

G5.U3 Summative Assessment - Day 2

The Growth of the Republic

Teacher Guidance

Day Two of the summative assessment for the Growth of the Republic unit will assess students' abilities to support a claim with evidence and reasoning, focusing on Practice Standard 3 (Organize information from multiple primary and secondary sources) and Practice Standard 6 (Support claims about the Early Republic using textual evidence and disciplinary reasoning). This section of the summative assessment also engages Unit 3's Essential Question 1: Whom does it benefit and whom does it harm when a nation expands its territory?

Students have worked with the claim-evidence-reasoning framework throughout the unit, specifically in Lessons 2, 4, 6, 8, 10, 12, 13, 20, 22, and in the Literacy Block following Lesson 11. A useful preparation step for the teacher is to review Lesson 11 (Perspectives on the Indian Removal Act), Lesson 12 (The Trail of Tears and the Resilience of the Cherokee Nation), Lesson 15 (Cotton Gin, Cotton Mills, and Northern Connections to Slavery) and Lesson 16 (The Cotton Economy, Slavery, and Wealth); the sources are drawn from those lessons.

Students will need one 30-minute period to complete the three steps included in Day 2 of the assessment.

Supporting Multilingual Learners

Levels 1-3: Students may need extra time for the assignment. Put a concise, bulleted list of instructions on the board so that students can track their progress. Guide students to write 1 sentence for who was harmed using 1 source, and 1 sentence for who benefited using another source. Provide sentence stems or a model sentence for the evidence/reasoning section of the graphic organizer.

Levels 4-5: Provide a bank of phrases for citing evidence - such as "According to source number 1" or "As seen in the graph in source 2" - to help students use more sophisticated language.

Materials

- ❖ [Summative Assessment Day 2 Student Packet](#)
- ❖ Writing Materials

ACTIVITY

Step 1: Students analyze three sources and gather evidence about the benefits and harm created by the expansion of the United States on a graphic organizer.

Step 2: Students write a claim about who benefited and who was harmed by the expansion of the United States.

Supporting All Learners

There are two options for Step 2 of Day 2. Option 1 is less scaffolded and asks students to develop their claim independently, Option 2 provides more scaffolding by providing a sentence frame for students to use in developing their claim. Decide which option best fits the needs of your class or individual students and include that version in their student packet.

Step 3: Students write the body of their paragraph by providing evidence and reasoning to support their claim. Students need to provide evidence and reasoning from at least two of the sources they analyzed.

Student Instructions

In this unit, we've been analyzing sources to determine who benefited and who was harmed by the expansion of the United States. Today's assessment asks you to:

- Organize information from multiple primary and secondary sources
- Support claims about the Early Republic using textual evidence and disciplinary reasoning
- Write a claim-evidence-reasoning paragraph that uses evidence from sources about the Early Republic.

Step One

Your student packet includes three sources about the Early Republic. Read each source carefully, considering what you learned in Unit 3 to help you analyze and draw inferences about who benefited and who was harmed when the nation expanded its territory. Record the evidence you identify on your student graphic organizer.

Step Two

Consider the evidence you saw in the three sources and write a claim in response to the question: *Who does it benefit and who does it harm when a nation expands its territory?* on your Student Response Sheet.

Step Three

Write the body of your paragraph by providing evidence and reasoning to support your claim. You need to provide evidence and reasoning from **at least two** sources you analyzed.

G5 Unit 3 Summative Assessment - Day 2 - Student Response Sheet (Option 1)

Name _____

Essential Question 1: Who does it benefit and who does it harm when a nation expands its territory?

Claim:

In the space below, provide the evidence and reasoning to support your claim by writing the body of your paragraph. You should use evidence from at least two of the sources.

Evidence + Reasoning (how/why it proves someone was benefited or harmed):

Evidence + Reasoning (how/why it proves someone was benefited or harmed):

G5 Unit 3 Summative Assessment - Day 2 - Student Response Sheet (Option 2)

Name _____

Essential Question 1: Who does it benefit and who does it harm when a nation expands its territory?

Claim:

When the United States expanded its territory, _____ benefitted and _____ were/was harmed.

In the space below, provide the evidence and reasoning to support your claim by writing the body of your paragraph. You should use evidence from at least two of the sources.

