Manifest Destiny Summative Assessment: Pick 1

1. Explain how the concept of Manifest Destiny affected the nation during this period.
2. Compare and contrast the beliefs and actions of the Democrats and Whigs during the Manifest Destiny period.
3. Explain the events and attitudes that led to the Civil War.

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|  | 4 Points | 3 points | 2 points |
| Answer Format | The question that is being answered or claim being made is clear from the text, either from context or restatement, and complete sentences are utilized. (4) | The question is restated/the claim is clear ***or*** there is a complete sentence.  (3) | The question is not clearly restated, and/or sentence fragments are used.  (2) |
| Completeness and correctness of the response  (x3 points) | The answer is complete, and ***correct***. No reasonable questions can be asked that have not already been answered about who/what/when/where/why/how.  (12) | The answer is ***correct*** . Several reasonable questions can be asked that have not already been answered about who/what/when/where/why/how.  (9) | The answer is mostly incorrect and/or most reasonable questions are unanswered.  (6) |
| Explanation  (x3 points) | How ***all*** the information given relates to (or explains) the question or claim is explained in the Student’s own words.    (12) | How ***some*** of the information given relates to (or explains) the question or claim is explained in the Student’s own words.  (9) | None of the information given is related to the claim or question, or it is not explained in the Student’s own words.  (6) |
| Quotations | Each supporting fact given that came from the text has a quote included showing that the information came from the text.  (4) | Most supporting facts given that came from the text have quotes included showing that the information came from the text.  (3) | Few or no supporting facts given that came from the text have quotes included showing that the information came from the text.  (2) |
| Citations | All important quotes, information or claims in the response are cited with the page number, paragraph number, and the identifying title of the resource or author’s name.  Example: (Stevenson, p. 2, pa. 7)  Note, if multiple texts are used, cite all the information necessary to identify *which* text is being cited. (4) | Some important quotes, information or claims in the response are cited with the page number, paragraph number, and the title of the resource.  (3) | There is no citation, no quote, or the citation does not support the response or is unexplained.  (2) |
| Total |  |  | /36 |
|  | 4 Points | Example: Why is Mr. Stevenson so stupid? | |
| Answer Format | The question that is being answered or claim being made is clear from the text, either from context or restatement, and complete sentences are utilized. (4) | It has been said that Mr. Stevenson is quite dumb. This is very true. | |
| Completeness and correctness of the response  (x3 points) | The answer is complete, and ***correct***. No reasonable questions can be asked that have not already been answered about who/what/when/where/why/how.  (12) | Mr. Stevenson is a teacher (who), which makes it unfortunate that he is in fact about as intelligent as your average very stupid dog (what). This becomes evident whenever he attempts to teach a class (when) at Hufford Jr. High (where,) because no one can understand a word he says (why.) Since intelligent people can be understood, it is clear that he is very dumb (how.) | |
| Explanation  (x3 points) | How ***all*** the information given relates to (or explains) the question or claim is explained in the Student’s own words.    (12) | Obviously, in order to conclude that Mr. Stevenson is dumb, all we need to do is prove that he makes no sense when he talks. (Restatement of why/how.) Several students have mentioned they don’t understand him, so it must be true that he is dumb. | |
| Quotations | Each supporting fact given that came from the text has a quote included showing that the information came from the text.  (4) | After a recent class, several students were overheard as they left the room saying “I didn’t understand anything he just said,” which was recorded in another student’s journal. (Student journal, location and date.) Once again, he is clearly and sadly quite dumb. | |
| Citations | All important quotes, information or claims in the response are cited with the page number, paragraph number, and the identifying title of the resource or author’s name.  Example: (Stevenson, p. 2, pa. 7)  Note, if multiple texts are used, cite all the information necessary to identify *which* text is being cited. (4) | See above. | |
| Total |  |  | |