

Hands-on History Chapter Project

The logo for 'networks' features the word in a bold, lowercase sans-serif font. A stylized graphic of intersecting lines forms a starburst or network pattern behind the letter 'o'.

North and South

Project Overview

Project Goal

To learn about the characteristics of the American North and South by creating an encyclopedia entry. Students will work in groups to research a feature of life in the American North or South. Encyclopedia entries will include an understanding of how geography and regional differences shaped the development of various advances in the North and South prior to the Civil War.

ESSENTIAL QUESTIONS

How does geography influence the way people live?

Skills Addressed

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

Materials Needed

Student Edition

Access to school library and computers for research

Hands-On Chapter Project Worksheets

Posters, paper, and art materials or computer resources for developing encyclopedia entry

Duration

2 independent work days and .5 class day

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The logo for 'networks' features the word 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.

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Project Steps

Step 1: Introduce Project

Tell students they will be working in groups to create an illustrated encyclopedia entry. Groups may choose from one of the following topics: clipper ships, the Tom Thumb, the Erie Canal, Morse Code, the cotton gin, or plantations. If they wish, groups may choose another topic that was covered in the chapter.

Activate Background Knowledge Hold a class discussion about the similarities and differences between American cultures in the North and South. To help students conceptualize these similarities and differences, create a Venn diagram as a class. Remind students that the American South was driven by agricultural production and the North was more industrialized.

Step 2: Plan the Encyclopedia Entry

1. Organize Groups

Organize students into groups for the duration of the project. Groups should include three to five members.

2. Discuss the Project Plan

- Read Worksheet 1 to each group and review the plan steps found on the worksheet in detail with students.
- Review bibliographies and read Worksheet 2 with students.
- Discuss ideas for the encyclopedia entry, such as:
 - creating an oversized poster with visuals and text
 - creating an online encyclopedia entry in the form of a Web page
 - modeling the entry after a traditional print encyclopedia

To provide a point of reference, show students examples of different encyclopedia entries in print and Web formats.

3. Discuss Exhibit Assessment

Distribute Worksheet 3 to each student and review the rubric with students. In this project, entries will be graded based on the overall quality and accuracy of content, how information is presented, and proper use of sources. Each student will also be graded on personal contribution and performance.

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4. Approve Exhibit Plan

Briefly meet with student groups and approve encyclopedia entry ideas.

| Group | Exhibit |
|-------|---------|
| | |
| | |
| | |
| | |
| | |

Step 3: Present the Encyclopedia Entries

All encyclopedia entries could be presented simultaneously so each class has the opportunity to learn from others in different sections.

Possible ideas include:

- Invite all classes to view exhibits during lunchtime as a review for assessment.
- If a single format is used for entries, gather all entries and combine them into a single print or online document to be shared with all students.
- Have each group present its exhibit to the class.

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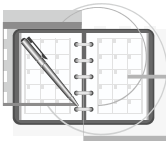


Worksheet 1: North and South

Project Plan

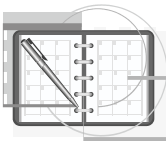
Directions Think about the steps you will need to take to complete the project. Create a task list for your group.

Our group's topic is:



Group Task List

1. Read about the topic in your student edition.
2. Divide research tasks among group members.
3. Conduct research on the topic, citing at least three sources.
4. Find maps, photos, or other visuals for the encyclopedia entry.
5. Meet with your team to organize research and decide what to include in the entry.
6. As a team, organize the details of the entry and divide duties.
7. Create the encyclopedia entry.
8. Display the encyclopedia entry.
9. Complete your Rubric Assessment.



My Task List



Due Date

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Worksheet 2: North and South

Creating a Bibliography

Group Members: _____

Exhibit Topic: _____

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

1. _____

2. _____

3. _____

4. _____

5. _____

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Worksheet 3: North and South

Assessment Rubric

| Points | Research and Content | Presentation | Collaboration and Time Management |
|--------|--|--|--|
| 5 | Research extremely thorough and facts accurate and in depth; sources relevant and contain quality information; bibliography lists more than 3 sources and formatted correctly | All required elements included; entry well organized; information clearly and cleverly presented; layout and visuals engaging and highly relevant | Effective division of project tasks; strengths of each group member used well; final project shows obvious group collaboration; team organized and demonstrates skillful time management |
| 4 | Research thorough and facts accurate with minor depth; at least 3 sources cited with all formatted correctly | All required elements included; entry well organized; content clear; layout and visuals interesting and related to topic | Task responsibility shared equally; all members contribute ideas, research, and help produce display items and written analysis; in-class research time used effectively |
| 3 | Evidence of minor research, lacking in depth of facts; sources relevant; 3 sources cited but formatting inaccurate | All required elements included; logical organization; most content relates to overall topic; layout and visuals interesting and have some relationship to topic | Responsibility for task balanced among group members; most members fulfill responsibilities; in-class research time generally productive |
| 2 | Little research conducted and project includes few or inaccurate facts; source material cited mostly irrelevant to topic; fewer than 3 sources cited; documentation for some sources missing or incomplete | 1 or 2 required elements missing; shows some organization; most items relate to overall topic, but connection to each other is stretched; visuals not used to their potential and layout not organized | Responsibility for task unbalanced among group members; in-class research time productive at times |

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Worksheet 3: North and South

Assessment Rubric *Cont.*

| | | | |
|---------------------------|---|---|---|
| 1 | Little research conducted; most facts inaccurate or irrelevant to topic; fewer than 3 sources cited or citations incomplete | 3 or more required elements missing; not well organized; purpose of entry unclear; items don't relate well to each other; little variation of visual items; poor layout | Responsibility placed primarily on 1 or 2 group members; group members do not use in-class research time effectively or they disrupt other groups |
| Self Assessment | | | |
| Teacher Assessment | | | |