**PERFORMANCE ASSESSMENT TASK**

**Grade 6**

**UNIT VIII:** Westward Expansion

**STANDARD:**  CE.1c,f,h; USI.1a,d,e,h; USI.2c,d; USI.8a,b,c

**ENDURING UNDERSTANDING:** Expansion brings economic changes and technological innovation that has costs and benefits.

**CONCEPTUAL UNIT QUESTION:** How did westward expansion change the United States and demonstrate the determination of its people? How did economic factors and advances in technology influence expansion, westward movement, and economic growth in the United States?

**SCENARIO:** You are a photojournalist investigating Westward Expansion. You will create a documentary highlighting one group’s experience moving West, and then focus your documentary on the overall impact of Westward Expansion on the United States during the period of 1830 – 1860 to answer the unit questions.

**TASK:**  You will collect information from the documents provided to:

* demonstrate thorough and accurate understanding of the groups that moved Westward and their motivations, experiences, determination, and changes *(Content)*
* demonstrate substantial use of primary sources to identify change for different groups of Americans, the land and the economy during Westward Expansion *(Basic Skills)*
* examine thoroughly all of the given documents. Analyze information from the documents to draw meaningful conclusions about the geographic, social, political, economic, and technological changes that took place due to Westward Expansion Think: proof *(Analysis/Interpretation Skills)*
* cite and elaborate evidence from given documents to develop an in-depth documentary explaining the overall impact of Westward Expansion on the United States *(Application/Synthesis Skills)*
* Create a documentary that is informative and reflective of impact of Westward Expansion. It is well organized using a variety of media, and includes clearly stated, complex ideas supported by references from several documents (Communication Skills)

**DOCUMENTS:** Use each of the documents provided to research information on your task. Include information from each document in your presentation.

 **Document A:** Song, “Sweet Betsy from Pike” by John A. Stone (before 1858)

**Document B:** Painting, Westward the Course of Empire Takes Its Way,

 E. Leutze, 1861

**Document C:** Cartoon, The Way they go to California, Nathaniel Currier, 1849

**Document D:** Diary Excerpt, Diary Entry of Mary Jane Megquier, 1850

**Document E:** Diary Excerpt,Diary Entry of Mary Ballou

**PRODUCT:**  You will plan, create, and share a 75-90 second documentary that will reflect information, analysis, and evaluation about Westward groups using information from your ASN, as well as evidence from your analysis of the primary sources. Your finished produce will include the two steps below:

* Focuses on one Westward Expansion group (*Oregon Trail Pioneers, Mormon Settlers, or the Forty-Niner),* and explains why they moved West, and where they settled.
* Reflects and reports on one of the following questions:
1. What economic and technological changes took place during Westward Expansion?
2. How did Westward Expansion benefit some and cost others?
3. How did Westward Expansion change the United States and demonstrate the determination of its people?

**REFLECTION:** Identify an economic and technological change, taking place today. How is this similar and/or different from the changes that occurred during Westward Expansion?

