

Historical Literacy Project Model Unit Gallery Template

Unit Title: HLP2 Jefferson Unit

Designed by: Kathy Paulison, Sue Johnson, Christine Smith

District: Caesar Rodney

Content Area: Social Studies

Grade Level(s): 6-8

Summary of Unit: 1.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard Two: Students will gather, examine, and analyze historical data [Analysis].

6-8: B Students will examine historical documents, artifacts, and other materials and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

History Standard Three: Students will interpret historical data [Interpretation]

6-8: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Investigating how the purchase of the Louisiana Territory affected various cultural and ethnic groups.

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Students will understand how historical events are view differently by the various groups involved.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

What questions should I ask before, during and after using a source, to determine the viewpoint that the material represents.

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will know that there could be several different perspectives of the same historical event.

Students will be able to Examine a document and identify the author’s perspective.

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Essential Question Addressed: What questions should I ask before, during and after using a source, to determine the viewpoint that the material represents.

Prior Knowledge: Using primary and secondary sources (pictures, maps, newspaper articles and journal entries) students will analyze to interpret the viewpoint being represented. They will also understand the difference between viewpoint and perspective by completing several activities. Must understand the parts of a jacket cover.

Scenario: Choosing from five countries perspectives of the Revolutionary War, students will read and determine what they feel is that country’s viewpoint of their involvement during this period. They then will create a book jacket cover to illustrate what they (the student) feels is that country’s perspective.

Requirements: Copies of excerpts from the book History Lessons How Textbooks From Around The World Portray U.S. History by Dana Lindaman and Kyle Ward. (**See attachments 17, 18,19,20,21**) Paper 8x11 enough for each students. Student guideline sheet and rubric one per student. (**See attachments 22, 23**) Markers, crayons, color pencils and pencils.

Final Product: After reading the selected excerpt each student will create a book jacket cover demonstrating the view point of that countries understanding of the Revolutionary War.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21st Century skills.

Lesson # 1

Title of the Lesson

Author(s)

Lesson Description: By presenting several pictures of optical illusions, students will develop an understanding of perspective and view point.

Time Required: (1) 45 minute class period

Essential Question Addressed:

What questions should I ask before, during and after using a source, to determine the viewpoint that the material represents.

Enduring Understanding:

Students will understand how historical events are view differently by the various groups involved.

Materials: Copies of three optical illusion pictures,(2,3,4) worksheets (1) anticipation guide and Guess sheet (run copies with anticipation guide on one side and guess sheet on the other), writing utensils, markers, chart paper, ELMO or overhead projector.

Procedures:

1. Preparation for lesson: Make copies of pictures for either overhead or ELMO. Print enough copies of the worksheet and exit tickets (one per student).
2. As you greet the students at the door hand each one an anticipation guide worksheet. **(Attachment 1)**
3. Direct students to read statements on anticipation guide and place a check mark in the box whether they agree or disagree with each statement. Give maximum of 5 minutes to complete.
4. Have student go to the second side of the worksheet.
5. Place first picture on ELMO. Tell students to write what they see. (NO Talking) Keep picture up for max of one minute. **(Attachment 2, 3, 4)**
6. Repeat step 5 for the two remaining pictures.
7. Using either the board or chart paper label columns: Picture 1, Picture 2, Picture 3.
8. Have students give responses on what they thought they saw. List their response under each column. If there are repeats keep track of those also.
9. Represent picture #1. Have a student come to the board using a marker trace the picture that

they saw. Question the class by asking: Can you see his or her perspective? Explain Yes or No.

10. Have another student with an opposing perspective come to the board and using a different marker trace the picture that they see. Again ask the question: Can you see his or her view point? Explain Yes or No.
11. Repeat with pictures #2 and #3.
12. Have a class discussion having students explain what they feel is the difference between view point and perspective. Develop working definitions for both words, ensuring students include that perspective is the author's view point and view point is your opinion of what is being presented.
13. Responses are to be written on the bottom of the What Do You See worksheet.

Debrief: Quiz the class on their feeling and opinions on how materials (pictures, movies, newspapers, and computers) can influence our view points and or perspectives.

Formative Assessment (“Check for Understanding”):

Create a class generated list of question that may be asked when examining material for information. Leave list hanging in classroom for duration of unit. Items may be added or modified.

Lesson # 2

Lesson Description: Giving students newspaper clippings on an Olympic events they will identify the different viewpoints from either side.

Time Required: (1-2) 45 minute class period

Essential Question Addressed:

What questions should I ask before, during and after using a source, to determine the viewpoint that the material represents.

Enduring Understanding:

Students will understand how historical events are view differently by the various groups involved.

Materials: Overhead projector, markers, writing utensils, paper, newspaper articles (5), tri-fold (6),

Procedures:

1. Review the previous day's lesson.
2. Have the statement on the board "What are the positive and negatives attributes of Santa Claus.
3. Break the class in half, giving half the class the assignment of creating a list of positive attributes of Santa, and the other half will create the negative attributes. Allot 5 minutes. (This activity will reinforce their knowledge of perspective and view point).
4. Have students shout out response to be put on board (positive), then have the other half of the class shout out their negative responses.
5. Give students copies of newspaper articles on a current event. (**Attachment 5,6,7**)
6. Have students focus their attention to the articles. What does the headline say? Note the similarities and differences of these articles. (The goal of this lesson is for the students to discover that the presentation of facts may differ based on author's viewpoint.
7. Create a tri fold organizer. (**Attachment 8- Directions to make**)
8. After reading both articles, students will complete the tri fold by placing information in each column. Describing both the America's and Canada's perspective on the out come of the Men's Hockey Game results. How Canada felt. How America felt, and was there similarities. Give 15 – 20 minutes to complete
9. When completed have student form groups of no more than four and share what they feel the views of each article were.

Debrief: What additional questions would you add to the exciting chart in the room to help you better analyze primary resources easier.

Formative Assessment ("Check for Understanding"):

Contained in the lesson, creating the tri fold and adding questions to the exciting chart.

Lesson # 3

Lesson Description: Using the guided questions already created from lessons 1 and 2. The students will now examine documents giving information on how the Louisiana Purchase affected their lives. Gathered information will then be used as a panel discussion.

Time Required: (2-3) 45 minute class period

Essential Question Addressed:

What questions should I ask before, during and after using a source, to determine the viewpoint that the material represents.

Enduring Understanding:

Students will understand how historical events are viewed differently by the various groups involved.

Materials: Board, overhead projector or ELMO, markers, writing utensils, class set of questions, poster paper, textbooks, **Attachments 9,10,11,12,13,14,15,16**

Procedures:

1. Review the class definitions for perspective and viewpoint.
2. Going back to the section in their textbooks. The class will review information about the Louisiana Purchase. Read only about the purchase, not Louis and Clark.
3. Lead into a discussion by asking questions such as: Did people benefit from this purchase? Why or why not. Did any group suffer because of this decision? Why or why not? Were people happy or not? (15 to 25 minutes)
4. Break students into groups of no more than four students.
5. Write question on the board "How were specific groups affected by the purchase of the Louisiana Territory?"
6. Each group will select a minimum of three questions from the class chart. These will help to keep them focused and on track while completing their research. (time will vary based on class)
7. Students will complete a list giving examples of how groups benefited or not from the purchase.
8. Prior to any discussion write the following question on the board. Was the purchase of the Louisiana Territory beneficial or not? Explain either viewpoint.
9. Give each group a sheet of chart paper where they will display their responses, and list whether the purchase of the Louisiana Territory was beneficial.
10. Have class conduct galleries walk to observe group responses.

