Rubric – The First Thanksgiving HAT

To answer the question correctly, students must notice both the date of the event (1621) and the date of the painting (1932) and understand that the intervening time makes it a less useful source for a historian trying to learn about the first Thanksgiving.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>Proficient</td>
<td>Student explains why the time gap limits the reliability of the source as evidence of what happened at the first Thanksgiving.</td>
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- **Example: accuracy**
  Sample Student Response:
  *This painting was drawn 311 years after the actual event happened. There is no evidence of historical accuracy, as we do not know if the artist did research before painting this, or if he just drew what is a stereotypical Pilgrim and Indian painting.*

- **Example: crucial date**
  Sample Student Response:
  *Disregarding the accuracy of the portrait – and I’m not sure if Wampanoag is the right tribe – it would be pretty ridiculous for alleged historians to try and study the 1600s from a portrait painted in 1932.*

- **Example: other sources**
  Sample Student Response:
  *I disagree with this statement because this painting is not a primary source document. The painting was originally made in 1932, roughly 320 years after “The First Thanksgiving.” Thus it is a secondary source document and should not be the main resource used to learn about this Thanksgiving or the relationship between the two. A good source might be Puritan letters during this time.*
| Emergent | Student evaluates reliability of source but does not fully explain the problems caused by the gap in time.  

**Example: perspective of artist**  
Sample Student Response:  
*It is impossible to know whether this picture actually happened. Just one person drawing about it doesn’t mean it is true or that it actually happened.*  

**Example: motivation of artist**  
Sample Student Response:  
*Painted by a white person from Europe, of course they will be extremely biased in order to bring to light a highly positive image of the Europeans as to excite more foreign expeditions (because ‘the Indians look so friendly and thankful’).*  

**Example: type of source**  
Sample Student Response:  
*No picture can really give you an understanding of the relationship between two groups. Artists cannot be accurate.* |
|---|---|
| Basic | Student does not recognize the gap in time and instead takes the painting at face value or provides an irrelevant response.  

**Example: matching**  
Sample Student Response:  
*True, because you can see how they are interacting with each other. Without any picture, you couldn’t really see how Wampanoag Indians and the Puritans interacted with each other.*  

**Example: clarity of source**  
Sample Student Response:  
*Because within this painting we can see how their relationship was before the outburst of colonization.*  

**Example: critical**  
Sample Student Response:  
*As soon as the settlers arrived, there was mass curiosity, which turned into violence and hatred. There was never such a “party” between the two peoples. They couldn’t even understand each other.* |