**PAT RUBRIC:** Westward Expansion

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **4 Exceeds Expectations** | **3 Meets Expectations** | **2 Approaching Expectations** | **1 Below Expectations** | **Score** |
| **Content** | **All** supportive facts and details are written accurately. | **Most** supportive facts and details are written accurately. | **Some** supportive facts and details are written accurately. | Supportive facts and details **are NOT written accurately**. |  |
| **Basic Skills** | Demonstrates **substantial** use of primary sources to identify change for different groups of Americans, the land and the economy during Westward Expansion. | Demonstrates **acceptable** use of primary sources to find identify the change for different groups of Americans, the land and the economy during Westward Expansion. | Demonstrates a **few errors** when using primary sources to identify the change for different groups of Americans, the land and the economy during Westward Expansion. | Demonstrates **many critical errors** when using primary sources to identify the change for different groups of Americans, the land and the economy during Westward Expansion. |  |
| **Analysis/Interpretation** **Skills** | **Thoroughly analyzes** information from the documents to draw meaningful conclusions about the geographic, social, political, economic, and technological changes that took place due to Westward Expansion. | **Makes a credible effort** to analyze information from some of the documents to draw meaningful conclusions about the geographic, social, political, economic, and technological changes that took place due to Westward Expansion. | **Makes little effort** to analyze information. Gives weak or superficial conclusions about the geographic, social, political, economic, and technological changes that took place due to Westward Expansion. | **Fails to analyze** information to give conclusions about the geographic, social, political, economic, and technological changes that took place due to Westward Expansion. |  |
| **Application/Synthesis** **Skills** | **Cites and elaborates** evidence from given documents to develop an in-depth exhibit sign depicting the overall impact of Westward Expansion on the United States. | **Cites** evidence from given documents but does not elaborate on the information. Develops an adequate exhibit sign depicting the overall impact of Westward Expansion on the United States. | **Cites some** evidence from the given documents to develop a weak exhibit sign depicting the overall impact of Westward Expansion on the United States. | **Cites no** evidence from the given documents. Fails to develop an exhibit sign depicting the overall impact of Westward Expansion on the United States. |  |
| **Communication Skills** | Exhibit sign is **informative and reflective** of impact of Westward Expansion. It is well organized using a variety of sources, and includes clearly stated, complex ideas. | Exhibit sign is **informative.** It is organized with clearly stated ordinary ideas. | Exhibit sign is **somewhat informative, but is poorly organized** with few unclear, restated ideas. | Exhibit sign is **unorganized** with irrelevant statements and images. |  |

**DOCUMENT ACCESS**

**Document A: “Sweet Betsy from Pike” Click on Link.**

<http://twain.lib.virginia.edu/roughingit/map/wombetsy.html>

\*About Sweet Betsy from Pike

 The journey to California in the days of the Gold Rush wasn't easy by sea or land. A

clipper ship leaving New York took at least three months, with all the usual dangers of

traveling by sea, to round the bottom of South America and reach San Francisco. The

journey by land took six months from the mid-West, with many coming from further

away.

 Sweet Betsy from Pike comes from a songbook published in 1858 called Put's Golden

Songster. "Old Put" was the pseudonym of John A. Stone, a San Francisco-based

entertainer who wrote, performed, adapted, collected, and published songs for and about

gold miners. This one was based on an Irish tune that was most likely brought to the New

World during the potato famine. There is a Pike County in both Missouri and Illinois

from where many California-bound gold seekers began their land journeys.

**Document B: “Westward the Course of Empire Takes Its Way” by Emmanuel**

**Leutze, 1861**

Click on Link: <http://americanart.si.edu/collections/search/artwork/?id=14569>

**Document C: “The Way They Go to California” by Nathaniel Currier, 1849**

Click on Link: <http://collections.museumca.org/?q=collection-item/a68901>

**Document D: Diary Entry of Mary Jane Megquier, 1850 See Graphic Organizer Document.**

[http://userwww.sfsu.edu/epf/journal\_archive/volume\_X,\_2001/van\_r.pdf](http://userwww.sfsu.edu/epf/journal_archive/volume_X%2C_2001/van_r.pdf)

(Article on Mary Jane Megquier from San Francisco State University)

<http://imet.csus.edu/imet3/odell/gold_rush/characters/mjmegquier.html>

(Letter from Mary Jane Megquier to Milton Benjamin May 14, 1849. Shares hardships of

travel to California)

**Document E: Diary Entry of Mary Ballou See Graphic Organizer Document.**

<http://historymatters.gmu.edu/d/6512/> (Background on Mary Ballou and more of her journal)

**PAT GRAPHIC ORGANIZER:** Westward Expansion

![C:\Users\Family\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KCJOPVEE\coveredwagon.preview[1].gif]()

You are a journalist investigating Westward Expansion. You will create a documentary highlighting one group’s experience moving West and then focus your movie on the overall impact of Westward Expansion on the United States during the period of 1830 – 1860. Your movie will reflect information, analysis, and evaluation about Westward Groups from your ASN, as well as evidence from primary source analysis.

**Part 1 PAT Research:**

1. \_\_\_\_\_\_\_Examine and answer the questions on the **Primary Source Analysis Packet**.

**Part 2 Documentary Project Outline:**

1. \_\_\_\_\_\_\_Select **one question** from the choices below to address in your documentary.
2. \_\_\_\_\_\_\_Complete a **Story Board Outline** using your ASN, the PAT Packet and additional resources describing the experience moving West, and answering a Unit Question. Your Story Board Draft should contains 6 - 8 Panels with supporting visual and textual evidence.
3. \_\_\_\_\_\_\_Using the Story Board, create a **documentary** using iMovie.
4. \_\_\_\_\_\_\_Include a **Works Cited** Panel using EASYBIB or another citation tracking method.
5. \_\_\_\_\_\_\_Submit Final Product.