Debrief: After the gallery walk students will assemble and discuss their observations and whether their viewpoints altered by what they saw.

Formative Assessment ("Check for Understanding"):

Having students complete the chart paper responses in #9

Attachment 1: Front side

What Do You See?

Picture: 1

Picture: 2

Picture: 3

Attachment 1: Back side

Anticipation Guide

Name _____ Date _____

Lesson 1 – Anticipation Guide

Directions: Read the statements below; write an A- if you agree with the statement and a D if you disagree. After the lesson, you will again read the statements and mark A or D.

Before lesson	Statements	After Lesson
	1. Everyone always sees the same thing.	
	2. Your opinions can affect the way you look at pictures.	
	3. Sometimes there is more than one correct “answer”.	



Attachment 2: Picture 1



Attachment 3: Picture 2



Attachment 4: Picture 3

Newspaper Articles

Pressure is on Canada

"All the pressure is on Canada," said U.S. general manager Brian Burke. "I don't feel that there is any pressure on our team. The pressure started for Team Canada when Vancouver was awarded the Games (in 2003)."

By [Bob Condotta](#)



VANCOUVER, B.C. — Since the Winter Olympics began 16 days ago, the dominant color of this town has been the red of the Team Canada jerseys, worn by seemingly every man, woman and child in sight.

And while the jerseys can be viewed as a show of support for all Canadian Olympians, there is only really one Team in Canada — the men's hockey squad that will go for the gold medal Sunday against an upstart United States squad.

"It's neurotic," said U.S. defenseman Jack Johnson. "Hockey is everything to these people. They could win every other event here, but if they didn't win hockey it would be a disaster."

So that's what the United States is up against in the 12:15 p.m. game as it attempts to earn its first men's hockey gold medal since 1980 — not just 23 players on the ice, but the hopes and dreams of a nation that has for years dreamed of winning gold on home soil.

Some on the U.S. side think that will play in the favor of the Americans, the youngest team in the tournament at 26.5 years of age.

"All the pressure is on Canada," said U.S. general manager Brian Burke. "I don't feel that there is any pressure on our team. The pressure started for Team Canada when Vancouver was awarded the Games (in 2003)."

Canada has seemed to strain at times under those expectations, including during a surprising 5-3 loss to the United States last Sunday that made the Americans the No. 1 seed entering the loser-out playoff round. But Canada has rallied to win three games to advance to the gold-medal contest, including a stunning 7-3 win over Russia, generally considered the most-talented team here along with the Canadians.

The United States is 5-0, outscoring its opponents 22-6, a fresh-faced squad that has seemingly come together overnight, an appearance that is deceiving. Many of these players, while scattered throughout the NHL, have played together for years on other national teams, beating Canada several times for tourney titles along the way.

"We all know each other very well," said Johnson. "When you are in a tournament like this, you are almost forced to join as one and get together and play as a team. But for us it's very natural."

The United States has won just one medal since the 1980 Miracle on Ice team — a silver in 2002 when Canada beat the Americans in the final in Salt Lake City.

That history serves as one of many subplots. So does the U.S. victory last week, which stung this country.

Canada had 45 shots to 23 for the United States in that contest, a stat that is usually an indicator of which team is playing better. But the Americans got the momentum by scoring first — the United States hasn't trailed in this tournament — and rode that to hold off Canada.

The U.S. has relied on its speed throughout, something it used to its advantage against Canada. But Canada has made a change at goaltender since the first meeting, replacing Martin Brodeur with Roberto Luongo — who as a member of the NHL's Vancouver Canucks is playing on his home ice. Canada has won its three games since the change by a combined score of 18-7.

Canada coach Mike Babcock said his team is eager to avenge the loss to the U.S. "Someone is going to be very happy tomorrow," said Babcock. "We expect it's going to be us."

U.S. coach Ron Wilson rejected any idea the Americans are the favorites, saying Canada's players make, on average, \$3 million more in the NHL than the Americans.

Burke was more emphatic.

"Canadians view this as their game and they view (Sunday's) game as planting their flag on a peak," he said. "You tell the 18,000 people here tomorrow (in the arena) they are the underdog. I don't think they'll agree."

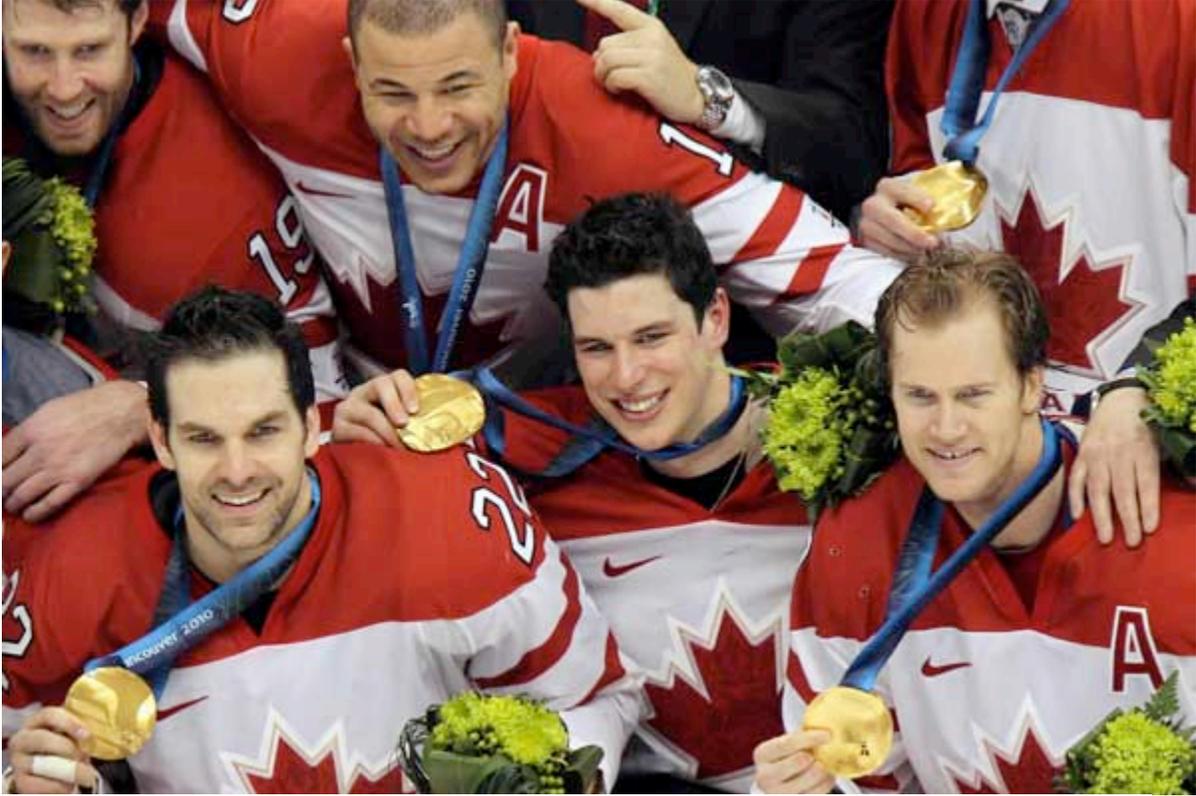
"All the pressure is on Canada," said U.S. general manager Brian Burke. "I don't feel that there is any pressure on our team. The pressure started for Team Canada when Vancouver was awarded the Games (in 2003)."

