





**THE TREATY TRAIL: CAUSE AND EFFECT**

**Student Self Assessment Checklist**

| Student | <b>Map Comparison</b>   | <b>Treaty Trail: Causes and effects</b>  |  | <b>Art as Primary Source: Making inferences</b>   |  | <b>total points<br/>5</b> |
|---------|---|--|--|---|--|---------------------------|
|         | Have you written down one example of how Indian life changed because of treaties?<br><br><b>(1 pt.)</b> | Have you written in the graphic organizer words or phrases about the <u>causes</u> of the U.S.- Indian treaties?<br><br><b>(1 pt.)</b> | Have you entered the outcomes (or <u>effects</u> ) of the treaties in the graphic organizer?<br><br><b>(1 pt.)</b> | Have you talked about the different details of a historic work of art (what you see and think about the art)?<br><br><b>(1 pt.)</b> | Have you discussed what the different people in the painting might have been thinking, and supported this with your reading?<br><br><b>(1 pt.)</b> |                           |
|         |   |  |  |   |  |                           |

Student Group:

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**STUDENT GROUP ASSESSMENT RUBRIC**

| Strands Score 1-4                              | 4   | 3   | 2   | 1  | 12 total |
|--|---|---|---|--|----------|
| <b>Effective Collaboration</b>                 | Each member: sustains equal voice, compromises and negotiates to achieve consensus, contributes equally to each work phase.   | Consensus achieved: equal voice and work load not sustained by all members throughout all phases.   | Consensus achieved: work completed by one group member throughout all phases.   | Consensus not achieved: work incomplete.   |          |
| <b>Responding to Art as Primary Source</b>     | Describes and analyzes art: interprets art citing visual evidence recorded on worksheet placing it in historical context.   | Describes, analyzes, interprets meaning or purpose of art subjectively (without citing evidence).   | Describes and analyzes by art by considering artistic choices.  | Describes art by creating inventory of what is seen.   |          |
| <b>Point of View Research and Presentation</b> | Presents Walla Walla Treaty council participant's point of view supported by: Introduction, description of character traits, direct quote, and research summary with biographical information specifically describing people, places and events influencing that person. Describes one consistency between visual art interpretation and research findings. | Presents Walla Walla Treaty council participant's point of view supported by introduction, description of character traits, direct quote, and research summary with biographical information. Relationship between visual art interpretation and research not identified. | Presents Walla Walla Treaty council participant's point of view: quote, character traits and summary are inconsistent in content. Summary lacks key biographical information. | Presents Walla Walla Treaty council participant's point of view quote without summary of character traits, and biographical information. |          |

## POSITION PAPER SELF-ASSESSMENT RUBRIC

| Strands<br>Score 1-4         | 4   | 3  | 2   | 1   | 4 total |
|------------------------------|---|--|---|---|---------|
| <p><b>Position Paper</b></p> | <p>Provided plausible argument for why <b>one</b> factor (or factors) played biggest role in conflict with <b>three (or more)</b> reasons given and supported by evidence for each factor discussed.</p> <p>Identified and explained how <b>four (or more)</b> factors helped cause the conflict. (At least one of these needs to be economic.)</p> <p>Cited and accurately restated or paraphrased materials. Interpreted relevant information from <b>two or more</b> artifacts and/or primary sources.</p> | <p>Provided plausible argument for why <b>one</b> factor (or factors) played biggest role in conflict with <b>two (or more)</b> reasons given and supported by evidence for each factor discussed.</p> <p>Identified and explained how <b>three</b> factors helped cause the conflict. (At least one of these needs to be economic.)</p> <p>Cited and accurately restated or paraphrased materials. Interpreted relevant information from <b>two</b> artifacts and/or primary sources.</p> | <p>Provided plausible argument for why <b>one</b> factor (or factors) played biggest role in conflict with <b>one</b> reason given and supported by evidence for each factor discussed.</p> <p>Identified and explained how <b>two</b> factors helped cause the conflict. (At least one of these needs to be economic.) OR Demonstrate accurately how <b>three</b> factors helped cause conflict without giving an economic conflict.</p> <p>Cited and accurately restated or paraphrased materials. Interpreted relevant information from <b>two</b> artifacts and/or primary sources.</p> | <p>Provides argument for why one factor played biggest role in causing conflict with only partial support or without support. OR refers to a general category of factors without specifying which one (or ones). Account may contain several inaccuracies.</p> <p>Demonstrates how <b>one</b> factor helped cause the conflict. OR mention factors but does not explain how they resulted in the conflict.</p> <p>Uses only anecdotal information to support ideas, comparisons and claims. OR does not explicitly cite or state relevant information from primary sources.</p> |         |

