

Focus: Beginning with the presidency of George Washington, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the development of the early republic, the Louisiana Purchase, the War of 1812, westward expansion, social and political reform movements of the nineteenth century, the growth of nationalism and sectionalism, the Civil War, and the Reconstruction period.

Instruction Time: 45–55 minutes per class period

[Grade 7 Louisiana Student Standards for Social Studies](#)

[LEAP 2025 Social Studies Assessment Guides](#)

[Grade 7 Classroom Assessments](#)

[Grade 7 Bayou Bridges Materials](#)

Grade 7 Overview

Unit	Topic	Focus Standards	Class Periods	Performance Task
Governing the New Nation	George Washington's Presidency and Precedents	7.8 a–b, e, g	20	Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson?
	The New Nation and the First-Party System	7.8 c–h, 7.10 c		
Growth of the New Nation	Early Growth of the Nation	7.8 g –h	25	Which had a bigger impact on the development of the United States: the Lewis and Clark expedition or the War of 1812?
	Louisiana's Territorial Period and Statehood	7.8 g–h, 7.9 e		
	The War of 1812 and the Era of Good Feelings	7.8 g, 7.9 a–d, 7.10 a, c		
The Developing and Expanding Nation	Westward Expansion and the American Indian Experience	7.8 g, 7.10 a–e	30	Technology had a greater impact on the United States in the 1800s than westward expansion did. Support or refute this claim with evidence from the unit.
	Continued Expansion, Conflict, and Compromise	7.8 g, 7.10 d, f–h		
	Regional Development and Interactions	7.8 g, 7.10 c, g, i–m		
A New Spirit of Change	Reform Movements	7.8 g, 7.11 a–f	30	Reformers had a significant impact on the problems in American society before 1860. Support or refute this claim with evidence from the unit.
	Growing Sectionalism and the Experiences of Enslaved People	7.8 g, 7.11 f, 7.12 a–d		
The Nation at War	Prelude to War and Secession	7.12c–e; 7.13 a–b	30	Which Civil War event was the most important?
	The Course of the Civil War	7.13 c–i		
Reconstructing the Nation	Plans for Reconstruction	7.13 j, 7.14 a	20	To what degree was Reconstruction a success or a failure?
	Reconstruction in the United States	7.14 b–f, h–i		
	The End of Reconstruction and Its Immediate Aftermath	7.14 g–i		

Unit 1: Governing the New Nation

Topic 1: George Washington's Presidency and Precedents

Washington's presidency was significant beyond the fact that he was the first president. His actions established a strong central government and helped put in place a plan to fix the problem of the national debt. At the end of his presidency, Washington delivered a farewell address in which he advised the country to avoid political factions based on party or geography and avoid long-term alliances with other countries.

Framing Question: In what ways was George Washington's leadership indispensable in successfully launching the new federal government?	
Supporting Questions	Knowledge-Building Resources
What is the role of the president according to the Constitution?	- Image Bank: U1T1SQ1 - Video: How is power divided in the United States? - Graphic Organizers: Three Branches, Executive Branch
What precedents were established by George Washington's administration?	- Secondary Texts: The First American President: Setting the Precedent, Washington on a proposed third term and political parties, 1799 - Timeline: Timeline of Washington's Presidency - Video: The Precedent-Setting President: America's First President - Untold History - Graphic Organizer: George Washington Precedents
What were George Washington's views on slavery and religious freedom?	- Secondary Texts: 10 Facts About Washington & Slavery, President's House Slavery: By the Numbers - Image Bank: U1T1SQ3 - Videos: George Washington's Escaped Slave, Washington and the Principle of Respect - Graphic Organizer: Religious Freedom and Democracy Document Analysis

How was federal authority challenged domestically during Washington's presidency?	• Secondary Texts: Whiskey Rebellion, George Washington: Domestic Affairs, Native American Policy • Video: The Whiskey Rebellion • Graphic Organizer: Domestic Challenges Facing the New Nation • Activity: Whiskey Rebellion
What foreign policy challenges did the Washington administration face and how were they dealt with?	• Secondary Texts: Jay's Treaty, The French Revolution, Treaty of San Lorenzo, Neutrality Proclamation • Image Bank: U1T1SQ5 • Graphic Organizer: Foreign Challenges facing the New Nation, Foreign Policy Venn Diagram • Activity: 1793 Genet Affair
What advice and warnings did Washington offer in his Farewell Address?	• Secondary Texts: • Video: Senator Tim Kaine discusses Washington's Farewell Address
How is Washington's administration connected to the creation of the first two political parties in the United States?	• Secondary Texts: Federalists and Democratic-Republicans, The Federalist and the Republican Party • Video: Why do We Have Political Parties? • Activity: Enduring Debate: Jefferson v. Hamilton

[George Washington's Presidency and Precedents Primary Sources and Document Based Questions](#)

- Article II Excerpts
- Adapted from George Washington to Jonathan Trumbull Mount Vernon, Virginia, July 21, 1799
- George Washington's Last Will and Testament
- Two Letters from George Washington
- Alexander Hamilton to Thomas Sim Lee, 18 September 1794
- Neutrality Proclamation
- Jefferson and Hamilton about Establishing a National Bank
- Washington's Farewell Address

Constructed Response Prompt: Identify and explain two precedents that George Washington set for the new nation during his presidency.

The student's response may contain some or all of the following information:

- Washington chose not to seek a third term as President of the United States (Letter from George Washington to Jonathan Trumbull, Jr.).
- Washington used federal authority to disperse the Whiskey Rebellion (“Letter from Alexander Hamilton to Thomas Sim Lee,” by Alexander Hamilton”).
- Washington issued the Proclamation of Neutrality, creating the nation’s first foreign policy position towards the warring European powers (“Proclamation of Neutrality”).
- Washington respected the religious beliefs of non-Christian groups and promoted religious liberty and religious freedom (“Letter from George Washington to the Jewish Congregation in Newport, Rhode Island”).
- Washington advised the nation to stay united and to remember their shared beliefs in the face of forces that may seek to divide them (“Washington’s Farewell Address”).
- The term, Mr. president is used when addressing the president. Vice President Adams suggested the following titles: “His Elective Majesty”, “His Mightiness”, and even “His Highness, the President of the United States of America and the Protector of their Liberties”. He did not want to be as a king in his position as president, and with the simple title, “Mr. President”.
- He appointed a cabinet, making the office of presidency more powerful.

Unit 1: Governing the New Nation

Topic 2: The New Nation and Development of the First-Party System

In 1796 the United States peacefully elected a new president. For now, as Washington stepped down and executive power changed hands, the country did not descend into the chaos that many feared. The new president was John Adams, Washington's vice president. Adams was less beloved than the old general, and he governed a deeply divided nation. foreign crises presented him with a major test. Thomas Jefferson, the third President of the United States, is best known for his role in drafting the Declaration of Independence, which proclaimed the independence of the United States from the Kingdom of Great Britain. Jefferson was a strong believer in individual liberty and limited government, and his presidency was marked by efforts to reduce the size and scope of the federal government. During Jefferson's presidency, the United States purchased the Louisiana Territory from France, doubling the size of the nation. This acquisition, known as the Louisiana Purchase, was a major achievement of Jefferson's presidency and had a significant impact on the expansion and development of the United States.