The gold medal, not to mention Canadian national pride, will be on the line when Canada takes on the U.S. in men's hockey in the final day of the Games.

Attachment 6:

Canada wins hockey gold; sets new Olympic record

BY WAYNE SCANLAN, CANWEST OLYMPIC TEAM MARCH 1, 2010



(l-r): Team Canada's Joe Thornton, Dan Boyle, Jarome Iginla, Sidney Crosby and Chris Pronger pose for the team photo with the gold medals they were awarded after their overtime victory over the USA during the gold medal men's hockey game in Vancouver, BC Sunday, February 28, 2010 during the 2010 Winter Olympics. (John Mahoney / Canwest News Service)

VANCOUVER -- The great ones rise up in these moments, as though only their class of player is worthy.

In 1987, Wayne Gretzky passed to Mario Lemieux, ending a classic Canada Cup.

At the Vancouver Olympics, Canada's Sidney Crosby had been having -- for him -- a quiet tournament, through six games. But in the game of his life, a titanic struggle against the United States, Crosby made thunder, charting Olympic history in Canada's 3-2 victory in the gold medal game of the Vancouver Winter Games.

"I didn't see it go in," Crosby said, of his goal at 7:40 of OT. "I just heard everyone scream.

"Every kid dreams of this opportunity -- it could've been anybody else," Crosby added.

His teammates disagreed.

"There's nothing that Kid can't do, or hasn't done already," said centre Jonathan Toews, Canada's best player in the tournament. "We talked in the intermission, we said someone's going to be the hero here -- it's no coincidence he's the guy."

Or, as big Chris Pronger put it:

"Guys like that find a way."

Crosby started the winning play himself, beating Brian Rafalski to the puck and chipping it into the corner where winger Jarome Iginla won a puck battle with Ryan Suter, and slid it back to Sid.

"He was yelling for it," Iginla said of Crosby. "He just screamed."

Then, a classic Crosby shot, low, hard, quick off the stick, underneath U.S. goaltender Ryan Miller. This was how America's MVP viewed a final play that will go down with 'Gretzky to Lemieux' as one of the all-timers: Miller said he tried to be "aggressive" when he saw Crosby get the puck, reacted, not in time.

"I've seen that release before," said Canadian goaltender Roberto Luongo. "It's hard to pick up."

Miller's response to the sudden end was succinct: "I feel like shit," he said, then walked away from the microphone on his way to the morgue of an American dressing room.

After he finally realized the puck was in, Crosby pulled the mouthguard from his mouth, threw his gloves and stick in the air and was mobbed by his teammates in the corner. Toews, exhausted from a shift, hesitated on the bench for a second, until he realized what the emptying bench meant. Afterward, Crosby skated around the ice waving a Canadian flag from a long pole, looking a little sheepish.

Grounded, low-key Sid, 22 and fresh-faced.

The all-Canadian hero from Cole Harbour, N.S.

"I've always been proud to be a Canadian," Crosby said. "It doesn't have to mean going to an Olympics. You could see the passion tonight, the passion for hockey, but also everything in general. I'm proud to represent that."

The country couldn't have a better representative. Long after the game had ended, executive director Steve Yzerman called Crosby a player of "destiny," comparing him to the great Wayne Gretzky. And to think the Kid is just getting going.

With the 14th medal -- what else but the hockey gold this country wanted with every ounce of its being? -- Canada breaks a record for the most gold medals at a single Olympics.

Let the debate begin over which hockey gold was bigger -- Canada's title at Salt Lake City, which ended a 50-year gold medal drought; or, this precious medal wrought of Canadian sweat and toil, earned on home ice, a record-setter.

Flip a coin, a two-head, gold coin -- '02 or '10.

"This one," said Pronger, who was on the 2002 team, "because it's on home soil."

It was called in advance The Most Important Hockey Game of All Time, a game that couldn't possibly live up to the hype, except that it did. Surely this wasn't just a game but a script written in advance by some of the greatest Canadian Olympians, people like Nancy Green Raine, Gaetan Boucher and Barbara Ann Scott.

Roughly 17,000 were in the building, but tens of millions will say they were there, sort of like Woodstock, after the fact. In the morning, with block-long lineups to local pubs at 9 a.m., gold medal tickets were fetching \$10,000 and more. Today those scalper victims will insist it was good value, and who's to argue.

Even Zach Parise, in defeat, called the game, "a fitting finish for Canadian fans."

After a compelling first period, which ended with a 1-0 Canadian lead on a Toews goal, the second period was one of the greatest ever played, end-to-end action that stole the breath of two hockey nations. Extraordinary stuff, a gift to hockey fans around the globe. And the game was just percolating. Corey Perry corralled a loose puck, centered by Ryan Getzlaf, to put Canada ahead by two goals early in the second period.

Now the Americans chipped away at the two-goal advantage Don Cherry always calls, "the worst lead in hockey. Ryan Kesler of the hometown Canucks got the U.S. back in the game just past the halfway point, tipping a Patrick Kane shot, the puck slithering underneath goaltender Roberto Luongo's right arm.

For most of the third period, Canada was more or less in control of a 2-1 game, in defensive mode, though Pronger and Shea Weber both clanged shots off the post that could have spared the nation a few thousand ulcers.

Luongo's minor bobbles and frequent rebounds inspired the Americans to keep pushing, to throw pucks to the net. In the third period, though, a lot of those long shots went into Luongo's trapper, to die.

Now it was 'miracle on ice time' for the U.S. and they found their miracle with 24.4 seconds left on the clock: A shot by Kane hit Jamie Langenbrunner in front of the net, changing the tempo enough to throw off Luongo. Zach Parise couldn't believe his good fortune as he tapped in the rebound to spark overtime.

Attachment 7:

February 28, 2010, 6:20 pm

Live Analysis: Canada Beats the U.S. for Gold Medal

By [THE NEW YORK TIMES](#)

In-game analysis from the New York Times reporters Jeff Z. Klein, Charles McGrath and Greg Bishop at Canada Hockey Place in Vancouver, and insights from The Times's Slap Shot blog contributor Stu Hackel. Richard Sandomir, who covers sports media and business for The Times, shared thoughts about the broadcast. Post your thoughts about the game in the comment section below.



Doug Mills/The New York Times The Canadians showed off their gold medals after their victory Sunday.

VANCOUVER, British Columbia — In the only gold medal game [that really mattered here](#), in men's hockey on Sunday afternoon, in front of thousands decked out in red and white, Canada skated with more pressure and more talent.

Against a younger, less experienced, less celebrated team from the United States, the Canadians controlled this game early. They jumped to an early lead and — after a late United States goal forced overtime — [avenged their loss to the Americans earlier this tournament](#) with a 3-2 victory at Canada Hockey Place.

The winning goal came from [Sidney Crosby](#), one of Canada's star players, but someone

who had struggled in this tournament. Crosby broke free from his defender, took a pass and scored 7 minutes 40 seconds into the overtime, then threw his gloves off and started jumping up and down on the ice.