Evidence + Reasoning (how/why it proves someone was benefitted or harmed):

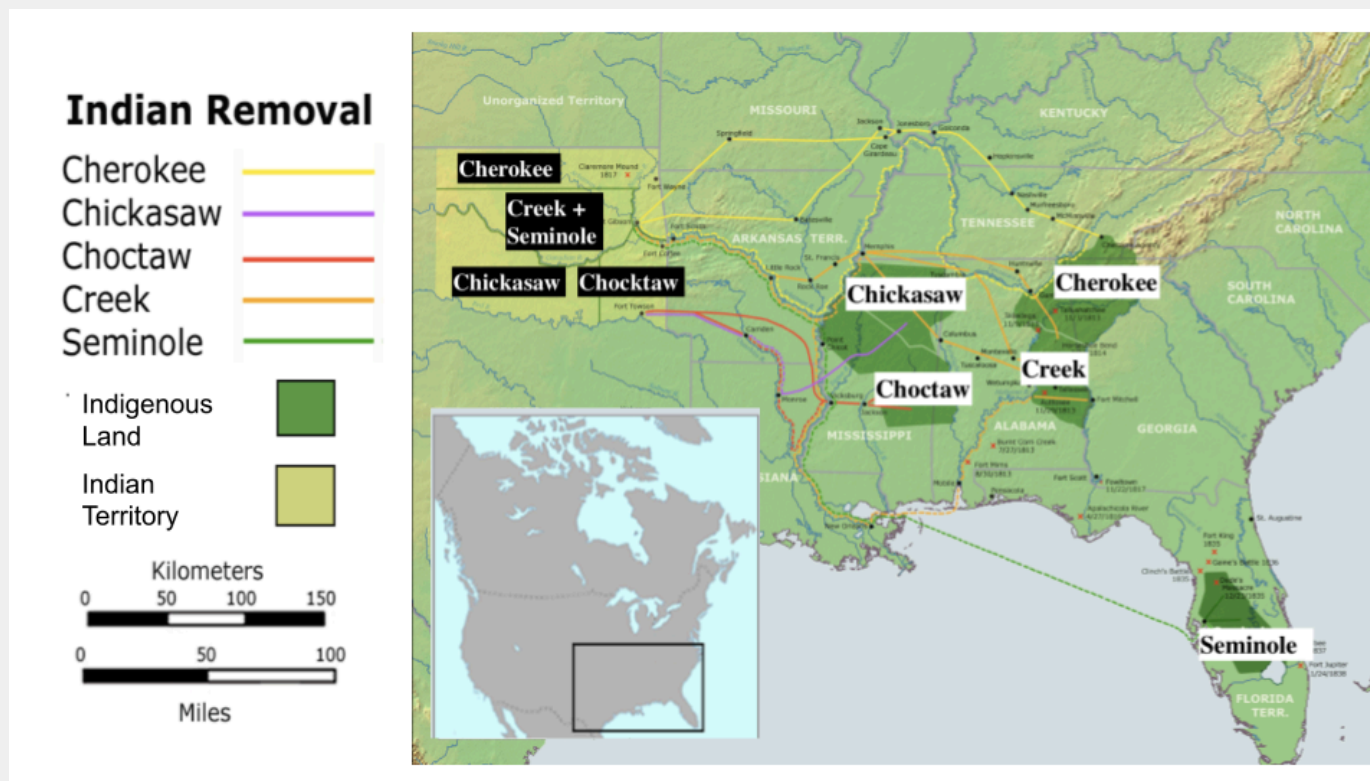
Evidence + Reasoning (how/why it proves someone was benefitted or harmed):

Source A

Indian Removal Act and Routes Taken by Five Southern Nations

The Indian Removal Act opened up 25 million acres of eastern land to settlement.¹

The map below shows the routes of five Indigenous nations from their homelands in the Southern part of the United States to the Indian Territory in Oklahoma.



¹[President Andrew Jackson's Message to Congress 'On Indian Removal' \(1830\) | National Archives](#)

Map: [Trail of Tears](#) by Nikater via Wikipedia, Public Domain (adapted)

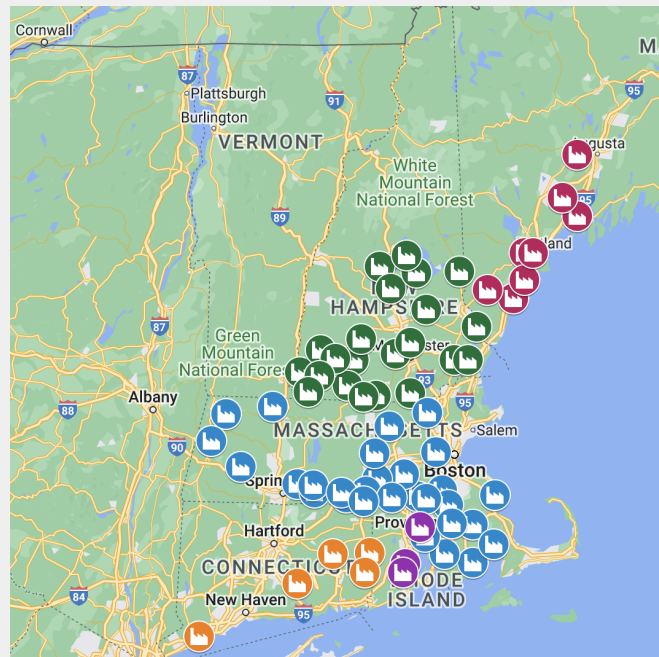
Source B

Cotton Production and the New England Economy

The economy of New England depended on the textile industry. The textile industry depended on cotton. The cotton used to make cloth in New England textile factories was grown in Southern states by enslaved Black people.¹

¹["Why was cotton 'King'?"](#) by Henry Louis Gates, Jr. Full article originally posted on The Root (2014).