Framing Question: How did the events, ideas, and people during the presidencies of Adams and Jefferson impact the development of the United States?	
Supporting Questions	Knowledge-Building Resources
What challenges did the Adams Administration face?	• Secondary Texts: The French Revolution and the Limits of Liberty, The Second President, His Wife, and an Uncomfortable House; • Image Bank: U1T2SQ1 - Adams Presidency • Timeline: Key Events from the Washington and Adams Administrations • Video: John Adams 60-Second Presidents PBS
What was the significance of the election of 1800?	• Secondary Texts: The Election of 1800, The Electoral College and the Election of 1800, A Nation Divided: The Election of 1800 • Image Bank: U1T2SQ2 - Election of 1800 • Video: Revolution of 1800 • Activity: Election of 1800 Investigation
Why is Marbury v. Madison such a significant case?	• Secondary Text: Marbury V. Madison • Chart: Chronological List of Early Presidents in the First Party System • Video: Marbury v. Madison Explained

How did Jefferson's ideas about government and domestic policy help define America during the early 1800's?	• Secondary Texts: Jeffersonian Republicanism, Jefferson as President, Jefferson in Power, Thomas Jefferson: Domestic Affairs; Free and Enslaved Black Americans, Gabriel's Rebellion, President Jefferson and the Indian Nations, Native American Power and the United States • Timeline: Major Events of Jefferson's Presidency • Video: Thomas Jefferson • Graphic Organizer: Domestic Challenges for President Jefferson
How did early foreign policy challenges contribute to the growth of power and authority of the United States?	• Secondary Texts: Thomas Jefferson: Foreign Affairs, Barbary Wars, Embargo Act of 1807 • Image Bank: U2T2SQ2 • Timeline: Barbary Wars Timeline • Video: The Time the US Paid \$642,500 Ransom to Pirates • Audio: "The Most Bold and Daring Act of the Age"
What were the effects of the Louisiana Purchase on the United States?	• Secondary Texts: Jefferson Buys Louisiana Territory, The Louisiana Purchase • Maps: Louisiana Purchase Territory, Louisiana Purchase (1803) • Video: The Historical Audacity of the Louisiana Purchase

[The New Nation and Development of the First-Party System Primary Sources and Document Based Questions](#)

- John Adams on the Alien and Sedition Acts
- Thomas Jefferson, Secretary of State, on declaring war on Barbary pirates
- Marbury v. Madison
- Thomas Jefferson to Robert R. Livingston, 18 April 1802
- Benjamin Banneker to Thomas Jefferson, August 19, 1791
- Thomas Jefferson's First Inaugural Address (1801)
- Thomas Jefferson, Letter to Danbury Baptist Association (1802)
- Debate Over the Louisiana Purchase

Constructed Response Prompt: Evaluate the effects of one event from President Adams or one event from President Jefferson on the development of the United States.

The student's response may contain some or all of the following information:

- The Federalists and the Adams Administration passed the Alien and Sedition Acts, which limited free speech. The acts were extremely unpopular (“Letter from John Adams to Boston Patriot”).
- The Jefferson Administration negotiated the Louisiana Purchase, securing the Port of New Orleans and the Mississippi River for the United States (“The Debate Over the Louisiana Purchase”).
- The Supreme Court established their power of judicial review, the power of the Supreme Court to determine the constitutionality of laws (“Majority Opinion in Marbury v Madison”).
- Jefferson won the contentious Election of 1800. He called for the nation to unite and promised to protect the rights of those who did not support him (“Thomas Jefferson’s First Inaugural Address”).
- Jefferson defended religious liberty and stated that the First Amendment created a separation of church and state (“Letter to Danbury Baptist Association”).

Unit 1 Performance Task

Standards Assessed: 7.7, 7.7.a, 7.7.c, 7.7.d, 7.8, 7.8.g

Extended Response Prompt: Whose presidency had the greatest influence on the development of the United States: Washington, Adams, or Jefferson?

Scoring Notes

Sample Claim	The presidency of George Washington had the greatest influence on the development of the United States.
Reason	Washington was the first president and had to set precedents for issues and events that had never before been addressed in the new country.
Evidence	Washington chose how people would refer to the person holding the office of president, he decided that there would be a cabinet of advisers, he decided on the location of the new capital city, and he set the example for how presidents should enact and enforce laws during the Whiskey Rebellion.
Counter Claim and Response	Jefferson and Adams had more impact on the development of the United States. For example, Adams avoided war with France and signed the controversial Alien and Sedition Acts. Jefferson doubled the size of the United States with the Louisiana Purchase, and his actions led to the establishment of judicial review. However, both Jefferson and Adams followed presidential precedents established by Washington, including presidential traditions and efforts to keep the United States neutral.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the influence of the first three presidents on the United States; a few minor
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	errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • George Washington decided on the title for the president. • Washington created a cabinet of advisers. • Although Washington discouraged political parties, conflicts that arose during his presidency led to their formation. • A national bank was established during Washington's presidency. • The first Congress decided there would be six justices and established the structure for the lower courts. • Washington put an end to the Whiskey Rebellion. • Washington chose the location of the capital city. • Washington set the precedent for a president not serving more than two terms. • Jefferson doubled the size of the United States with the Louisiana Purchase. • Jefferson signed a bill that outlawed the international slave trade. • Jefferson's election as president led to the Twelfth Amendment, changing the way the president and vice president were elected. • Jefferson's order to withhold commissions led to the <i>Marbury v. Madison</i> decision, which solidified the Supreme Court's power of judicial review.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the influence of the first three presidents on the United States, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the influence of the first three presidents on the United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the influence of the first three presidents on the United States. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Unit 2: Growth of a New Nation

Topic 1: Early Growth of the Nation

Thomas Jefferson, the third President of the United States, is best known for his role in drafting the Declaration of Independence, which proclaimed the independence of the United States from the Kingdom of Great Britain. Jefferson was a strong believer in individual liberty and limited government, and his presidency was marked by efforts to reduce the size and scope of the federal government. During Jefferson's presidency, the United States purchased the Louisiana Territory from France, doubling the size of the nation. This acquisition, known as the Louisiana Purchase, was a major achievement of Jefferson's presidency and had a significant impact on the expansion and development of the United States. In addition to the Louisiana Purchase, Jefferson's presidency was marked by a number of other important events, including the Embargo Act of 1807, which aimed to protect American interests by prohibiting trade with foreign nations, and the Lewis and Clark expedition, which explored and mapped the newly acquired territory. Overall, the Jefferson era was a time of significant expansion and growth for the United States, and Jefferson's leadership and vision played a significant role in shaping the nation during this time.