Forward [Zach Parise](#) grabbed the loose puck and fired low, quick, sure. With 24.4 seconds remaining in regulation, Parise [had tied the score at 2-2](#). The stadium did not exactly go silent, but the noisy celebration certainly quieted momentarily.

Finally, in overtime Crosby sealed what the Canadians had longed for, and the gold medal was theirs to savor.

From the outset, Team Canada attacked the Americans' hotshot goaltender, [Ryan Miller](#). Team Canada protected his counterpart, Roberto Luongo, like bodyguards surrounding an important politician.

Instead of caving under the enormous weight of their expectations -- from hockey fans, from locals, from one end of this country to the other -- the Canadians seemed buoyed by the boisterous atmosphere inside. They dominated early, and dominated often, and when it ended, all of Canada rejoiced.

Because on Sunday, Canada indeed managed to Own the Podium. And it did so in the one event that mattered most.



Doug Mills/The New York Times Sidney Crosby of Canada celebrated his game winning goal on Sunday.

Thirty years after the Team USA birthed the phrase “Miracle on Ice,” one week after it stunned the favored Canadians in an epic preliminary round game, the neighbors staged the rematch. At stake: national pride, border bragging rights, coveted gold medals.

Brian Burke, the general manager for Team USA, noted last week that the pressure had long been placed squarely on the Canadians. It started the day Vancouver was named host city, and built with frightening intensity, with each goal, victory and advancement.

If the Canadians felt like pipes about to burst, they hid that concern well. They recorded the first goal with 7 minutes 10 seconds remaining in the first period, when forward [Jonathan Toews](#) corralled a rebound [and fired from close range into the net](#).

His goal gave the Team Canada its first lead and the Americans their first deficit in this tournament, while snapping Miller's shutout streak at some 124 minutes.

Miller's net-minding prowess had carried Team USA into this finale, [past Switzerland and Finland](#), even Canada the first time. He entered this game with a .954 save percentage, but on the Canadian's first two goals Miller's defense betrayed him with a breakdown.

The second came midway through the second period, when forward Ryan Getzlaf and defenseman Duncan Keith delivered the puck to forward Corey Perry, who was surprisingly alone, in front of the Americans' net. [His score put Canada up, 2-0](#), as the crowd rose and roared.

The Canadian goaltender Roberto Luongo played near perfect early, blocking low shots and wide shots, from close range and long distance. Luongo plays here all year, minding net for the Vancouver Canucks, and he replaced [Martin Brodeur](#), the National Hockey League's all-time leader in wins and shutouts, in the surprise move of this tournament.

Luongo employs the butterfly goaltending style, more fluid and nimble in the net. But he had given up some head-scratching goals here, including one against Slovakia that changed the tenor of Canada's semifinal victory, requiring Luongo to secure several acrobatic saves in the final seconds.

The first goal Luongo allowed on Sunday came from a familiar face, his Canucks teammate, Ryan Kesler. The American forward Patrick Kane sent a missile from outside, and Kesler deflected the puck off of his professional hockey teammate and into the goal. The United States had cut the deficit in half and trailed, 2-1, entering the final period.

Played in an N.H.L.-sized rink, this resembled the N.H.L. game more than the usual Olympic version. Neither team showcased superior stick skills, or artistic skating.

Instead, they played the old-fashioned, knock-down, went-to-a-wrestling-match-and-a-hockey-game-broke-out version. Players were sent flying over boards, onto opposing benches, into cramped corners with sharpened elbows.

Burke had built the American roster with young, fast, hungry players, passing repeatedly on older, more established veterans. Canada did not take the same approach. It did not

need to, with its strikingly large pool of talent, with players of Crosby's stature basically disappearing during this tournament.

This contest marked not only a rematch from last week but also from the gold medal game in 2002 at the Winter Olympics in Salt Lake City. Canada won that game, 5-2, and eight years later, they played again, the crowd reversed.

The crowd was dotted with celebrities, among them the singer Neil Young and the actor Vince Vaughn. The stands started to fill an hour before face-off, with Canadian flags and hockey jerseys, with painted wigs and painted faces, the color scheme a matching white and red.

The United States had its scoring chances down the stretch, but Luongo continued with solid play, boosted by the deep core of defensemen that surrounded him. This moment belonged to Canada, to its hockey fans and its Winter Olympics fans, who watched the home team secure the most important gold. — *Greg Bishop*

Three-Tab Book

1. Fold a sheet of paper like a *hot dog*.
2. With the paper horizontal and the fold of the *hot dog* up, fold the right side toward the center, trying to cover one half of the paper.
NOTE: *If you fold the right edge over first, the final graphic organizer will open and close like a book.*
3. Fold the left side over the right side to make a book with three folds.
4. Open the folded book. Place one hand between the two thickness of paper and cut up the two valleys on one side only. This will create three tabs.
5. Label the first section U.S.A, the middle sections Similarities, and the third section Canada.



Attachment 9:

Spanish Reactions (English)

Page 11 of 17

No one really knows for sure how much the Spaniards were manipulated. I don't think they had to be manipulated very much. They were determined for their own reasons not to allow the Americans to explore into the Southwest. For one thing, they were afraid of letting the Americans come in contact with the Indian tribes of the southern plains. The Comanches, which were extremely numerous, and had fond memories of the days when the Spaniards and the French had competed for their favors, now looked on the Americans as a new competitor with the Spaniards, and were anxious for the Americans to reach into the southern plains.

The Spaniards had no intention, then, of letting the Americans treat with Comanche and groups like that, and so for their own reasons, the Spaniards were determined to make every effort to block these American expeditions. They sent three different expeditions out to try to capture Meriwether Lewis, but the Missouri River was so far away that these Spanish expeditions were never really able to get close to capturing Lewis.

<http://www.lewis-clark.org/content/content-article.asp?ArticleID=752>

Attachment 10:

Your petitioners do not doubt but that some grand political ends were expected to be answered by the provision in the fifteenth section of the bill, erecting Louisiana into two Territories, but were those ends as advantageous as in the humble opinion of your petitioners they are disastrous—"Nothing," said Aristides to the Athenians, "could be more advantageous than the proposition of Themistocles but nothing could be more unjust." Your honorable Houses are well acquainted with the determination of the Athenian people.

Your petitioners have thus gone through the painful, yet they conceive indispensable task of remonstrating against grievances, in compliance with the duty they owed to their country, to themselves, and to posterity. Your petitioners are sensible that in the discussion of interests of such magnitude, involving their dearest rights, they may perhaps appear to have deviated a little, either in some of their conclusions or expressions, from the respect they never intended to refuse to the highest authority of their country: but let your honorable Houses remember that your petitioners feel themselves injured, deeply injured. Could they tamely submit, could they even represent with more moderation in such a case, you yourselves would not consider them worthy to be admitted into a portion of the inheritance of the heroes who fought and bled for the independence of America.

Your petitioners ask, 1st, For the repeal of the act erecting Louisiana into two Territories, and providing for the temporary government thereof.

2dly. That legal steps should be immediately taken for the permanent division of Louisiana.

3dly. That a Governor, secretary, and judges, should be appointed by the President, who shall reside in the district of Louisiana, and hold property therein to the same amount as is prescribed by the ordinance respecting the Territory northwest of the river Ohio.

4thly. That the Governor, secretary, and judges, to be thus appointed, for the district of Louisiana, should, in preference, be chosen from among those who speak both the English and the French languages.

