

Northwest History Consortium

Sectionalism

Cindy Mapston

4-8th Grade

National Standard

Era 4: Expansion and Reform (1754-1820s) / Standards 1, 2, 3, & 4

Standard 1: *United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native American*

Standard 1A: *The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.*

Grades 5 – 12: *Therefore, the student is able to identify the origins and provisions of the Monroe Doctrine and how influenced hemispheric relations. [Reconstruct patterns of historical succession and duration].*

Standard 2: *How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.*

Standard 2A: *The student understands how the factory system and transportation and market revolutions shaped regional patterns of economic development.*

Grades 5 – 12: *Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]*

Standard 2B: *The student understands the first era of American urbanization.*

Grades 5 – 12: *Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities. [Explain historical continuity and change]*

Standard 3: *The extension, restriction, and reorganization of political democracy after 1800*

Standard 3A: *The student understands the changing character of American political life in “the age of the common man.”*

Grades 5 – 12: *Analyze the influence of the West on the heightened emphasis on equality in the political process [Analyze cause-and-effect relationships]*

Standard 3B: *The student understands how the debates over slavery influenced politics and sectionalism.*

Grades 5 – 12: *Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]*

Standard 4: *The sources and character of cultural, religious, and social reform movements in the antebellum period*

Standard 4A: *The student understands the abolitionist movement.*

Grades 5 – 12: *Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the “immediatists” and “gradualists” within the movement. [Consider multiple perspectives]*

Standard 4C: *The student understands changing gender roles and the ideas and activities of women reformers.*

Grades 5 – 12: *Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women’s suffrage. [Examine the importance of the individual]*

Montana State Standard

Content Standard 1: *Student access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.*

End of Grade 4:

1. *Identify and practice the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).*

2. *Evaluate information quality (e.g. accuracy, relevance, fact or fiction).*

3. *Use information to support statements and practice basic group decision-making strategies in real world situation (e.g., class elections, playground and classroom rules, recycling).*

Content Standard 3: *Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions)*

End of Grade 4:

3. *Describe and illustrate ways in which people interact with their physical environment (e.g., land use, location of communities, methods of construction, design of shelters).*

4. *Describe how human movement and settlement patterns reflect the wants and needs of diverse cultures.*

7. *Describe and compare the ways in which people in different regions of the world interact with their*

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physical environments.

End of Grade 8:

2. Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.

3. Analyze diverse land use and explain the historical contemporary effects of this use on the environment, with an emphasis on Montana.

4. Explain how movement patterns throughout the world (e.g., people ideas, diseases, products, food) lead to interdependence and/or conflict.

Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

End of Grade 4:

1. Identify and use various sources of information (e.g., artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding of the past.

2. Use a timeline to select, organize, and sequence information describing eras in history.

3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary people and extraordinary people, place them in time and context, and explain their relationship to important historical events.

4. Identify and describe famous people, important democratic values (e.g., democracy, freedom, justice) symbols (e.g., Montana and U.S. flags, state flower) and holidays, in the history of Montana, American Indian tribes, and the United States.

End of Grade 8:

1. Interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used.

2. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues)

3. Use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.

4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.

Content Standard 5: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

End of Grade 4:

1. Give examples of needs and wants; scarcity and choice (e.g., budgeting of allowance, trading cards).

4. Describe how personal economic decisions, (e.g., deciding what to buy, what to recycle, how much to contribute to people in need) affect the lives of people in Montana, United States, and the world.

5. Explain the roles of money, banking, and savings in everyday life.

End of Grade 8:

1. Identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).

2. Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.

4. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).

5. Explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).

Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

End of Grade 4:

1. Identify the ways groups (e.g., families, faith communities, schools, social organizations, sports) meet human needs and concerns (e.g., belonging, self worth, personal safety) and contribute to personal identity.

2. Describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, dance).

3. Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

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4. *Identify characteristics of American Indian tribes and other cultural groups in Montana.*

End of Grade 8:

1. *Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.*

2. *Explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.*

3. *Identify and differentiate ways regional, ethnic and national cultures influence individual's daily lives and personal choices.*

4. *Compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.*

NOTE TO TEACHERS

This activity is the initial start for elementary students (Gr. 4-6) to learn about the struggles Americans had to overcome as sectionalism began to become more dominant in areas. They will begin to see how different states held different political beliefs based on the economical structure of their state or territorial boundaries. How did the people of the times solve their differences, and how did these differences impact history?