Framing Question: How did the United States expand in the late 1700s and early 1800s?	
Supporting Questions	Knowledge-Building Resources
What were the motivations, challenges, and contributions of the Lewis and Clark, and other expeditions and how did it affect the development of the western United States?	• Secondary Texts: Lewis and Clark Expedition • Timeline: Lewis and Clark Expedition • Image Bank: U2T1SQ5 • Maps: Lewis and Clark Expedition Route, Lewis and Clark, Google Earth Lewis and Clark Interactive • Video: Lewis and Clark
How did other expeditions affect the development of the United States?	• Secondary Texts: Dunbar-Hunter Expedition, Red River Expedition

Early Growth of the Nation Primary Sources and Document Based Questions

- Meriwether Lewis' Report to Thomas Jefferson (1806)
- President Thomas Jefferson's message to Congress
- To Thomas Jefferson from George Hunter, 2 August 1803

- Lewis and Clark Journal Entries On Sacagawea

Constructed Response Prompt: Explain one way the United States expanded in the late 1700s and the early 1800s.

The student's response may contain some or all of the following information:

- During their exploration of the Louisiana Territory, Meriwether Lewis and William Clark established trading relationships between the United States and the Native Nations that they met (“President Thomas Jefferson’s Message to Congress”).
- The Lewis and Clark Expedition mapped the Louisiana Territory, laying the first path for people to settle there in the future (“Meriwether Lewis’s Report to Thomas Jefferson”).
- George Hunter and William Dunbar conducted a brief exploration of the Ouachita River, helping to prove the value of the Louisiana Territory (“George Hunter to Thomas Jefferson”).
- Lewis and Clark were able to complete their expedition and maintain friendly relationships with the Native Americans because of the help of Sacagawea, a Native American woman who aided the expedition as an interpreter and guide (“Journal Entries about Sacagawea”).

Unit 2: Growth of a New Nation

Topic 2: Louisiana's Territorial Period and Statehood

The territorial period in Louisiana refers to the time from the Louisiana Purchase in 1803 until the state was admitted to the Union in 1803. During this time, the area that would become Louisiana underwent a process of transformation and development as it was incorporated into the United States. After the Louisiana Purchase, the United States established a territorial government in the area, with a governor and other officials appointed by the president. During the territorial period, Louisiana experienced significant population growth and economic development. New Orleans, which was a major port and commercial center, played a key role in this growth. The area also saw the development of agriculture, particularly the cultivation of sugar and cotton, which became major industries in the state. In addition to economic development, the territorial period in Louisiana saw the establishment of a legal and political system based on American principles and the adoption of many American cultural practices. In 1803, the territory was admitted to the Union as the 18th state.

Framing Question: What were the characteristics of Louisiana's territorial period?	
Supporting Questions	Knowledge-Building Resources
How did the United States' decision to buy the Louisiana Territory change the state's history and development?	- Secondary Texts: Colonial Louisiana, Louisiana Purchase, The Mississippi River and Expansion of America, New Orleans - Image Bank: U2T2SQ1, Original Spanish Plan dated 1798 Showing the City of New Orleans - Timeline: History of the Port of New Orleans
How did the events of the Territorial Period affect Louisiana's development?	- Secondary Texts: Louisiana: Territory to Statehood, William Charles Cole Claiborne, Neutral Strip, Louisiana: A Question of Boundaries, Florida Parishes of Louisiana, West Florida Revolt - Image Bank: U2T2SQ2 - Maps: Territory of Orleans, Coast Of West Florida and Louisiana - Timeline: West Florida Revolt & West Florida Republic - Video: No Man's Land Documentary - Graphic Organizer: Territorial Period of Louisiana
What were the key events in the process of Louisiana becoming a state?	- Secondary Text: New Orleans and American Annexation - Image Bank: U2T2SQ3 - Maps: Louisiana, 1814, States and Territories - Graphic Organizer: Territorial Period of Louisiana

How did the United States' possession of the Louisiana Territory and its statehood affect relationships between different groups of people?	• Secondary Texts: Creoles in Louisiana History, German Coast Slave Insurrection of 1811, Indigenous Tribes of New Orleans & Louisiana • Image Bank: U2T2SQ4
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Louisiana's Territorial Period and Statehood Primary Sources and Document Based Questions

- Governor Claiborne's Proclamation
- Excerpt from the Constitution of the State of Louisiana 1812
- From Thomas Jefferson to Robert R. Livingston, 18 April 1802
- Thomas Jefferson on Border Dispute with Spain
- Louisiana Joins the United States
- German Coast Uprising Sources

Constructed Response Prompt: Describe two characteristics of Louisiana's territorial period.

The student's response may contain some or all of the following information:

- Citizens in the Louisiana Territory were made citizens of the United States and given full citizenship rights. This included a promise by the United States to respect the rights of property and freedom of religion. ("Proclamation to the People of New Orleans").
- The citizens of Louisiana drafted a constitution in 1811 modeled after the United States Constitution and became a state in 1812 ("Constitution of the State of Louisiana").
- President Thomas Jefferson believed that the Port of New Orleans was of immense importance to the United States ("Letter from Thomas Jefferson to Robert R. Livingston").
- The borders of the Louisiana Territory and New Spain were unsettled and resulted in the creation of the Neutral Strip ("Sixth Annual Address to Congress").
- Enslaved people in the German Coast rose up against their enslavers in 1811 and marched toward New Orleans to free themselves (The German Coast Uprising of 1811").

Unit 2: Growth of a New Nation

Topic 3: The War of 1812 and the Era of Good Feelings

The War of 1812, a conflict between the United States and the British Empire, was fought over a number of issues, including trade restrictions, impressment of American sailors by the British Navy, and British support for Native American resistance to American expansion. The war resulted in the strengthening of national identity and patriotism, as Americans united to defend their country against foreign threats. It also had an impact on the economy, as the war disrupted trade and led to the development of domestic industries.

After the War of 1812, the United States entered a period of expansion and growth known as the era of good feelings. This period was characterized by economic growth, territorial expansion, and the development of a strong national government. In 1823, President James Monroe issued the Monroe Doctrine, a statement of American foreign policy that declared the Western Hemisphere off-limits to further European colonization and established the United States as a regional power. The doctrine was issued in response to European attempts to interfere in the newly independent nations of Latin America, and it helped to establish the United States as a major player in international affairs and helped to shape the country's foreign policy for many years to come. Overall, the period following the War of 1812 was a time of significant progress and development for the United States, with important events and changes shaping the country's history during this time. For further reading, please review: [War of 1812 and the Era of Good Feelings](#) in knowledge-building resources

Framing Question: How did the United States grow and change during the Era of Good Feelings?	
Supporting Questions	Knowledge-Building Resources
What were the social, political, and economic factors leading to the War of 1812?	- Secondary Texts: James Madison, Domestic Affairs, Foreign Affairs, War Hawks, The Napoleonic Wars - Map: Napoleon's Rule in Europe, 1810 - Videos: James Madison, The War of 1812 - Graphic Organizer: Multiple Causes of the War of 1812
What were the key events, turning points and outcomes of the War of 1812?	- Secondary Texts: The War's Significance, Battle of Baltimore, Bombardment at Fort McHenry, Battle of Lake Erie, The Capture and Burning of Washington, D.C. - Timeline: Causes and Events of the War of 1812: A Timeline - Image Bank: U2T2SQ2 - Maps: British Counteroffensive, 1814, Interactive Battles of War of 1812 - Videos: When the British Burned the White House, War of 1812: The British Blockade