**Part 3 Individual Reflection:**

Identify an economic and technological change, taking place today. How is this similar and/or different from the changes that occurred during Westward Expansion.

**Story Board Outline for iMovie:**

**30 seconds (approximately 3 panels) This portion of your documentary is based upon information from ASN.**

* Who are you?*Oregon Trail Pioneers, Mormon Settlers, or the Forty-Niners.*
* Why did you go west?
* Where did you settle?

**45-60 seconds (approximately 4-5 panels) Pick 1 question to answer in your movie. This portion of your documentary is based upon your PAT Packet, ASN, and additional research.**

1. What economic and technological changes took place during Westward Expansion?
2. How did Westward Expansion benefit some and cost others?
3. How did Westward Expansion change the United States and demonstrate the determination of its people?

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_

**Part 1 - PAT Research**

**PRIMARY SOURCES & ANALYSIS / EVALUATION**

**DOCUMENT A: SONG “Sweet Betsy from Pike”, by John A. Stone (before 1858)**

**Read the song at least 2 times.**

1. Use 3 adjectives to describe the mood of this song. Circle one and record a

 lyric to support your descriptive word choice.

2. What Westward Movement events or people are mentioned? List 3 or more.

3. Infer why a song like this would have been written.

4. What are specific examples of some of the hardships of traveling West? Use quotes to support your answer.

5. What are examples of benefits of traveling West?

**Document B**

**ARTWORK Westward the Course of Empire Takes Its Way, Emmanuel Leutze, 1861**

**Examine the painting carefully. Use the Zoom Feature to take note of the details.**

1. Describe the different types of people heading West, present In the painting?

2. What actions of specific groups or individuals indicate determination?

3. What changes do you see in the geography? What geographical regions might these travelers be located in?

**Document C**

**CARTOON, The Way they go to California, Nathaniel Currier, 1849**

1. What Westward Movement group is shown in this political cartoon? How do you know?

2. What modes of transportation are depicted in the cartoon?

3. How does this cartoon demonstrate the determination of the people to move to California?

**Document D**

**Diary Entry of Mary Jane Megquier, 1850**

**Read Background Information**

Mary Jane wrote, *“Women’s help is so very scarce that I am in hopes to get a chance…a woman that can work will make more money than a man and I think now that I shall do that. … Some days we have made fifty dollars but I have to work mighty hard, a family (group of miners), two small rooms with very few conveniences. We came to this house the third of July. I have not been into the street since … I intend to stay only long enough to make a small pile of the dust (gold dust or money) which will not overrun (run out for) two years … it is the most God forsaken country in the world, not one redeeming trait excepting gold … I do not sit down until after eight o’clock at night and three nights out of the week I have to iron. I do not go to bed until midnight and often until two o’clock … (There are) twenty in the family (miners).*

Six months later, the hotel was still flourishing, but the work that went into making it a success seemed beyond endurance.

**Document E**

**Diary Entry of Mary Ballou Read Background Information.**

*“…Sometimes I am up all times a night scaring the hogs and mules out of the house. I made a blueberry pudding today for dinner. Sometimes I am making soups and cranberry tarts and baking chicken that cost $4 a head and cooking eggs at $3 a dozen. Sometimes boiling cabbage and turnips and frying fritters and broiling steak and cooking codfish and potatoes. Sometimes I am taking care of babies and nursing at the rate of $50 a week but I would not advise any lady to come out here and suffer the toil and fatigue that I have suffered for the sake of a little gold.”*

1. Why did Mary Jane come to California and how long did she intend to stay?

2. List five adjectives to describe the work and lives of Mary Jane Megquier and Mary Ballou. Provide an example from the text, explaining why you selected each adjective.

3. List two economic advantages and two economic disadvantages for women in California.

4. Infer, what impact did women have on Westward Expansion?

Insert new recording sheet

**PAT Score Form**

**Teacher: Unit #: Date: \_\_\_\_\_\_\_\_\_\_\_**

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