5thly. That the records of each county, and the proceedings of the courts of justice in the district of Louisiana should be kept, and had in both the English and French languages, as it is the case in a neighboring country, under a monarchical Government, and acquired by conquest.

6thly. That supposing the district of Louisiana to be divided into five counties, ten members, two from each county, shall be elected by the people having a right to vote in each county, according to the rules prescribed by

the ordinance respecting the Northwestern Territory every two years, or such another number as Congress may appoint, which said members shall, jointly with the Governor, form the legislative council of said district of Louisiana.

7thly. That Congress would acknowledge the principle of our being entitled, in virtue of the treaty, to the free possession of our slaves, and to the right of importing slaves into the district of Louisiana, under such restrictions as to Congress in their wisdom will appear necessary.

8thly. That Congress, taking into consideration the distance at which we live from the seat of the General Government, which does not allow the General Government to be informed with respect to the true interest of this country but through the agents of that same Government, Congress should enact a law authorizing this district of Louisiana to send an agent or delegate to Congress, whose powers as to speaking and voting in the House Congress may circumscribe as to them may seem proper.

9thly. That funds should be appropriated for the support, and lands set apart or bought for the building and maintaining of a French and English school in each county, and for the building of a seminary of learning, where not only the French and English languages, but likewise the dead languages, mathematics, mechanics, natural and moral philosophy, and the principles of the constitution of the United States should be taught. Independent of the obligation of spreading knowledge, upon which alone a free Government can stand in a country till now unacquainted with your laws and language, a powerful additional interest will result, in the opinion of Congress, from the teaching principally of mathematics and natural philosophy, when your honorable Houses reflect that Louisiana abounds with mines of every description, which can never be worked to any advantage without the powerful engines supplied by these two sciences.

10thly. That every private engagement, conformable to the laws of Spain, entered into during the time Louisiana was ruled by the laws of Spain, shall be maintained.

11thly. That any judgment which was considered as final, according to the Spanish law, shall not be revised by any of the tribunals to be established in Louisiana by the United States.

12thly. That any judgment from which an appeal might be had, according to the Spanish law, to any superior tribunal, may be appealed from to a tribunal of equal dignity within this Territory, or the United States, and that a final judgment be had, conformably to the laws of Louisiana, at the time the suits were first brought into court.

And now your petitioners trust their remonstrances and petition to the justice of your honorable Houses, and they do not entertain the least doubt but that a nation, who, in their declaration of independence, has proclaimed that the governors were intended for the governed, and not the governed for the governors; a nation who complained so loudly of their right of representation, a right inestimable to them, and formidable to tyrants, only being violated; a nation who presented it to the world, as one of their reasons of separation from England, that the King of England had endeavored to prevent the population of their States; a nation who waged war against her mother country for imposing taxes on them without their consent; a nation who styles the Indians "the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions," will not be deaf to their just complaints; and, by redressing their grievances, will deserve forever the most unbounded affection of the inhabitants of this district of Louisiana.

Elated with these hopes, your petitioners conceive, that they cannot end their present remonstrance and petition in a more suitable manner than by renewing to you the oath they had administered to them on the first day of their meeting together in General Assembly, by the first civil commandant of this district of Louisiana.

And we all swear "to be faithful to the United States, to maintain with all our power the constitution of the United States, and to obey the laws made and to be made by Congress for the district of Louisiana."

Signed at St. Louis, the twenty-ninth day of September, in the year of our Lord one thousand eight hundred and four, and of the American independence the twenty-ninth.

Richard Jones Waters,	}	<i>Deputies of New Madrid.</i>
Eligius Fromentin,		
Christopher Hays,	}	<i>Deputies of Cape Girardeau.</i>
Andrew Ramsey,		
J. S. J. Beauvais,	}	<i>Deputies of Ste. Genevieve.</i>
P. D. Etchemendy,		
Charles Gratiot,	}	<i>Deputies of St. Louis and its Dependencies.</i>
P. Provenchere,		
Augustus Chouteau,		
Richard Caulk,		
David Musick,		
Francis Cottard,		
Warren Cottle,	}	<i>Deputies of St. Charles and its Dependencies.</i>
A. Reynal,		
F. Saucier,		
Timothy Kibby,		

The Avalon Project at Yale Law School
Jefferson's Draft on an Amendment to the Constitution, 1803.

The province of Louisiana is incorporated with the U. S. and made part thereof. The rights of occupancy in the soil, and of self-government, are confirmed to the Indian inhabitants, as they now exist. Pre-emption only of the portions rightfully occupied by them, and a succession to the occupancy of such as they may abandon, with the full rights of possession as well as of property and sovereignty in whatever is not or shall cease to be so rightfully occupied by them shall belong to the U. S.

The legislature of the Union shall have authority to exchange the right of occupancy in portions where the U. S. have full right for lands possessed by Indians within the U. S. on the East side of the Missisipi, to exchange lands on the East side of the river for those on the West side thereof and above the latitude of 31 degrees; to maintain in any part of the province such military posts as may be requisite for peace or safety; to exercise police over all persons therein, not being Indian inhabitants; to work salt springs, or mines of coal, metals and other minerals within the possession of the U. S. or in any others with the consent of the possessors; to regulate trade and intercourse between the Indian inhabitants and all other persons; to explore and ascertain the geography of the province, its productions and other interesting circumstances; to open roads and navigation therein where necessary for beneficial communication and to establish agencies and factories therein for the cultivation of commerce, peace and good understanding with the Indians residing there.

The legislature shall have no authority to dispose of the lands of the province otherwise than is hereinbefore permitted, until a new Amendment of the constitution shall give that authority.

Except as to that portion thereof which lies south of the latitude of 31 degrees; which whenever they deem expedient, they may erect into a territorial Government, either separate or as making part with one on the eastern side of the river, vesting the inhabitants thereof with all the rights possessed by other territorial citizens of the U.S.

Source:

Ford, Paul Leicester

The Federalist : A commentary on the Constitution of the United States by Alexander Hamilton, James

Madison and John Jay edited with notes, illustrative documents and a copious index by Paul Leicester Ford.

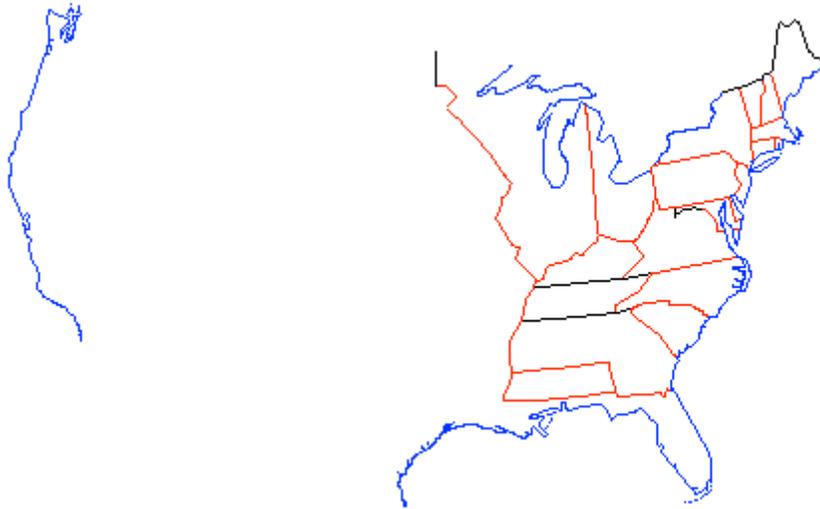
New York : Henry Holt and Company, 1898.