What role did Native Americans play in the War of 1812 and how were they affected by the war?	- Secondary Texts: Native American Power, The Fight for Native Self-Determination, Native American Involvement in the War, Tecumseh - Maps: Native American Tribes, 1783, Treaties of Land Cession in the Old Northwest Territory
Why was the Battle of New Orleans significant to Louisiana and the United States?	- Secondary Texts: Battle of New Orleans, Jean Lafitte: History & Mystery, Jean and Pierre Laffite - Image Bank: U2T3SQ4, Andrew Jackson, The War of 1812, and American Identity - Map: Battle of New Orleans, January 1815 - Video: Battle of New Orleans in Four Minutes - Audio: Jimmy (Jimmie) Driftwood - The Battle Of New Orleans 1959
How did the Era of Good Feelings challenge and extend the development of the United States as a nation?	- Secondary Texts: The Monroe Doctrine: Background, Henry Clay, In Defense of the American System, The American System - Video: Era of Good Feelings
In what ways did America change immediately following the War of 1812?	- Secondary Texts: Acquisition of Florida, Diplomatic Gains, Rush-Bagot Pact - Timeline: Timeline of Conduct of Foreign Affairs - Maps/Charts: Adams-Onis Treaty, States and Territories

[The War of 1812 and the Era of Good Feelings Primary Sources and Document Based Questions](#)

- Felix Grundy in Congress (1811), in favor of war with Britain
- John Randolph in Congress (1811), in opposition to war with Britain
- “Defence of Fort McHenry” or “The Star-Spangled Banner,” 1814
- Tecumseh to Harrison
- Tecumseh Calls for Native American Resistance
- James Monroe, First Inaugural Address, 1817
- The Monroe Doctrine
- McCulloch V. Maryland (1819)
- Proclamation by Andrew Jackson, December 1814
- Andrew Jackson to James Monroe on the Battle of New Orleans, 1815

Constructed Response Prompt: Analyze how the United States grew and changed as a result of the War of 1812 and the Era of Good Feelings.

The student's response may contain some or all of the following information:

- Celebrating the American defense of Fort McHenry against a stronger British force, Francis Scott Key wrote the Star-Spangled Banner. The poem became the national anthem of the United States (“The Star-Spangled Banner”).
- Tecumseh, a Native American chief, led a resistance against the United States to defend the land. Tecumseh encouraged Native Americans to unite with each other to resist the Americans (“Survival Strategies” and “Calls of Native American Resistance”).
- President James Monroe celebrated the nation’s economic growth and territorial expansion following the War of 1812 in his first inaugural address. He also celebrated the end of political division in the United States (“First Inaugural Address”).
- Monroe established the Monroe Doctrine, a foreign policy that warned European countries not to interfere or attempt to recolonize countries in the Western Hemisphere (“President James Monroe’s Annual Address to Congress”).
- The Supreme Court decided the landmark case *McCulloch v. Maryland*. In the ruling, the Supreme Court confirmed the supremacy of the national government of the state governments by limiting the powers of the states against the national government (“Supreme Court’s Majority Opinion in *McCulloch v. Maryland*”).

Unit 2 Performance Task

Standards Assessed: 7.2,7.4, 7.8.g, 7.8.h, 7.9

Extended Response Prompt: Which had a bigger impact on the development of the United States: the Lewis and Clark expedition or the War of 1812?

Scoring Notes

Sample Claim	The Lewis and Clark expedition had a bigger impact on the development of the United States than the War of 1812.
Reason	Lewis and Clark learned about the vast amount of land the United States had purchased, including ways to navigate it, and established friendly relations with many Native American peoples.
Evidence	When President Jefferson bought the Louisiana Territory, he didn't really know what the land was like. Lewis and Clark took extensive notes on their journey, which helped other people not only map the land but understand the plants and animals there and what living there might be like. In addition, the expedition spent time with several different Indigenous nations, which allowed Sacagawea to reunite with her brother. These encounters established friendly relations between the Americans and the Native Americans, which may have staved off some conflicts that could otherwise have occurred. Finally, the expedition got people interested in the land when before they might have been anxious about it because it was unknown.
Counter Claim and Response	Some people may argue that the War of 1812 was more influential. While this war was important, it ended in a draw. The borders of the United States did not change. Treaties with other nations did not change. Therefore, the war had less impact than the Lewis and Clark expedition.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The
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	response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is focused and demonstrates strong understanding of the growth of the early United States; a few minor errors may be present. Response may cite some or all of the following details: • When President Jefferson purchased the Louisiana Territory, he knew very little about it. • Lewis and Clark took extensive notes about the land, the plants, and the animals they saw. • Sacagawea helped the Lewis and Clark expedition establish friendly relations with Native Americans. • The War of 1812 proved that the United States could hold its own as a military power. • The outcome of the War of 1812 stopped the sale of firearms to Native Americans. • Despite ending in a draw, the War of 1812 engendered a feeling of nationalism among Americans that led to significant growth in the years that followed.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the growth of the early United States, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates focus, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the growth of the early United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the growth of the early United States. The presentation may exhibit major issues with organization and/or focus.

Unit 3: The Developing and Changing Nation

Topic 1: Westward Expansion and the American Indian Experience

Westward Expansion was a major development in the history of the United States. European settlers and the U.S. government wanted to expand into the western parts of the country, which led to the acquisition of new lands and resources. Manifest Destiny was the belief that the United States was meant to grow and expand, and that this expansion was justified. It was often used to justify taking over new lands in the western part of the country in the 1800s. Manifest Destiny was based on the idea that the United States had a special mission to spread democracy and "civilization" across the land. This expansion had negative consequences for Native American communities. Native Americans were forced to leave their ancestral lands and experienced violence and discrimination. The history of Native Americans in the United States has been marked by struggles to preserve their cultural traditions and to assert their rights in the face of unfair treatment by the U.S. government, society, justice system, and citizenry.

