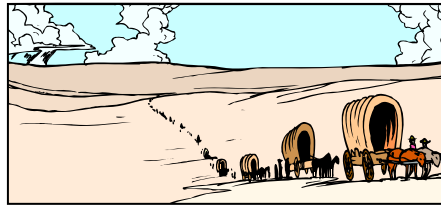


## Western Expansion and Reform -- Assessment Plan



### I. Assessment Suggestions

The 15 day unit plan is comprised of six topics presented as sub-units. These topics are; Manifest Destiny and frontier life, Native American displacement, the Monroe Doctrine, social reform movements, Mexican War, and images of the West in art. These topics are placed, below, in accordance with the suggested forms of assessment. *More specified assessment prescriptions accompany the individual lesson plans.*

#### Assessment Tools for Individual Topics

1. **Oral debates** -- Native American displacement, Social reform movements, Mexican War.
2. **Traditional quizzes** -- Useable for all topics.
3. **Interview articles** -- Frontier life.
4. **Essays** -- Manifest Destiny and frontier life, Native American displacement, Social reform movements
5. **Comprehension and analysis questions based upon primary source documents** -- Useable for all topics.
6. **Class discussion (articulation of ideas and analysis)** -- Useable for all topics.
7. **Interpretation and construction of maps, graphs and artistic images** -- Manifest destiny, Native American displacement, Mexican War.
8. **Oral and written articulation of multiple perspectives** -- Useable for all topics.

#### Overall Unit Assessment Tools

1. **Unit Test**
2. **Concept Map** -- Students, in groups, will be given outline maps of the United States in 1810 and 1860. The groups will have to find three to five images for **each** map in **each** of the following areas; political, social, technological and economic. The images must represent America in these spheres for the appropriate time period. Images will be placed on the maps in collage form. Each image must have a brief explanation (1-3 sentences) and students must have *at least three* sources for **each** map. Finally, students will write a 2-3 paragraph essay which explains the changes between the maps and which explain how the changes were interrelated.

### II. Alternative Assessment Tools

From the information provided above, the following are samples of alternative forms of assessment. Greater elaboration can also be found in individual lesson plans.

1. Interview papers on frontier life.
2. Construction of an original visual representation (painting, drawing, political cartoon, etc.) of westward expansion/Manifest Destiny.
3. Concept map from overall unit assessment.

### III. Document Based Question

This question accompanies the reading materials attached to the topic of Native American Displacement:

1. Overview reading -- *The Treaty Trail* from Native American Testimony (ed. Peter Nabokov).
2. Primary sources -- *Comparing Opinions: Indian Removal* (Andrew Jackson and Senator Frelinghuysen).
3. Primary source -- *The Treaty of Fort Laramie, 1851*.
4. Map -- *Indian Removal*
5. Primary sources -- Apache Chief Cochise and Nez Perce Chief Joseph
6. Source document -- *Account of Some of the Old Grievances of the Sioux* from *A Century of Dishonor* by Helen Jackson

What was the overall disposition/attitude of the American government toward native populations? Explain how this attitude impacted policy toward Native Americans and the native Americans themselves. Please cite evidence from the readings to support all components of your answer. Each reading must be cited at least one time.