BACKGROUND

“The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. The increasing complexity of American society, the growth of regionalism, and the cross-currents of change that are often bewildering require the development of several major themes to enable students to sort their way through the six decades that brought the United States to the eve of the Civil War.

One theme is the vast territorial expansion between 1800 and 1861, as restless Americans pushed westward across the Appalachians, then across the Mississippi, and finally on to the Pacific Ocean. Students should study how Americans, animated by land hunger, the ideology of "Manifest Destiny," and the optimism that anything was possible with imagination, hard work, and the maximum freedom of the individual, flocked to the western frontier. While studying how the frontier experience indelibly stamped the American character, students should explore its ambivalent aspects: the removal of many Indian nations in the Southeast and old Northwest, acquisition of a large part of Mexico through the Mexican-American War, and abrasive encounters with Native Americans, Mexicans, Chinese immigrants, and others in the West.

A second theme confronts the economic development of the expanding American republic--a complex and fascinating process that on the one hand created the sinews of national identity but on the other hand fueled growing regional tensions. In the North, the first stage of industrialization brings students face to face with the role of technology in historical change and how economic development has had profound environmental effects. In studying the rise of immigrant-filled cities, the "transportation revolution" involving railroads, canals, and trans-regional roads, the creation of a national market system, and the proliferation of family farming in newly opened territories, students will appreciate how Tocqueville might have reached the

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conclusion that the Americans seemed at one time ‘animated by the most selfish cupidity; at another by the most lively patriotism.’ In studying the expanding South, students must understand the enormous growth of slavery as an exploitive and morally corrupt economic and social system; but they should also comprehend how millions of African Americans struggled to shape their own lives as much as possible through family, religion, and resistance to slavery.

A third theme interwoven with the two themes above, can be organized around the extension, restriction, and reorganization of political democracy after 1800. The rise of the second party system and modern interest-group politics mark the advent of modern politics in the United States. However, students will see that the evolution of political democracy was not a smooth, one-way street as free African Americans were disenfranchised in much of the North and woman's suffrage was blocked even while white male suffrage spread throughout the states and into the newly developed territories.

Connected to all of the above is the theme of reform, for the rapid transformation and expansion of the American economy brought forth one of the greatest bursts of reformism in American history. Emerson captured the vibrancy of this era in asking, ‘What is man born for but to be a reformer?’ Students will find that the attempts to complete unfinished agendas of the revolutionary period and to fashion new reforms necessitated by the rise of factory labor and rapid urbanization partook of the era's democratic spirit and religious faith and yet also reflected the compulsion of well-positioned Americans to restore order to a turbulent society.”

SCENARIO

The Struggle Over Slavery

You once lived in Ohio which now lays hundreds of miles behind you. You have decided to go to the Kansas Territory. One spring day in 1854 you meet a group of 700 settlers from New England. They are quick to inform you that they have all pledged to keep Kansas free from slavery.

You also meet other people coming to Kansas who seem to have different views. A group of settlers from neighboring Missouri, a slave state, aim to make the Kansas Territory a place where people can own slaves.

Wherever you go, you hear arguments about whether or not Kansas should allow slavery. You hear stories of violence between people on both sides of this argument. The issue of slavery is splitting Kansas apart.

The American government is worried that the struggle over slavery is threatening to tear the United States apart.

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TASK

You and your team have been asked to look into this matter and come up with a recommendation as to how Kansas should enter the Union. In making this decision you must keep in mind that your plan will need to be used for more areas that will continue to enter the Union as new territories continue to open up.

From this PBL activity:

- Students will begin to understand that as the United States began to grow in size it consisted of a vast variety of environmental conditions and that these conditions affected the economics and political aspects of these territories and states.
- Students will be introduced to the fact that differences in economics and politics impact ones needs and governing laws.
- Students will begin to understand the frustrations of various colonists based upon the role they played in each territory or state.