Framing Question: What enabled westward expansion, and what effect did it have on Native Americans?	
Supporting Questions	Knowledge-Building Resources
How did American government and democracy change during the presidency of Andrew Jackson?	- Secondary Texts: The Election of 1824 and the "Corrupt Bargain", The Election of 1828, The Tariff of Abominations and the Nullification Crisis - Primary Texts: Democratic Republicanism in Andrew Jackson's First Inaugural Address Andrew Jackson's Veto of the Second Bank of the United States, 1832 Responses to Andrew Jackson's Veto of the Bank of the United States - Image Bank: U3T1SQ2
What were the driving forces of westward expansion in the United States in the early to mid 1800s?	- Secondary Texts: The Great Western Migration, The Great Western Migration - Primary Texts: Excerpt, "The Great Nation of Futurity" by John O'Sullivan America's Manifest Destiny Excerpt, President James K. Polk's First Annual Message - Image Bank: U3T1SQ3

How did U.S. expansion affect Native Americans and how did they respond?	● Secondary Texts: Indian Removal, Florida's Seminole Wars ● Primary Texts: ○ Excerpts, Indian Removal Act of 1830 ○ Excerpts, Andrew Jackson's Justification of Indian Removal ○ Excerpts from Narratives, the Trail of Tears ○ Accounts of Chief Osceola ○ Resistance in the Courts: Cherokee v. Georgia and Worcester v. Georgia ● Timeline: Indian Removal Timeline, Seminole Wars, Timeline of European and United States Conflicts with Native Americans ● Image Bank: U3T1SQ4 ● Maps/Charts: Cherokee Trail of Tears, Cherokee Removal Routes, Land occupied by Southeastern Tribes, 1820s, Seminole Wars, Indian Reservations ● Videos: The Trail of Tears Georgia Stories, Native American Land Loss, President Jackson and the Indian Removal Bill
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Westward Expansion and the American Indian Experience Primary Sources and Document Based Questions

- Excerpt, "The Great Nation of Futurity" by John O'Sullivan
- Excerpt, President James K. Polk's First Annual Message
- Excerpts, Indian Removal Act of 1830
- Excerpts, Andrew Jackson's Justification of Indian Removal
- Excerpts from Narratives, the Trail of Tears
- Accounts of Chief Osceola
- Resistance in the Courts: Cherokee v. Georgia and Worcester v. Georgia
- Excerpt from President Andrew Jackson's First Annual Message, December 8, 1829
- Memorial of the Cherokee Nation (1830)
- Sagoyewatha's Address to the Iroquois Confederacy and Missionary Cram (1805)

Constructed Response Prompt: Explain one cause and one effect of westward expansion.

The student's response may contain some or all of the following information:

- The nation was gripped by the spirit of manifest destiny, the idea that it was the nation's God-given destiny to expand the nation's boundaries ("The Great Nation of Futurity").
- Some of the nation's political leaders like President James Polk believed in supporting people who had already moved to the west ("President Polk's First Annual Message").
- The nation's expansion westward caused Native Americans to lose their land to white settlers ("Indian Removal Act of 1830").
- Political leaders like Andrew Jackson believed Native Americans could not assimilate to American society ("Justification of Indian Removal").
- The removal of Native Americans from their land led to the Trail of Tears. Witnesses described the great suffering of Native Americans forced to remove to the west ("Narratives on the Trail of Tears").

Unit 3: The Developing and Changing Nation

Topic 2: Continued Expansion, Conflict, and Compromise

Several key events and developments contributed to Westward Expansion in the United States during the 1800s. These include the Louisiana Purchase in 1803, in which the United States acquired a large tract of land from France, the Indian Removal Act of 1830, which resulted in the forced removal of Native American tribes from the southeastern United States to Indian Territory (present-day Oklahoma), the Mexican-American War (1846-1848), in which the United States acquired a large portion of land from Mexico, and the Homestead Act of 1862, which provided land to anyone willing to develop it. Westward Expansion had a significant impact on the United States, shaping the country's geography and contributing to its economic and political development.

Framing Question: How did the United States grow in the mid-1800s?	
Supporting Questions	Knowledge-Building Resources
How did the motivations, means and experiences of American pioneers moving to the West affect the development and transformation of the region?	• Secondary Texts: The California Gold Rush, Invention of the Telegraph • Primary Texts: ◦ Excerpts, Pioneer Accounts on Oregon Trail ◦ Excerpt, Trading on Santa Fe Trail ◦ Excerpts, Accounts on California Gold Rush • Timeline: Oregon Trail Chronology • Image: U3T2SQ1 • Maps/Charts: Westward Expansion, Major Trails West, Telegraph Lines, United States Population
What were the causes and consequences of the Mexican-American War, and how did this conflict shape the relationship between the United States and Mexico?	• Secondary Texts: The Texas Revolution, The Mexican-American War • Primary Texts: ◦ Excerpts, Accounts of The Battle of the Alamo ◦ Excerpts, on Battle of San Jacinto ◦ Proponents and Opponents of the Mexican-American War • Timeline: 13 Day Siege of the Alamo Timeline, Timeline of the Mexican-American War • Maps: Mexican-American War, The Mexican-Cession

What key events and developments contributed to westward expansion in the United States in the 19th century?	● Secondary Text: The Pony Express ● Primary Texts: ○ Excerpt, The Oregon Treaty, 1846 ○ Excerpt, Treaty of Guadalupe Hidalgo, 1848 ○ Excerpt, The Gadsden Purchase, 1853-1854 ○ Excerpt, The Homestead Act, 1862 ● Maps/Charts: The Oregon Treaty, Gadsden Purchase, United States Territorial Acquisitions ● Interactive Map: Territorial Expansion of the United States: 1783-1853
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[Continued Expansion, Conflict, and Compromise Primary Sources and Document Based Questions](#)

- Excerpts, Pioneer Accounts on Oregon Trail
- Excerpt, Trading on Santa Fe Trail
- Excerpts, Accounts on California Gold Rush
- Excerpts, Accounts of The Battle of the Alamo
- Excerpts, Battle of San Jacinto
- Proponents and Opponents of the Mexican-American War
- Excerpt, The Oregon Treaty, 1846
- Excerpt, Treaty of Guadalupe Hidalgo, 1848
- Excerpt, The Homestead Act, 1862
- John O’Sullivan’s Editorial on Manifest Destiny (1845)
- Samuel Bowles Travels the Union Pacific
- On the Duty of Civil Disobedience

Constructed Response Prompt: Explain two ways in which the United States grew in the mid-1800s.

The student's response may contain some or all of the following information:

- The discovery of gold led to the rapid migration of settlers to California (“Accounts on California Gold Rush”).
- After winning independence from Mexico, the Texas Republic wanted to be annexed by the United States (“Battle of San Jacinto”).

- As a result of the United States' victory in the Mexican-American War, the nation acquired all of Mexico's territory in the west ("Treaty of Guadalupe-Hidalgo").
- The United States negotiated the Oregon Treaty with the British and annexed the territory ("The Oregon Treaty").
- The United States government made land in the west available to settlers for free ("The Homestead Act").
- The construction of the transcontinental railroad made travel to the west faster, easier, and safe ("Samuel Bowles Travels the Union Pacific").

Unit 3: The Developing and Changing Nation

Topic 3: Regional Development and Interactions

The United States underwent significant economic and social changes during the period of the Industrial Revolution. The nation transitioned from a primarily agrarian economy to one based on industrial manufacturing, driven by advances in technology, transportation, and communication. This period also saw the rise in population, particularly in urban areas with high counts of European immigrants. American territorial expansion had a major impact on the nation's development. The acquisition of new territories and the growth of settlement in the West led to the displacement of Native Americans and the rapid development of new states and territories. The movement of people and resources also played a significant role in the nation's economic growth and sectional differences.

