt with no errors significant enough to detract from the overall response
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of how technology has changed many children's lives today compared to the 1920 by incorporating adequate factual information from prior knowledge and the sources • Develops a relevant claim which expresses a general understanding of the topic • Supports the claim with sufficient evidence from the sources • Response is organized and addresses all parts of the prompt with minimal errors that do not substantially detract from the overall response
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of how technology has changed many children's lives today compared to the 1920 by incorporating some factual information from prior knowledge and the sources • Presents an inadequate claim which expresses a limited understanding of the topic • Includes insufficient support for the claim, but does use some evidence from the sources • Response contains some accurate understandings with a few errors that detract from the overall response
1	<p>The student's response</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of how technology has changed many children's lives today compared to the 1920 by incorporating little or no factual information from prior knowledge and the sources • Does not develop a claim but provides evidence that relates to the topic; OR Develops a substantially flawed claim with little or no evidence from the sources • Response contains few accurate understandings with several errors that detract from the response
0	The student's response is blank, incorrect, or does not address the prompt.

Scoring Notes

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The way children play has changed over time. In the 1920s, children would be play ball or go swimming in a river for fun. Children today still play ball and swim, but many also watch television and play video games for fun. Children in the 1920s would not have watched television or played video games because those things were not invented yet.
- Many people in the 1920s didn't have electricity. Since there was no electricity, people did not have electric appliances such as washing machines and air conditioners. Most families today have electricity, air conditioning, and electric appliances in their homes.

- Technology has changed how people travel to and from school and work. Most children in the 1920s would have walked to school. Most children today do not walk to school unless they live very close. They ride in vehicles or on busses. Adults may have walked or ridden a horse to work. Horses are not used today as a main form of transportation. Most people today get to work using a vehicle. Only a small group walks or rides a bike to work.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- Joseph Devall had fun by playing ball, swimming in a river, and/or helping the janitor start the boiler at school (Document 1). Children today still play ball and swim, but many also watch television and play video games for fun (Document 2).
- Childhood was different in the past because families didn't have technology such as televisions, video games, and cell phones. Joseph Devall didn't have electricity or a television as a child (Document 1). Most children in America today do have electricity and a television set and many have other electronic devices.
- Technology has changed how people travel to and from school and work. Joseph Devall walked to school (Document 1). Most children today do not walk to school unless they live very close. They ride in vehicles or on busses.
- Joseph Devall's father rode a horse to work (Document 1). Horses are not used today as a main form of transportation. Document 2 shows that most people get to work using a vehicle. Only a small group walks or rides a bike to work. Most families have electricity, air conditioning, and electric appliances in their homes today.

Responses should reference both documents appropriately and apply the provided evidence as well as additional information about childhood and family life in the past and present. For example:

A strong response also includes important information beyond what is presented in the sources, such as:

- Describing the advancement of having electrical appliances. Electrical appliances such as washing machines, dryers, and dishwashers make doing chores much easier. Before people had electricity in their homes, all of these chores had to be done by hand. By using electrical appliances, chores are also completed much faster. Hanging clothes out to dry takes much longer than drying clothes in an electric dryer.
- Describing the reasons people change how they spend time. Before people had electricity in their homes, they spent their time doing activities like playing ball or reading. Over time, technology has changed how people spend their time. Many people today use items that didn't exist in the 1920s such as televisions, computers, video games, and cell phones.

**Printable
Student Version**

***Note: Some sources are available only in digital format. A link is provided and will require the use of a computer to view the source.**

Technology's Impact on Family Life

Read and study Sources 1 through 3 about indentured servitude and slavery in the British North American colonies. As you read, you may take notes in the space next to the sources or on page 5 in this answer document. Then use the sources to answer questions 1 through 3.

Source 1: Interview with Joseph Devall, 94 years old, 2014

What kinds of things did your family spend money on?

My family didn't have any money. I was born on March 16, 1920. At that time, my parents had seven kids already. My dad didn't have a car. He rode a horse to work. I remember Daddy would catch me by one arm and throw me on the back end of the saddle. That was really fun. What little money we had, we spent it on food. Daddy raised a big garden.

What did you do for fun?

In 1927, we moved and didn't have electricity for a year or two. We had outdoor toilets for four or five years before we got a bathroom in the house. We walked about a mile and a half to school for two years, rain or shine. I then went to a school that was heated by steam – they had a boiler and radiators. In 2nd or 3rd grade, I would go early to school to get with the janitor to help him fire up the boiler. I was really interested in that boiler. That was fun for me at that time.

What did you do at recess?

We would play games. They had a big water tower on the school grounds; it must have been 20 feet high. There was a platform built around the top, but you had to climb a ladder to get up there. The ladder was wide open. A lot of us would climb up and sit on the platform and let our feet swing. The school didn't have any balls, but a few kids would bring rubber balls for us to play with some times. When dinner time came, we went home to eat. Then I would go back to school.

What kinds of toys did you have at home?