Questions to be asked to guide deeper understanding along this learning endeavor will be:

1. What has been used up to this time to decide which states would be free states and which states would be slave states up to 1854?
2. What benefits are there to being a slave state and for whom?
3. What benefits are there to being a free state and for whom?
4. Who supported slavery and why?
5. Who did not support slavery and why?
6. Why does it matter if a state is free or slave?
7. What consequences are there for each choice?
8. How would these consequences affect a growing United States?
9. What was used to decide these issues in American history?
10. Were there better choices that could have been used?

As you search for answers to these questions look for answers by putting yourselves in the following roles:

- a. Northerner worker
- b. Northerner industrial owner
- c. Northerner woman
- d. Immigrant
- e. Southern Planter
- f. Southern slave
- g. Southern woman
- h. Northern statesman
- i. Southern statesman
- j. President of the United States

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Primary Sources to Use:

1. Missouri Compromise
2. Constitution of the United States
3. Compromise of 1850
4. Kansas-Nebraska Act
5. Lincoln-Douglas Debates

Key words:

1. sectionalism
2. slave codes
3. John Calhoun
4. Henry Clay
5. states rights
6. Fugitive Slave Law
7. Northern States economics
8. Southern States economics
9. Louisiana Purchase
10. abolitionists
11. Missouri Compromise
12. Kansas-Nebraska Act
13. emancipation
14. slavery
15. Stephen Douglas

Character roles positions:

- a. Northerner worker
- b. Northerner industrial owner
- c. Northerner woman
- d. Immigrant
- e. Southern Planter
- f. Southern slave
- g. Southern woman
- h. Northern statesman
- i. Southern statesman
- j. President of the United States

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RESOURCES

Book

McArthur, Debra. The Kansas-Nebraska Act and “Bleeding Kansas” in American History. Berkeley Heights, NJ: Enslow, 2003.

Websites

Compromise of 1850

“Compromise of 1850: Social Issues, Controversial Solution.” Online Highways. 2001 – 2010. Florence, OR: 23 March 2010 <<http://www.u-s-history.com/pages/h79.html>>.

“The Compromise of 1850 and the Fugitive Slave Act.” PBS Online (WGBH). 1995 – 2010. Boston, MA: 23 March 2010 <<http://www.pbs.org/wgbh/aia/part4/4p2951.html>>.

“The Kansas-Nebraska Act and the Emergence of the Republican Party (1820-1858).” Metropolitan Omaha Education Educational Consortium: Teaching American History. University of Nebraska at Omaha, NE. 22 March 2010 <<http://www.tahg.org/moduledisplay.php?modid=119&review=yes>>.

Primary Documents

“Compromise of 1850.” The National Archives and Records Administration. 2010. College Park, MD: 23 March 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=27>>.

“Primary Documents in American History: Compromise of 1850.” Library of Congress. 2010. Washington, DC: 23 March 2010 <<http://www.loc.gov/rr/program/bib/ourdocs/Compromise1850.html>>.

Fugitive Slave Act

Primary Documents

“Fugitive Slave Act.” Library of Congress. 2010. Washington, DC: 23 March 2010 <<http://memory.loc.gov/cgi-bin/query>>.

Kansas-Nebraska Act

Gavin, Philip. “Kansas-Nebraska Act.” The History Place. 1996 – 2010. Boston, MA: 23 March 2010 <<http://www.historyplace.com/lincoln/kansas.htm>>.