Framing Question: How did economic development, political shifts, and changing social structures lead to divisions within the United States?	
Supporting Questions	Knowledge-Building Resources
How did the Industrial Revolution transform the economy, society, and culture of the United States, and what were the consequences of these changes for different groups of people?	• Secondary Texts: The Growth of Cities in the Early 1800s, Steamboats • Primary Texts: ◦ Excerpts, Lowell Mill Girls on Strike, Harriet Hanson Robinson, 1836 ◦ Excerpts on Factory Working Conditions ◦ Patents, Five Major Inventions of the Early Industrial Revolution • Timeline: Technology Timeline • Image Bank: U3T3SQ1 • Map: Impact of the Telegraph • Graphic Organizer: Infographic: The Growth of American Labor
How did technological advancements such as the cotton gin transform the economy of the agrarian South, including the state of Louisiana?	• Secondary Texts: The Cotton Gin Revitalizes Slavery, Norbert Rillieux, inventor, multiple-effect evaporation system • Primary Texts: ◦ Excerpt, James Hammond ◦ Eli Whitney, Cotton gin petition, 1793 ◦ Excerpt, Charles Ball's narrative: Fifty Years in Chains, 1836 • Image Bank: U3T3SQ2

Why were the economies of the Northern states and Southern states different before the Civil War?	• Secondary Texts: Why a Factory? • Primary Texts: ◦ Rules and Time Tables, New England mills ◦ Plantation Management, De Bow's, 1853 ◦ Excerpt, Margaret Hall, writing about Lowell, Massachusetts, October 13, 1827 • Maps/Charts: Economic Value of Slaves in the South, Plantations of the Mississippi, Historic Stagville
How did the development of transportation networks affect the United States?	• Secondary Texts: Accelerating Transportation, Chinese Immigrants • Primary Texts: ◦ Excerpt, Samuel Bowles, on building the Transcontinental Railroad ◦ Excerpts, Pacific Railway Act, 1862 ◦ A Traveler Describes Life Along the Erie Canal, 1829 ◦ Gibbons v. Ogden, March 2, 1824 • Image Bank: U3T3SQ4 • Maps/Charts: Major Canals Built, Travel During the Erie Canal Era, Transcontinental Railroad Lines, 1880s
What were the main reasons for immigration to the United States in the early to mid-1800s, and how did the influx of immigrants affect the nation's economy, culture, and society?"	• Secondary Texts: Why Do People Migrate?, The Growth of Cities in the Early 1800s • Primary Texts: ◦ Joseph Pickering, English Farmer, On Emigration, 1830 ◦ Witness to the Potato Famine in Ireland, 1846 ◦ Letter from Ireland during the Famine of 1847 ◦ Chinese Merchant Complains of Racist Abuse, 1860 ◦ Norwegian Immigrant Account on America, 1838 • Image Bank: U3T2Q5 • Graph: Interactive: Graph of Immigration • Video: Early German Settlers

Regional Development and Interactions Primary Sources and Document Based Questions

- Patents, Five Major Inventions of the Early Industrial Revolution
- Excerpt, James Hammond

- Eli Whitney, Cotton gin petition, 1793
- Excerpt, Charles Ball's narrative: Fifty Years in Chains, 1836
- Excerpt, Samuel Bowles, on building the Transcontinental Railroad
- Excerpts, Pacific Railway Act, 1862
- Gibbons v. Ogden, March 2, 1824
- Witness to the Potato Famine in Ireland, 1846
- Norwegian Immigrant Account on America, 1838
- Recollections of a European Immigrant
- Recollections of a Chinese Immigrant

Constructed Response Prompt: Explain one effect of technology and one effect of immigration on the United States.

The student's response may contain some or all of the following information:

- New inventions such as the McCormick reaper, the cotton gin, steam-powered ships, the sewing machine, and the telegraph led to the First Industrial Revolution (“Patents, Five Major Inventions of the Early Industrial Revolution”).
- The invention of the cotton gin transformed agriculture in the South and led to the dominance of the cotton crop. The prominence of cotton also increased the reliance on enslaved labor (“Narrative: Fifty Years in Chains”).
- The north experienced major industrial growth with the rise of textile mill towns such as the Lowell Mill and (“Writing about Lowell, Massachusetts”).
- The completion of the Erie Canal transformed New York into a major economic center of the United States (“A Traveler Describes Life Along the Erie Canal”).
- Push factors like the Irish Potato Famine and pull factors in the United States like economic opportunities attracted immigrants to the nation (“English Farmer, On Emigration”; “Witness to the Potato Famine in Ireland”).
- Many immigrants such as the Chinese faced discrimination at the hands of white Americans (“Recollections of a Chinese Immigrant”).

Unit 3 Performance Task

Standards Assessed: 7.10,7.10.a,7.10.c,7.10.d,7.10.e,7.10.f ,7.10.g, 7.10.h, 7.10.i,7.10.j,7.10.k,7.10.l, 7.10.m

Extended Response Prompt: Support or refute this statement: Technology had a greater impact on the United States in the 1800s than westward expansion did.

Scoring Notes

Sample Claim	Technology had a greater impact on the United States in the 1800s than westward expansion did.
Reason	Changes in technology radically altered the way people lived and worked in the United States.
Evidence	Before the advent of the Industrial Age, most Americans were farmers. Goods were largely produced by hand. After the innovation of technology and the beginning of the factory system, people began to leave the farms and moved to cities to take factory jobs. The industrialization of America also attracted millions of immigrants to the country, helping transform the country's culture and slowly changing the nation from a rural to an urban country. The growth of the textile industry increased the demand for Southern cotton. Inventions such as the cotton gin made it easier to remove seeds from cotton and made it possible for Southern planters to grow and sell enormous amounts of cotton. However, it also required more enslaved workers. Similarly, the multiple-effect evaporator made refining sugar from sugarcane easier; this increased the demand for sugar, which also increased the demand for enslaved people to work on sugar plantations. Finally, technological improvements in transportation and communication made it easier and cheaper for goods to be transported from one place to another. Demand for consumer goods grew, and goods that used to be considered luxuries for the wealthy were now available to working people as well.
Counter Claim and Response	Technology did change the way people lived and worked, but westward expansion changed the country even more. People lived farther away from each other, and regional/lifestyle differences began to develop between the North, South, and West. Even so, without the advent of technology, westward expansion itself would not have happened on a large scale. Advances

	in transportation made it easier for people to travel. Advances in communication bridged the long distances between people. It was technology that drove expansion.
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Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the development and expansion of the United States; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • the development of transportation networks in the early to mid-1800s • the effects of new transportation technologies, such as canals, steamboats, and railroads • the causes and effects of Indian removal policies, including <i>Worcester v. Georgia</i>, the Trail of Tears, the Seminole Wars, the Dawes Act, and the reservation system • the ideas and motivations that contributed to westward expansion, including the belief in Manifest Destiny, the annexation of Texas, the acquisition of territory after the Mexican-American War, the discovery of gold in California, and the Homestead Act of 1862 • the causes and effects of the Oregon Trail, the Santa Fe Trail, and Mormon migration • the causes and effects of the first Industrial Revolution in the United States, including the invention of the cotton gin and textile machinery, the opening of cotton-spinning mills, and the rise of the factory system • the relationship between immigration, urbanization, and industrialization, including the growth of northern cities as a result of manufacturing and trade, the influx of rural Americans and immigrants into cities in search of jobs, the problems resulting from rapid population growth in urban areas, and the rise of nativism
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the development and expansion of the United States, with analysis and reasoning that are somewhat cohesive and sound

	but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the development and expansion of the United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the development and expansion of the United States. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Unit 4: A New Spirit of Change