<http://www.yale.edu/lawweb/avalon/jevifram.htm>

Attachment 12:

1800 Map of the United States

The map of the United States shown below displays the boundaries for each of the states that existed in year 1800 according to the United States Geological Survey Bulletin 1212.



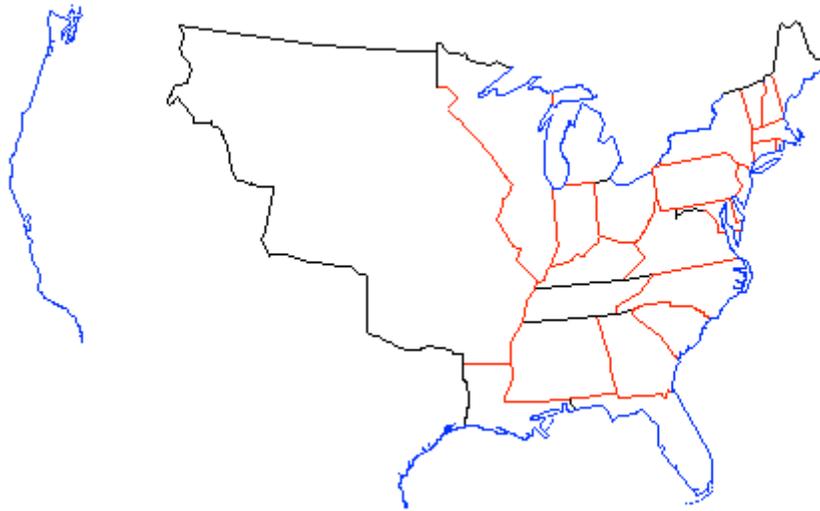
RED = Man-made Boundary BLACK = Disputed Boundary

http://www.1930census.com/1810_us_map.php

Attachment 12:

1810 Map of the United States

The map of the United States shown below displays the boundaries for each of the states that existed in year 1810 according to the United States Geological Survey Bulletin 1212.



Attachment 13:

United States and American History: 1810

About the history of the United States in 1810, the population, the people move west, the Hartford Convention and Federalists meet.

1810

--U.S. population-7,239,881. (The 3rd U.S. census listed: 1,211,364 slaves; 186,746 free Negroes; and 60,000 immigrants.)

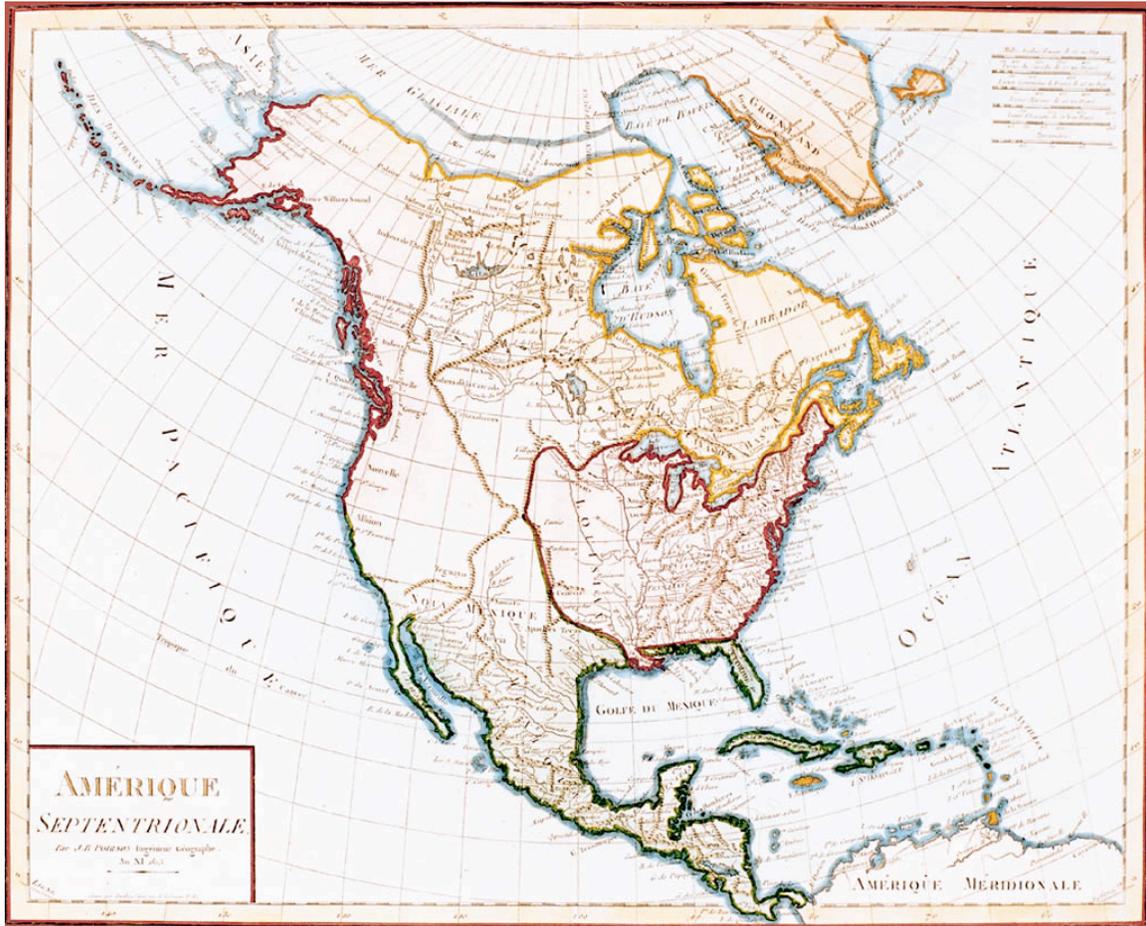
--Between 1810 and 1830, 2 million people left the eastern States for the West.

--Tecumseh (spelled variously Tecumtha, Tecumthe, and Tikamthi) was the Indian chief of the Shawnees who, with his brother Tenskwatawa (The Prophet), tried to unite the Indians in the western part of the U.S. against the whites. In 1810 he told the President's messenger:

These lands are ours. No one has a right to remove us, because we were the 1st owners. The Great Spirit above has appointed this place for us, on which to light our fires, and we will remain. As to boundaries, the Great Spirit knows no boundaries, nor will His red children acknowledge any.

(See also: Tecumseh in Footnote People in U.S. History, Chap. 3.)

Attachment 15:



Attachment 16:

Excerpt from the English translation of Ole Rynning's *True Account of America for the Information and help of Peasant and Commoner written by a Norwegian Who Arrived there in the Month of June, 1837* © Nasjonalbiblioteket, avdeling Oslo - Norsk-am. sml.

6. What is the nature of the land where the Norwegians have settled? What does good land cost? What are the prices of cattle and of provisions? How high are wages?

In the western regions, where all the Norwegian immigrants now go, the land is very flat and low. I had imagined that thick woods would cover that part of the land which had not yet begun to be cleared; but I found it quite different. One can go two or three miles over natural meadows, which are overgrown with the most luxuriant grass, without finding a single tree. These natural meadows are called prairies.