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- “Kansas-Nebraska Act.” 7 Jan. 2010. Library of Congress. 2010. Washington, DC: 23 March 2010 <<http://www.loc.gov/rr/program/bib/ourdocs/kansas.html>>.
- “Kansas-Nebraska Act.” Infoplease.Com (Pearson Education). 2000 – 2010. Boston, MA: 23 March 2010 <<http://www.infoplease.com/ce6/history/A0827030.html>>.
- “Kansas-Nebraska Act.” Ohio History Central (An Online Encyclopedia of Ohio History). 2010. Columbus, OH: 23 March 2010 <<http://www.ohiohistorycentral.org/entry.php?rec=1476&nm=Kansas-Nebraska-Act>>.
- “Kansas-Nebraska Act.” Library of Congress (America’s Story from America’s Library). 2009. Washington, DC. 23 March 2010 <http://www.americaslibrary.gov/jb/civil/jb_civil_kansas_2.html>.
- “Kansas-Nebraska Act.” Metropolitan Omaha Education Educational Consortium: Teaching American History. University of Nebraska at Omaha, NE. 23 March 2010 <http://www.tahg.org/module_display.php?mod_id=119&review=yes#1123>.
- “The Kansas-Nebraska Act and the Emergence of the Republican Party (PowerPoint Presentation.)” Metropolitan Omaha Education Educational Consortium: Teaching American History. University of Nebraska at Omaha, NE. 23 March 2010 <http://amhist.ist.unomaha.edu/module_files/rep.ppt>.
- Monroe, Ph.D., R. D. “The Kansas-Nebraska Act and the Rise of the Republican Party, 1854 – 1856.” 2000. Lincoln/Net (Abraham Lincoln Historical Project – University of Northern Illinois). 2000. DeKalb, IL: 23 March 2010 <<http://lincoln.lib.niu.edu/biography6text.html>>.
- “National Debate About Kansas.” 15 June 2006. Kansas State Historical Society (University of Kansas). Topeka, KS: 23 March 2010 <http://www.territorialkansasonline.org/~imlskto/cgi-bin/index.php?SCREEN=kansas_question>.
- Randall, James G. and Donald, David. “Kansas-Nebraska Act” from *The Civil War and Reconstruction*. 1966. D. C. Heath and Company. Lexington, MA. Civil War Potpourri. 20 April 2005. 23 March 2010 <<http://www.civilwarhome.com/kansasnebraska.htm>>.

Primary Documents

- “Kansas-Nebraska Act.” . Library of Congress. 2010. Washington, DC: 23 March 2010 <<http://www.loc.gov/rr/program/bib/ourdocs/kansas.html>>.
- “Kansas-Nebraska Act n(1854).” The National Archives and Records Administration. 2010. College Park, MD: 23 March 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=28>>.

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Missouri Compromise

Blaine, James G. "Missouri Compromise (1820)." 2008. HistoryCentral.Com. 2010. New Rochelle, NY: 23 March 2010 <<http://www.historycentral.com/documents/Miscompromise.html>>.

"Missouri Compromise." 7 Jan. 2010. Library of Congress. 2010. Washington, DC: 23 March 2010 <<http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html>>.

"Missouri Compromise." Infoplease.Com (Pearson Education). 2000 – 2010. Boston, MA: 23 March 2010 <<http://www.infoplease.com/ce6/history/A0833427.html>>.

"Missouri Compromise." Metropolitan Omaha Education Educational Consortium: Teaching American History. University of Nebraska at Omaha, NE. 23 March 2010 <http://www.tahg.org/module_display.php?mod_id=119&review=yes#1120>.

Primary Documents

"Missouri Compromise (1820)." The National Archives and Records Administration. 2010. College Park, MD: 23 March 2010 <<http://www.ourdocuments.gov/doc.php?flash=true&doc=27>>.

"Missouri Compromise." Library of Congress. 2010. Washington, DC: 23 March 2010 <<http://memory.loc.gov/cgibin/ampage?collId=llsl&fileName=003/llsl003.db&recNm=586>>.

ASSESSMENT

Different projects for assessments for your students to demonstrate their findings:

- a. Create a power point presentation on the different positions.
- b. Have a mock debate between the Northerners and Southerners showing their position on the matter.
- c. Have students create a Northerners perspective newspaper.
- d. Have students create a Southerners perspective newspaper.
- e. Have students prepare a written document for the final outcome.
- f. Have students prepare a brochure or flier to be given to citizens to try and convince them to side with their views as to whether or not Kansas should be a free or slave state.

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Assessment: Oral Presentation For Debate

CATEGORY	4	3	2	1
Comprehension of Content Material	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

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Assessment: Newspaper Article

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Layout - Columns	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat nonprofessional.	Columns are not neatly typed and/or "gutters" are not adequate, so newspaper is somewhat difficult to read.
Contributions of Group Members	Each person in the group has contributed at least two articles and one graphic without prompting from teachers or peers.	Each person in the group has contributed at least one article and one graphic with a few reminders from peers.	Each person in the group has contributed at least one article with some minimal assistance from peers.	One or more students in the group required quite a lot of assistance from peers before contributing one article.
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.

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Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.

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Assessment: HyperStudio/PowerPoint Appearance and Content

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Graphics Sources	Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation.	A combination of hand-drawn and HyperStudio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

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Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

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Assessment: Brochures

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

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Sectionalism

Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.

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