Topic 1: Reform Movements

During the nineteenth century, there was a significant movement for social and political reform in the United States. Reformers sought to address a variety of issues, including reducing drinking, establishing prisons, creating public schools, educating the deaf and the blind, abolishing slavery, and extending equal rights to women. These efforts were driven by a number of factors, including increasing poverty and lawlessness, as well as the ideals of the Enlightenment and religion. For further reading, please review: [Reform Movements](#) knowledge-building resources

Framing Question: What concerns caused American reformers to push for change in the 1800s, and how effective were their efforts?	
Supporting Questions	Knowledge-Building Resources
How did early social reforms improve conditions for Americans?	• Secondary Texts: Dorothea Dix, The Era of Reform • Primary Texts: ◦ Excerpt, New England teacher describes condition of education in Connecticut before school reform, 1831 ◦ Excerpt, Horace Mann, 12th Annual Report to the Massachusetts Board of Education (1848) ◦ Excerpts, Temperance Song Book, Massachusetts Temperance Union, 1842 ◦ Excerpt, “I Tell What I Have Seen”—The Reports of Asylum Reformer Dorothea Dix, 1843 ◦ Excerpt, American Temperance Magazine, 1852 • Image Bank: U4T1SQ1 • Graphic Organizer: Timeline-Education Reform • Videos: Horace Mann, Dorothea Dix
What were the goals of the women's rights movement in the United States and what actions did they take to advance women's rights?	• Secondary Texts: Adapted from History of the Women’s Rights Movement, Changes in Gender Roles and Family Life • Primary Texts: ◦ Excerpt from Elizabeth Cady Stanton “Let Us Consider Man’s Superiority” Address to the Seneca Falls Conference, 1848

	○ Excerpt from Sarah Grimké, Letters on the Equality of the Sexes and the Condition of Women (Boston: 1838) ○ Declaration of Sentiments, 1848 ○ Sojourner Truth, Ain't I a Woman? ○ Excerpt, Is it A Crime to Vote? Susan B. Anthony 1872-1873 ● Image Bank: U4T1SQ2 ● Videos: Elizabeth Cady Stanton and the Stronghold of the Fortress, Sojourner Truth, Seneca Falls Convention
What were the effects of the abolitionist movement on the United States and who were the major leaders involved?	● Secondary Texts: Resistance and Abolition, What is the Underground Railroad?, Underground Railroad Codes, Restrictions Placed on the Trade of Enslaved People Prior to the Civil War ● Primary Texts: ○ Excerpt, William Lloyd Garrison, The Liberator, Volume 1, Issue 1, 1831 ○ Excerpt, Bill to Prevent All Persons from Teaching Slaves to Read or Write, North Carolina, 1830 ○ Excerpt from Frederick Douglass, "What to the Slave is the Fourth of July?" 1852 ○ Excerpt from Frederick Douglass, The Constitution: Is it Pro-Slavery or Anti-Slavery? (1860) ○ Extracts from minutes of the yearly meeting of Pennsylvania & New Jersey Quakers, September 23-28, 1776 ○ Excerpt from Harriet Beecher Stowe, Uncle Tom's Cabin, 1852 ● Image Bank: U4T1SQ3 ● Map: Underground Railroad Routes ● Video: Frederick Douglas

Reform Movements Primary Sources and Document Based Questions

- Excerpt, New England teacher describes condition of education in Connecticut before school reform, 1831
- Excerpt, Horace Mann, 12th Annual Report to the Massachusetts Board of Education (1848)
- Excerpts, Temperance Song Book, Massachusetts Temperance Union, 1842
- Excerpt, "I Tell What I Have Seen"—The Reports of Asylum Reformer Dorothea Dix, 1843
- Excerpt, American Temperance Magazine, 1852
- Excerpt from Ralph Waldo Emerson's "Self-Reliance" (1841)

- Excerpt, Two Arguments for Women's Suffrage
- Excerpts, Perspectives on Slavery
- Excerpt from Twelfth Annual Report of the Board of Education (1849)
- Excerpt from Letters on the Equality of the Sexes, and the Condition of Woman by Sarah Grimké
- Excerpt from "The Constitution of the United States: Is it Pro-Slavery or Anti-Slavery?" By Frederick Douglass
- Excerpt, Declaration of Sentiments, 1848
- Sojourner Truth, Ain't I a Woman?
- Excerpt, Is it A Crime to Vote? Susan B. Anthony 1872-1873
- Excerpt, William Lloyd Garrison, The Liberator, Volume 1, Issue 1, 1831
- Excerpt, Bill to Prevent All Persons from Teaching Slaves to Read or Write, North Carolina, 1830
- Extracts from minutes of the yearly meeting of Pennsylvania & New Jersey Quakers, September 23-28, 1776

Constructed Response Prompt: Explain the reasons American reformers pushed for change in the 1800s and evaluate the effectiveness of their efforts.

The student's response may contain some or all of the following information:

- Access to education was limited so education reformers wanted to provide public education for all children ("12th Annual Report to the Massachusetts Board of Education").
- Alcoholism was dangerous to society and leaders of the temperance movement wanted to end the consumption of alcohol (American Temperance Magazine).
- The treatment of the mentally ill and the disabled was inhumane and harmful to the people it was supposed to be helping ("I Tell What I Have Seen' – The Reports of Asylum Reformer").
- Women began to advocate for equal rights to men, including the right to vote ("Declaration of Sentiments).
- Abolitionists argued against the evil of the institution of slavery, pushing for its ends ("Perspectives on Slavery").