... The prairies are a great boon to the settlers. It costs them nothing to pasture their cattle and to gather fodder for the winter. In less than two days a capable laborer can cut and rake enough fodder for one cow. Still the prairie grass is not considered so good as tame hay of timothy and clover. The soil on the prairies is usually rich, and free from stones and roots. In order to break a field, therefore, only a strong plow and four or five yoke of oxen are needed; with these a man can plough up one or two acres of prairie a day.

Without being manured, the soil produces corn, wheat, buckwheat, oats, potatoes, turnips, carrots, melons, and other things that make up the produce of the land. Corn is considered the most profitable crop, and yields from twelve to twenty-four barrels an acre. Oats and a large part of the corn are fed only to horses and cattle. As food for people wheat flour is most used. Barley and rye grow well in some places, and thrive; but I have not yet seen any of these grains. Barley, like oats, is used only for fodder. Beer is not to be found, and most of the milk is given to calves and hogs. For breakfast and supper coffee or tea is always served, but at other times only cold water is drunk. According to the price of beer in Chicago, a barrel would cost about twenty dollars.

It is natural that a country which is so sparsely populated should have a great abundance of wild animals. The Indians, who were the former inhabitants, lived entirely by hunting. If a settler is furnished with a good rifle and knows how to use it, he does not have to buy meat the first two years. A good rifle costs from fifteen to twenty dollars. The chief wild animals are deer, prairie chickens, turkeys, ducks, and wild geese. Wild bees are also found. The rivers abound with fish and turtles.

Illinois and the other western states are well adapted for fruit culture. ... Illinois lacks sufficient forests for its extensive prairies. The grass on the prairies burns up every year, and thereby hinders the growth of young trees. Prolific woods are found only along the rivers.

... The summer in Illinois is much warmer than in Norway. On some days the heat in Norway may be just as intense as it ever is in Illinois or Missouri; but in these states the weather is clearer and brighter. It very seldom rains for a whole day until the end of summer; but when it does rain the downpour is violent and usually accompanied by thunder and lightning. The winter lasts from November until the end of March, at which time the ground usually begins to grow green. February is the coldest month. I have heard many Norwegians declare that they have never felt the cold worse in Norway than in

America. Nevertheless, the cattle are generally kept out of doors during the whole winter, and the houses of Americans are not much better than a barn in Norway.

Wages are also very different in different places, and correspond closely with the prices of other commodities. In this Vicinity a capable workman can earn from one-half to one dollar a day in winter, and almost twice as much in summer. Yearly wages are from one hundred and fifty to two hundred dollars. A servant girl gets from one to two dollars a week, and has no outside work except to milk the cows. In Wisconsin Territory daily wages are from three to five dollars; in New Orleans and Texas wages are also very high, but in Missouri, again, they are lower. At Beaver Creek we can now get men to break prairie for us at two dollars an acre, provided that we furnish board. For fencing ten acres with the simplest kind of fencing we figure on two thousand rails. In an average woods a good workman can split a hundred or a hundred and fifty rails a day. From one-half to one dollar is charged for splitting a hundred rails. Four thousand rails are required to fence in forty acres; and for one hundred and sixty acres eight thousand rails are needed, all figuring being based upon the simplest kind of fence.

The American Revolution Great Britain

In the seventeenth century a number of people, mainly from Britain, sailed across the Atlantic, and settled in America. By the middle of the eighteenth century, these settlements were organized into thirteen colonies. The total population in 1776 was 25 million.

The colonies flourished. The northern colonies developed shipbuilding and trading; the middle colonies farming; and the southern colonies, tobacco and rice plantations. The American colonists were also very proud of the way they arranged their government and laws. They were meant to be ruled by Britain. But the journey across the Atlantic took so long that the colonies had to be allowed to run most of their own affairs. Each colony had its own assembly (or parliament). And in many towns decisions were made by gathering all of the citizens together.

Thomas Jefferson, one of the most brilliant of the American colonists, and later President of the USA, wrote a pamphlet in 1774 in which he summed up what many in America were thinking; that they had a right to live their own lives. He wrote:

‘America was conquered, and her settlements made and firmly established, at the expense of individuals, and not of the British public. Their own blood was spilt in acquiring lands for their settlement, their own fortunes expended in making that settlement effectual [successful]. For themselves they fought, for themselves they conquered, and for themselves they have a right to hold’

As the colonists became stronger and more prosperous they became more self-confident. A letter written by a farmer in 1764 ends with the following words:

‘For my part I am resolved to contend [fight] for the liberty delivered down to me by my ancestors: but whether I shall do it effectually or not, depends on you, my countrymen. “How little soever one is able to write yet when the liberties of one’s country are threatened, it is still more difficult to be silent.”’

They became irritated that they were ‘bossed about’ by the British Government. Then, in the middle of the eighteenth century the British Government tried to tighten its control. It sent out governors to each of the colonies to overrule the assemblies. It tried to force the colonist to trade only with Britain and only in goods the British wanted.

When the British took Canada from the French in the Seven Years War, this had important effects on the thirteen colonies:

1. They no longer needed British help to defend themselves from French attack.
2. The war had cost the British Government a great deal of money. It thought that the American colonists should help to pay for it.

During the next few years the British Government kept on introducing new taxes. Each new tax roused the Americans to fury. The cry went up, “No taxation without representation’. In other words, why should the Americans pay taxes imposed by a parliament in London where there were no Americans MP’s?

In 1770 the British Government decided to abolish all the unpopular taxes—except the tax on tea. But by now the colonists were too angry to be satisfied by this. In December 1773 three tea-ships put in to Boston harbor. Many townspeople, disguised as Indians, clambered on to the ships. This “Boston Tea Party” was an important act of defiance. The Americans would not drink tea whose price included a tax. The British Government hit back: the port of Boston was closed and public meetings in the town were forbidden.

Information from History Lessons: How textbooks from around the world portray U.S. History by Dans Lindaman and Hyle Ward. Pages 33-35

The American Revolution
Germany

The “patriots” won their freedom in a war lasting almost eight years. They had to fight not only against the English and the approximately 30,000 soldiers from German lands—the so called “Hessians”—but at the same time against approximately a third of the colonists, who continued to hold to the British crown. In this respect the war of independence was also a civil war. The intervention of the French, who supported the rebellious Americans against the “arch rival” England first with weapons and money then with troops from 1778 onward, was militarily decisive. In the *Peace of Versailles* (1783) England had to acknowledge the sovereignty of the thirteen colonies and let them have the area between the Appalachians and the Mississippi. The remaining loyalists to the king, numbering over 80,000, were expelled or emigrated freely, mostly to Canada. In not a few cases their possessions were confiscated and divided up. Almost half of the colonial upper class was replaced in this manner.

Information from History Lessons: How textbooks from around the world portray U.S. History by Dana Lindaman and Hyle Ward. Page 48

The American Revolution France

The influence of the “Lumie’res” was felt far and wide. A simple revolt by the British colonies of North America against the taxes imposed by the homeland became a veritable political revolution. These same colonies not only obtained independence from England, they also provided the first written constitution the world had seen.

Aside from Canada, Great Britain possessed thirteen colonies on the Atlantic coast of North America. Beginning in 1763 there arose a conflict which saw the colonists oppose the British government for having raised their taxes without consulting them. Since they did not participate in the parliamentary elections in London they refused these scandalous measures and put the problem in political and institutional terms: “no taxation without representation.” The situation deteriorated in 1773 when the Crown forced them to buy tea from the Indian Tea Company. On December 16, in the Boston Harbor a group of youth dressed as Indians climbed aboard three vessels and threw cargo overboard into the sea; the so—called **Boston Tea Party**. The British authorities reacted quickly: closing the port, raising a surtax on the city, and sending troops.