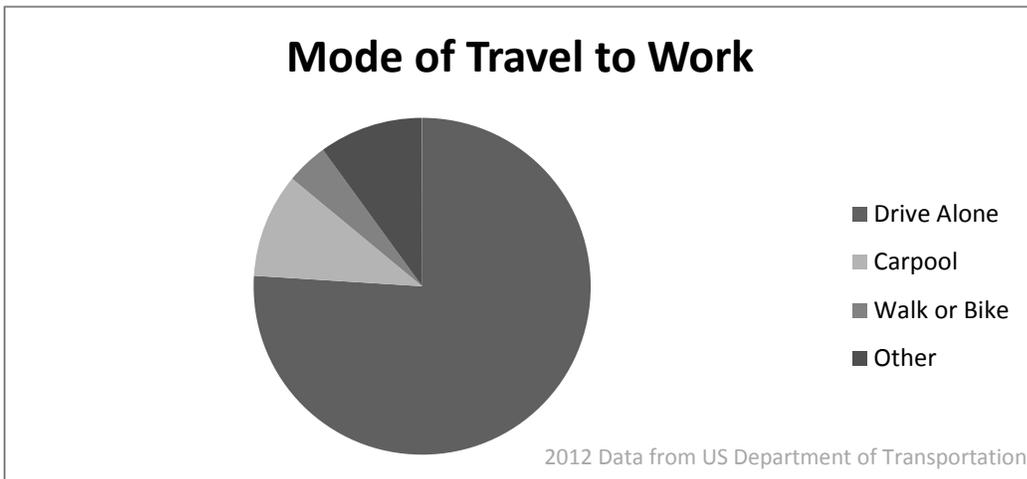
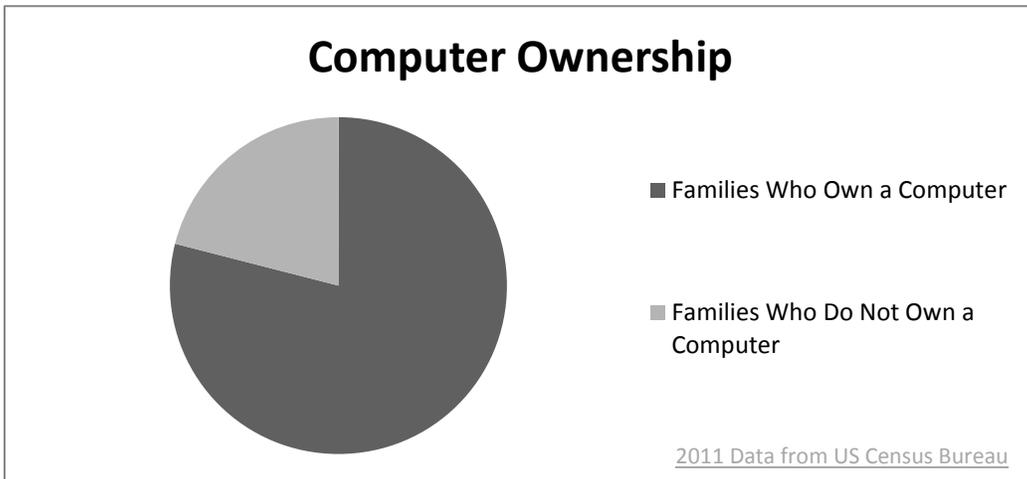
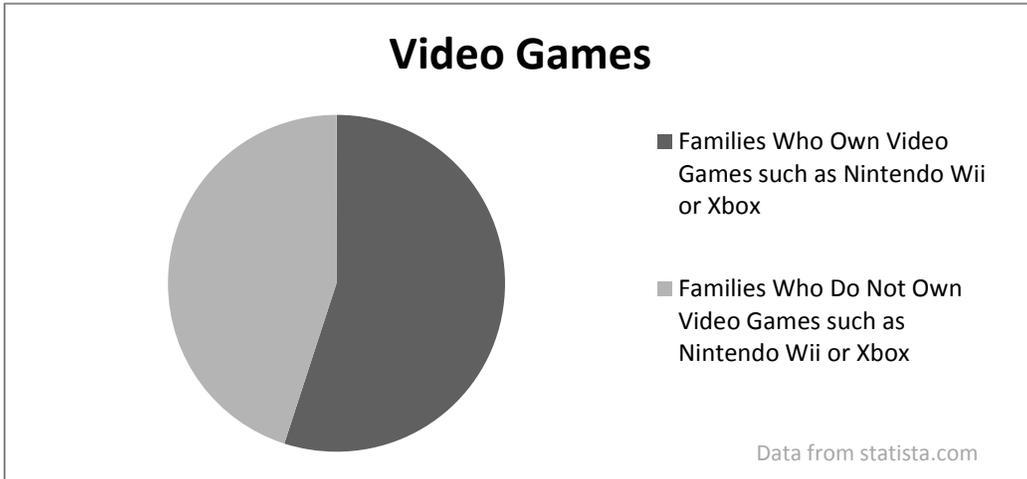
I didn't have very many toys. About eight or ten kids my age lived in our area. In about 3rd or 4th grade, we began to play baseball all summer. Some of the bigger boys would play with us because they were still in school during the year, too. If it was a real hot day, we would get about six kids together and walk to the Mississippi River and swim. That's where I learned to swim – the Mississippi River.

