

International America: US and the World

Learning Objective: How did the early United States interact with the rest of the world during the antebellum period? [How was the United States influenced by and how did it influence other nations around the world?]

Scenario: Present details about the event through a historically based first-hand account: 1) Select an actual historical figure to teach the class about the event through his/her eyes; or, 2) create a fictional character that shares a historically accurate picture of the events.

Possible Topics:

- A Cherokee woman who is traveling to a reservation in Oklahoma along the Trail of Tears
- A young sailor in the US Navy who is fighting Libyan pirates off the Barbary Coast after delivering Marines to the 'Shores of Tripoli'
- A soldier fighting under Colonel Andrew Jackson's command during the Battle of New Orleans during the War of 1812
- A young seaman on a whaling vessel out of Nantucket
- A ship captain who is filling out his log after being bordered by a British warship that just 'impressed' after his crew
- A delegate on one of the first voyages to Japan on one of Commodore Matthew Perry's ships
- A young, able-bodied seaman who has been impressed into the British Royal Navy
- A volunteer on the eve of battle at the Alamo.
- A member of the Lewis and Clark expedition

Assignment Checklist (What do you need to accomplish for this assignment? What are the expectations?)

- A 1-1/2 to 2 page 'first'-person historical account (i.e. script, speech, diary, or letters). [Select someone who was there or could have been (a real person or historically accurate fiction)]
- A historically accurate window into this person's life and experiences. (Take us there by using visual aids, such as artifacts, pictures, maps, dioramas, and a presentation, such as a skit, performance, or diary reading)
- Historically context (include details about a historical event that this person would have experienced or encountered. Include details so the class will learn about this event). Make connections to the focus question: how was the early United States interacting with the rest of the world?
- Fun and creative (use your imagination to make this an engaging experience for the class)
- Share with the class (spend 7 to 10 minutes presenting this assignment to the class)

Assignment:		Name:
		Evaluator:
		Date:
Unsatisfactory	Proficient	Advanced
First Person Account (25 points)		
<input type="checkbox"/> Did not present a first-hand account <input type="checkbox"/> Representation was not historically accurate (includes being too general— information could apply to any time period)	<input type="checkbox"/> Selected one of the following <ul style="list-style-type: none"> ○ An actual historical figure ○ A fictional character that lived a historically accurate life. <input type="checkbox"/> Must present 2-3 minutes of the overall presentation as the character (i.e. a skit or eye-witness account) <input type="checkbox"/> 1-1/2 to 2 written pages	<input type="checkbox"/> Make it an experience for the audience, such as: <ul style="list-style-type: none"> ○ Dress in costume ○ Speak with an accent ○ Use props ○ Rehearsed, dramatic reading from a diary or letters
(0/50/60/65/69): 0 – 12.5 -- 15 -- 16.25 – 17.25	(70/75/77/80/85/88): 17.5-18.75-19.25-20-21.25-22	(90/95/100%): 22.5 -- -- 23.75 -- -- 25
Historical Research and Information (40 points)		
<input type="checkbox"/> The 5 W's included, but not explained (i.e. what was happening at the same time, or what is its relation to events before or after. <input type="checkbox"/> Info not answered.	<input type="checkbox"/> Selection of an appropriate topic that relates to Antebellum America and the World <input type="checkbox"/> Explains the significance of the 5 W's (<u>who</u> , <u>what</u> , <u>when</u> , <u>where</u> , why or how	<input type="checkbox"/> All the elements under Proficient PLUS <input type="checkbox"/> Deep Analysis: explaining the significance of this topic. [Clearly addresses the focus question. A solid explanation is provided supported by several specific details and examples. Explain the long- and short-term effects.] <input type="checkbox"/> A solid conclusion presented
(0/50/60/65/68): 0 – 20 – 24 – 26 – 27.2	(70/75/78/80/85/88): 28–30–31.2–32–34–35.2	(90/95/100%): 36 – 38 – 40
Visual Aid and Presenting (35 points)		
<input type="checkbox"/> The presentation has not been assembled with care and/or effort. <input type="checkbox"/> An appropriate display method was not applied. <input type="checkbox"/> The presenter was not fully prepared to share information with the class (not rehearsed, did not address the audience)	<input type="checkbox"/> Create a visual aid to enhance the storytelling experience. <input type="checkbox"/> Effort has been taken to make the visual aid neat, organized, and appealing <input type="checkbox"/> Presentation Skills (i.e. regular eye-contact, appropriate volume, facing audience, rehearsed)	<input type="checkbox"/> A unique or memorable visual aid—it stands out. Two enhanced features, such as: <ul style="list-style-type: none"> □ Bring authentic food □ Make the letters or diary look authentic □ Make a small collection of personal items that the person may have owned □ Create a 3-D model or diorama □ Make an interactive or enhanced map and show how the events unfolded
(0/50/60/65/68): 0 – 17.5 – 21 – 22.75 – 23.8	(70/75/77/80/85/88): 24.5-26.25-26.95-28-29.75-30.8	(90/95/100%): 31.5 -- 33.25 -- 35