Information from History Lessons: How textbooks from around the world portray U.S. History by Dana Lindaman and Hyle Ward. Pages 40 -41

The American Revolution Canada

In early April 1775 British troops, attempting to raid clandestine colonial arms depots in Massachusetts, were fired upon by the Americans. A long-festering imperial political crisis turned into a shooting war. From the vantage point of the American leadership, they were involved in a 'revolution' to secure their rights against the arbitrary authority of the British Crown. From the vantage point of the British government, the Americans were engaged in a 'rebellion' against duly constituted authority. Whatever its label, for many of the inhabitants in British North America the event meant involvement in an extended civil war in which brother fought brother, friend fought friend, and many were eventually pushed into exile.

The Americans moved quickly in 1775 to organize an alternative government and raise an army, under the command of George Washington of Virginia. While that force was still an embryo, the Second Continental Congress authorized an invasion of Quebec as a move to bestow 'the coup de grace to the hellish junto' governing Great Britain. Washington was somewhat more enthusiastic about this plan than he was about subsequent proposals to invade Nova Scotia. One army was ordered to proceed to Quebec by way of Lake Champlain and the Richelieu River. Another was authorized to travel across northern Maine and along the Chaudière River to the St. Lawrence.

Fortunately for the British, the Americans were neither as well organized nor as lucky as Wolfe's expedition had been in 1758-9 and the Quebecois were not as enthusiastic about 'liberation from tyranny' as the invaders had hoped. General Richard Montgomery (1736-75), struggling to bring an invading army up the Lake Champlain route, wrote that 'the privates are all generals' and that those from different colonies did not get along together. Benedict Arnold (1741-1801), bringing his army across what is now Maine under horrendous late autumn conditions, lost nearly half his troops in the process. On 11 November, Montgomery and his troops arrived near Montreal and pressed on to Quebec, although his soldiers were constantly deserting.

Information from History Lessons: How textbooks from around the world portray U.S. history by Dana Lindaman and Hyle Ward pages 42 – 43

The American Revolution Caribbean

Between about 1700 and 1775 the Caribbean had many close links with the mainland British colonies, which were governed in a similar way to the islands with governors, councils and elected assemblies. But the closest connection was through trade. The mainland colonists made their living as timber-cutters, farmers, manufacturers, ship-builders, and traders. A large part of the goods they produced were sold as estate supplies to the sugar plantations in the Caribbean.

The key to the trade was the huge quantities of molasses which were left after the cane had been milled for export to Europe. On most plantations it was simply stored in large tanks. Merchant ships from the mainland toured the islands, calling in at plantations and filling hogs-heads with molasses from the tank. With the money they earned by selling the molasses, planters bought goods for their estates.

In 1771 New York imported over two million litres of molasses and Boston about a million. Much of this was turned into rum and sold throughout the American colonies or exported to England.

After the Seven Years War the British government tried to make the American colonists pay a share of the costs of defeating the French. They aimed to do it by taxing legal documents. The American colonists refused to pay, saying that their assemblies alone had the right to demand new taxes. On this point the Caribbean settlers agreed with the Americans. The British government gave way over the stamp tax and tried to collect the money through import duties on all lead, paper and tea imported by the colonies.

The colonists still objected and rioted against the duties. The British withdrew them, except for the one on tea. When the British East India Company tried to unload tea at Boston, the citizens dumped the cargo into the sea. The British decided to punish the people of Boston by closing the assembly of their colony, Massachusetts, and ruling it directly. Again the Caribbean colonists supported the Americans.

In 1775 the British government sent an army to force the Americans to obey the regulations. The colonists decided to fight for independence. This move brought about a change of opinion in the Caribbean colonies. More West Indians had family or trading connections with England than with America. The planters also feared to lose their special position within the British Empire. Their prosperity would collapse if rebellion in the thirteen colonies meant they could not sell sugar to Britain.

The island colonists also faced the unpleasant fact that their white population was much smaller than the mainland's. They felt they needed British soldiers and warships to protect them from foreign invasions and from their slaves. So, instead of protest, the island assemblies rushed to send petitions to England, stating their loyalty.

The planters were forced to admit that they needed the protection of the British army and navy. Yet the islands paid a heavy price for their loyalty during eight years of war that followed

In the first year of the war the quantity of sugar shipped to Europe fell by a half. Estate supplies, which had come mostly from North America, quickly became scarce and their prices rose.

Planters tried to grow local provisions to replace those which fell into the hands of the enemy, but most of the crops failed after hurricanes ripped through the islands in 1780 and 1781, and there were long drought periods between the hurricanes.

Information taken from History Lessons: How textbooks from around the world portray U.S. History by Dana Lindaman and Hyle Ward. Pages 45 -47

Attachment 22

Name _____

A View of History – Final Project

You have read an excerpt about the American Revolutionary War. The excerpt came from an American History textbook, written for high school students in another country. Your assignment will be to design a new jacket cover for the book using this excerpt as inspiration.



Materials Needed:

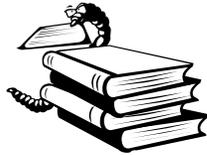
8 ½ by 11 sheet of white cardstock or paper

Colored pencils and/or crayons

Markers

Optional:

Rulers, stencils, scissors



Assignment:

You are to design a book jacket that represents the viewpoint of the excerpt you read. The front of the jacket is to contain a title, illustration, author (that's the country the excerpt's from) and illustrator's name (that's you). The back of the cover is to contain a "teaser". The teaser is a brief summary of the excerpt (75 – 100 words long) and usually a favorite quote from the passage.

Remember !!!!!!! You want your jacket to represent the viewpoint of the country where the text originated.

Book Jacket Report : Illustrating Viewpoint/Point of View

Student Name: _____

CATEGORY	3	2	1
Front Cover	Includes an illustration, title of the book, and author's name. Graphics illustrate knowledge of the passage content.	Includes an illustration, title of the book, and author's name. Graphics illustrate general knowledge of passage content.	Includes an illustration, title of the book, and author's name. Graphics illustrate a vague knowledge of passage content.
Illustration(s)	Illustrations were creative, drawn and colored neatly and showed understanding of the passages viewpoint.	Illustrations were drawn and colored neatly and showed some understanding of the passages viewpoint.	Illustrations were drawn and colored neatly, but showed little understanding or confusion on the viewpoint of the passage.
Inside Left (front) Flap	Summary is well-written and includes all aspects of the story. Paragraphs are well formed. It is clear the student understood passage.	Summary is well written but does not include a well thought out description of the passages viewpoint.	Summary is vague. Does not appear student understood or was confused about the passage viewpoint.
Use of Time	Class time was used wisely. Student used not distracted and focused on completing assignment.	Class time was used wisely. Student could have put more time and effort into completing assignment.	Class time was not used wisely. Student often had to be redirected to complete assignment.
Neatness and Effort	The book jacket has no distracting errors, corrections or erasures and is easily read.	The book jacket has almost no distracting errors, corrections or erasures and is easily read.	The book jacket is fairly readable but the quality is a little rushed and messy.

