

# Hands-on History Chapter Project

**networks**

## Growth and Expansion

### Project Overview

#### Project Goal

To learn how the United States grew and changed immediately following the Louisiana Purchase by creating a scrapbook page depicting one aspect of U.S. growth and expansion following the Jefferson Era.

### ESSENTIAL QUESTIONS

*How do cultures spread?*

#### Skills Addressed

- collaboration; responsibility and accountability; decision making;
- creating displays
- cross-cultural skills
- historical interpretation; analyzing primary sources
- making comparisons; drawing conclusions

#### Materials Needed

Student Edition

Access to the school library and computers for research

Hands-On Chapter Project Worksheets

Other materials depending on display choice

#### Duration

2 independent work days and 1 class day

# Hands–on History Chapter Project

The logo for 'networks' features the word 'networks' in a bold, lowercase sans-serif font. The letter 'o' is replaced by a stylized globe icon with latitude and longitude lines. To the right of the text, there are several thin, grey lines radiating outwards from a central point, resembling a network or starburst pattern.

## Growth and Expansion

### Project Steps

#### Step 1: Introduce Project

Tell students that they will be working in small groups to create a scrapbook page depicting the growth and expansion experienced by the United States immediately following the Jeffersonian era. Along with their pages, students will provide a bibliography of their sources.

**Activate Background Knowledge** Hold a class discussion about how cultures spread to help students think about methods by which people and ideas move from one part of the world to another.

Possible methods include:

**Modes of transportation**—railroad development, canals, opening of Mississippi River to American commerce

**Modes of communication**—Postal Service, telegrams (1844 or later)

**Attitude of exploration**—certain individuals are predisposed to take risks and resist the “ordinary life”

**Military service**—members of the military travel in service to their nation: War of 1812 took members of American military into western territories

#### Step 2: Plan the Scrapbook Page

##### 1. Organize Groups

Organize students into groups for the duration of the project. Groups should ideally include three to five members organized by interest or potential scrapbook page topic.

##### 2. Discuss the Project Plan

- Read Worksheet 1 to each group and review the plan steps found on the worksheet with students.
- Review bibliographies and Worksheet 2 with students.
- Discuss ideas to include in the scrapbook pages, such as: portraits or drawings, pictures of physical landscapes, quotes, primary source information from explorers and adventurers, and brief explanations of events.

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### 3. Discuss Exhibit Assessment

Distribute Worksheet 3 to each student and review the rubric with students. In this project, the scrapbook pages will be graded based on overall quality, accuracy, creativity, visual presentation, and effective use of sources. Each student will also be graded by personal contribution and performance both individually and in a group setting.

### 4. Approve Exhibit Plan

Briefly meet with student groups and approve scrapbook page ideas.

Group	Scrapbook Page Topic

### Step 3: Present the Scrapbook Pages

Small groups will combine their completed pages into a master scrapbook.

Ideally, each class’s scrapbook should be displayed simultaneously so each class can learn from others. Possible ideas include:

- Set aside class time for students to review each other’s scrapbook pages. Encourage students to make comments and have them record comments in a separate book or on separate sheets of paper.
- Have each class present their scrapbooks to the other sections and select a few stories to tell that are included in each scrapbook.

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## Worksheet 1: Growth and Expansion

### Scrapbook Project Plan

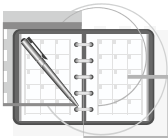
**Directions** Think about the steps you will need to take in order to complete the project. Create a task list for your group.

Our group's scrapbook page topic(s) is (are):



#### Group Task List

1. Read about the topic in your student edition.
2. Research your group's topic(s), citing at least three sources.
3. Find maps, photos, or other visuals to add to the scrapbook pages.
4. Meet with your team to organize research and decide what information to include in the scrapbook page.
5. With your team, organize the details of the page and divide duties.
6. Create the scrapbook page.
7. Coordinate with other groups to combine pages into a coherent and logical scrapbook.
8. Display the scrapbook and present your group's page to the class.
9. Complete your Rubric Assessment.



#### My Task List



#### Due Date

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## Worksheet 2: Growth and Expansion

### Creating a Bibliography

Group Members: \_\_\_\_\_

**Directions** List all sources, including your student edition, magazines, newspapers, books, Internet sites, movies, and audio recordings.

**For books, include:** Author. Title. City of publication: publisher, copyright year.

**For Internet sites, include:** Author or organization. Title of site. Date accessed. URL

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2. \_\_\_\_\_  
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5. \_\_\_\_\_  
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## Worksheet 3: Growth and Expansion

### Assessment Rubric

Points	Research and Content	Presentation	Collaboration and Time Management
5	Research is extremely thorough and facts are accurate and in depth; sources are relevant and contain quality information; bibliography lists more than 3 sources and is formatted correctly	All required elements are included; scrapbook page is well organized and creative; items are clearly and cleverly presented; display information and dates are engaging and clear, and contains a variety of information types	Effective division of the project tasks; used the strengths of each group member well; the final project showed obvious group collaboration; the team was organized and demonstrated skillful time management
4	Research is thorough and facts are accurate with minor depth; at least 3 sources are cited and all are formatted correctly	All required elements are included; scrapbook page is organized and creative; presentation of dates and information is clear; display is interesting and includes a variety of information types	Task responsibility is shared equally; all members contributed ideas, researched, and helped produce display items and written analysis; in-class research time was used effectively
3	Evidence of minor research, lacking in depth of facts; sources are relevant; 3 sources are cited but formatting is inaccurate	All required elements are included; logical organization present; most facts and events relate to the overall topic; display is interesting and includes some variety	Responsibility for task is balanced among group members; most members fulfilled their responsibilities; in-class research time was generally productive
2	Little research was conducted and project includes few or inaccurate facts; source material cited is mostly irrelevant to the topic; fewer than 3 sources are cited; documentation for some sources is missing or incomplete	1 or 2 required elements are missing; shows some organization and minor creativity; most items relate to the overall topic, but connections among people, events, and dates may be unclear	Responsibility for task is unbalanced among group members; in-class research time was productive at times

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## Worksheet 3: Growth and Expansion

### Assessment Rubric *Cont.*

1	Little research was conducted; most facts are inaccurate or irrelevant to the topic; fewer than 3 sources are cited or citations are incomplete	3 or more required elements are missing; not well organized; not logical or creative; purpose of scrapbook page is unclear; people, events, and dates don't relate well to each other; little variation of display items	Responsibility was placed primarily on 1 or 2 group members; group members did not use in-class research time effectively or disrupted other groups
<b>Self Assessment</b>			
<b>Teacher Assessment</b>			