Textile Mills in New England During the Early Republic

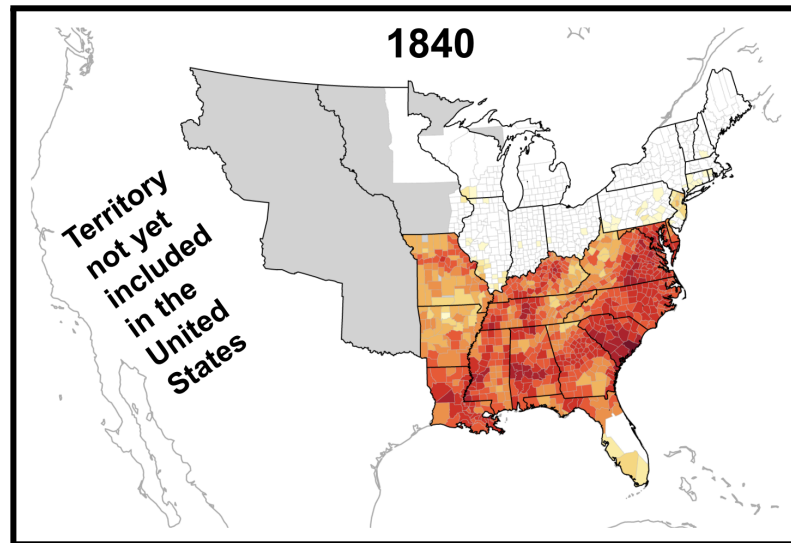
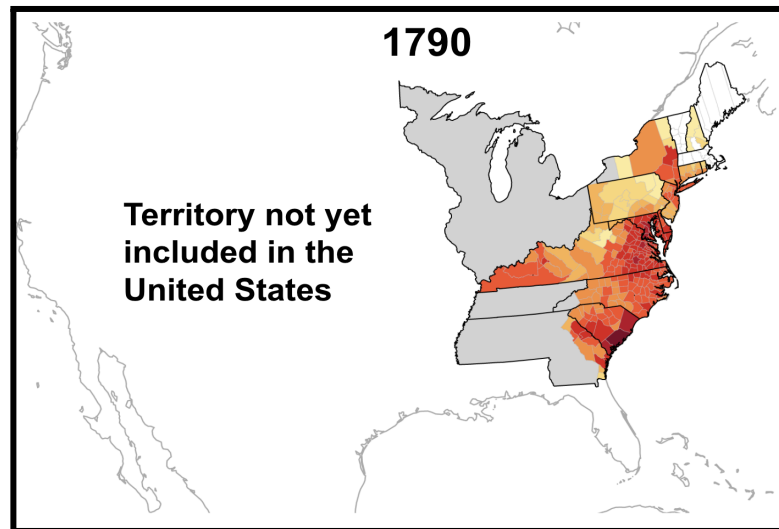
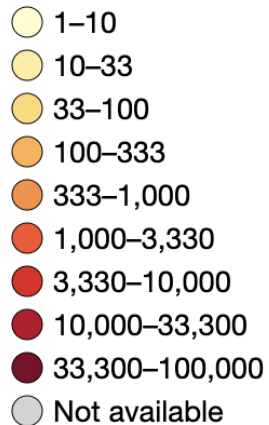


[GoogleMyMap](#) created by Primary Source. (Screenshot). Information source: [COTTON MILLS in New England: Historic Information](#)

Source C

Territory and Enslaved Population of the United States in 1790 and 1840

Enslaved population



Source: [Lincoln Mullen, "The Spread of U.S. Slavery, 1790–1860," interactive map, Minnesota Population Center. *National Historical Geographic Information System: Version 2.0* \(Minneapolis, MN: University of Minnesota, 2011\), Screenshot](#)

Adapted to show territory not yet included in the United States in each year.

RUBRIC

Criteria Day 2

Claim, Evidence, and Reasoning Paragraph		
Criteria	Description of Criteria	Feedback
Claim	Claim is specific and addresses both parts of the question.	
Evidence	Paragraph uses evidence from two sources. Evidence from both documents is accurate.	
Reasoning	Reasoning links evidence from each document to the claim and explains why the evidence is relevant.	

*If your school already uses a specific rubric for persuasive writing using claim, evidence, and reasoning, it likely makes sense to use that rubric for assessing the paragraph. That will help students see connections between writing in different subject areas and avoid confusion.