When did you get your first TV?

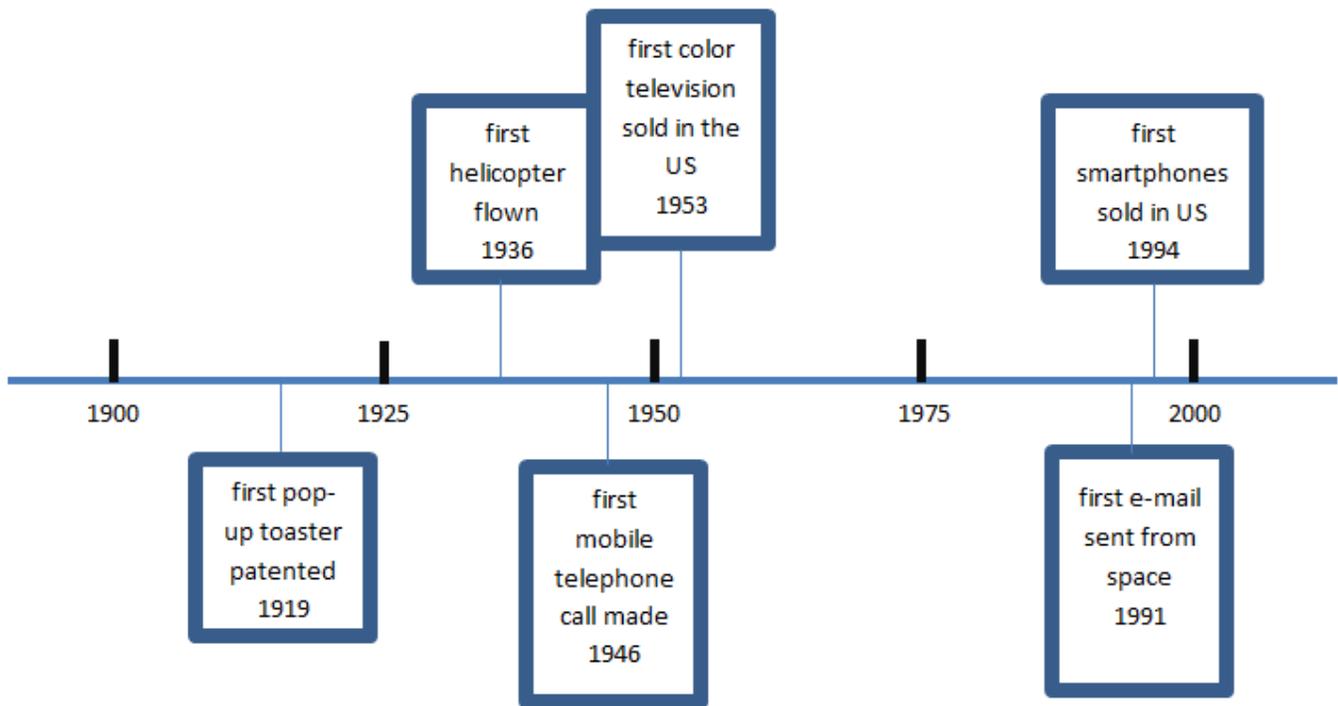
In the 1950s, I got my first TV. I was over 30 years old. We had a radio when I was a kid.

What was the best present that you got as a kid?

I didn't get many presents. For Christmas, we would get an orange, a banana, and an apple. When we were eight or nine years old, my parents would buy us skates. Our road was blacktop and we could skate on it.



Source 3: Technology Timeline



Item 1: Multiple Choice

In the interview with Joseph Devall, he says that he did not have electricity as a young child. How has electricity and air conditioning most changed family life?

- A. Children go to school more regularly.
- B. Children play outside more often.
- C. People drive more easily to the city to work.
- D. People spend more time inside their houses.

Item 2: Multiple Choice

According to Source 3, which of these events did not occur within the dates shown on the timeline?

- A. Joseph Devall was born.
- B. Joseph Devall bought his first television.
- C. All American households own video games.
- D. The first computer was invented.

Item 3: Extended Response

Write a well-organized response on the lines provided on pages 6 and 7 in this answer document.

Technology has changed how people live. Describe how technology has changed many children’s lives today compared to the 1920s.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

Use page 5 in this answer document for notes and planning. Write your **final response** on pages 6 and 7 in this answer document.

Remember: The prewriting activities on page 5 will not be scored. Only your response on pages 6 and 7 will be scored.

Use for notes and planning your response.
(This page will not be scored.)