Unit 4: A New Spirit of Change

Topic 2: Growing Sectionalism and the Experiences of Enslaved People

During the 19th century, the United States was experiencing a growth of sectionalism due to differences in economic, social, and political views between the North and the South. The North was largely industrialized, while the South relied on agriculture, particularly on the production of cotton. The North and South also had differing views on issues such as slavery and tariffs. These differences caused tensions between the regions, which eventually led to the American Civil War. The conflict between the North and South over issues such as states' rights, slavery, and tariffs, contributed to the growing sectionalism and eventual division of the country. For further reading, please review: [Growing Sectionalism and the Experiences of Enslaved People](#) knowledge-building resources

Framing Question: How did arguments regarding slavery contribute to the growth of sectionalism and rising tensions?	
Supporting Questions	Knowledge-Building Resources
How was the role of compromise ineffective in settling regional disputes over slavery?	- Secondary Texts: Timeline of Compromises Over Slavery - Primary Texts: Excerpts of Opinions of the Missouri Compromise, John Eaton, James Madison, Thomas Jefferson, 1820 Excerpt from South Carolina Ordinance of Nullification, November 24, 1832 Excerpt from John C. Calhoun's speech to the United States Senate against the Compromise of 1850, March 4, 1850 Excerpt from Henry Clay, 1850 Compromise Speech, February 6, 1850 Excerpts from Frederick Douglass and Gerrit Smith, Anti-Fugitive Slave Law Meeting, 1851 - Image Bank: U4T2SQ1 - Maps/Charts: 1820 Census Tables, The Missouri Compromise, United States 1849-1850, Kansas-Nebraska Act - Video: Trigger Events of the Civil War
How did the Dred Scott Decision increase tensions between the North and South before the Civil War?	- Secondary Text: Dred Scott v. Sandford (1857) - Primary Texts: Excerpts from Roger Taney, Majority Opinion, Dred Scott v. John F. A. Sandford, 1857 Excerpt from Benjamin Curtis, Dissenting Opinion, Dred Scott v. Sandford, 1857

	○ Excerpt from Frederick Douglass, Speech on the Dred Scott Decision, May 1857 ○ Excerpt from Abraham Lincoln, Speech on the Dred Scott Decision, June 1857 ● Image Bank: U4T2SQ2 ● Video: Split in Two: The Dred Scott Decision ● Audio: Frederick Douglass speech on Dred Scott Decision
Why was the Republican party formed in 1854 and what were their major beliefs?	● Secondary Text: The Republican Party ● Primary Texts: ○ Excerpts from William Seward: Leading Republican Critique of the South and The Irrepressible Conflict Speech, 1858 ○ Excerpt from Horace Greeley on newly formed Republican Party ● Audio: Lincoln on Slavery
What do the experiences and responses of enslaved people tell us about the institution of slavery in the United States?	● Secondary Texts: Pre-Civil War African-American Slavery, Slavery in Louisiana, Slave Rebellions and Uprisings ● Primary Texts: ○ Excerpt from Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself, 1845 ○ Excerpts from Charles Ball in Fifty Years a Slave ● Image Bank: U4T2SQ4

[Growing Sectionalism and the Experiences of Enslaved People Primary Sources and Document Based Questions](#)

- Excerpts of Opinions of the Missouri Compromise, John Eaton, James Madison, Thomas Jefferson, 1820
- Excerpt from South Carolina Ordinance of Nullification, November 24, 1832
- Excerpt from John C. Calhoun's speech to the United States Senate against the Compromise of 1850, March 4, 1850
- Excerpt from Henry Clay, 1850 Compromise Speech, February 6, 1850
- Excerpts from Frederick Douglass and Gerrit Smith, Anti-Fugitive Slave Law Meeting, 1851
- Excerpts from Roger Taney, Majority Opinion, Dred Scott v. John F. A. Sandford, 1857
- Excerpt from Benjamin Curtis, Dissenting Opinion, Dred Scott v. Sandford, 1857
- Excerpt from Frederick Douglass, Speech on the Dred Scott Decision, May 1857

- Excerpt from Abraham Lincoln, Speech on the Dred Scott Decision, June 1857
- Excerpts from William Seward: Leading Republican Critique of the South and The Irrepressible Conflict Speech, 1858
- Excerpt from Horace Greeley on newly formed Republican Party
- Excerpt from Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself, 1845
- Excerpts from Charles Ball in Fifty Years a Slave
- Excerpt from Twelve Years a Slave By Solomon Northup
- Excerpt from Abraham Lincoln's Speech to the Illinois Republican Convention (1858)
- Excerpt: From The Dred Scott Decision: Opinion of Chief Justice Taney

Constructed Response Prompt: Explain two reasons the issue of slavery led to the growth of sectionalism and tension.

The student's response may contain some or all of the following information:

- Missouri's petition for statehood as a slave state threatened the balance of power between slave and free states ("Opinions of the Missouri Compromise").
- South Carolina asserted states' rights with their Ordinance of Nullification, arguing their right to nullify any law they felt harmful to a state's interest ("South Carolina Ordinance of Nullification").
- The passage of the Compromise of 1850 added California as a free state, strengthening the power of free states, but included the Fugitive Slave Act, which strengthened the power of slave holders ("Speech to the United States against the Compromise of 1850; 1850 Compromise Speech"; Anti-Fugitive Slave Law Meeting").
- In the Dred Scott decision, the Supreme Court declared the Missouri Compromise unconstitutional, the Constitution did not apply to African Americans, and that the national government had a duty to protect slavery ("Majority Opinion, Dred Scott v. Sandford").
- The Republican Party formed as an anti-slavery party to push for the end of slavery ("On newly formed Republican Party").
- Formerly enslaved people told their stories of the horrors of slavery (Narrative of the Life of Frederick Douglass; "Fifty Years a Slave;" Twelve Years a Slave).

Unit 4 Performance Task

Standards Assessed: 7.1, 7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.7.c, 7.8.g, 7.11, 7.11.a, 7.11.b, 7.11.c, 7.11.e

Extended Response Prompt: Reformers had a significant impact on the problems in American society before 1860. Support or refute this claim with evidence from the unit.

Scoring Notes

Sample Claim	Reformers did not have a significant impact on the problems in American society before 1860.
Reason	Lasting change—such as the end of slavery, temperance, and women’s suffrage—did not happen until after 1860.
Evidence	Despite a global antislavery movement and active U.S. abolition movement, slavery continued to exist in the United States in 1860. Similarly, the fight for women’s rights did not lead to suffrage or other protections for women before 1860. Temperance reformers also failed to stop or reduce the consumption of alcohol.
Counter Claim and Response	While abolition and women’s suffrage took longer to accomplish, reformers did achieve lasting change in public education and mental health reform. Horace Mann and Dorothea Dix did achieve long-lasting change, but their results were limited compared to the vast issues of slavery and women’s rights. In fact, the debate over slavery only worsened over time.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of reform movements or issues surrounding slavery; a few minor errors in spelling, grammar, or usage may be present.
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	Response may cite some or all of the following details: • The nineteenth century was an era of reform in the United States. Reformers sought to address many different issues, such as women’s rights, prisons and mental health, and public education, by raising awareness and pushing for changes. • One important reform movement from the time period was the abolitionist movement, which sought to free people from slavery. Abolitionist reformers worked to raise awareness through newspapers and publications, organize groups such as the American Anti-Slavery Society, and free enslaved people via the Underground Railroad. Rather than ending slavery in the United States, their efforts intensified the debate and tensions over slavery. • The Seneca Falls Convention was the first of many women’s rights conventions, but despite the efforts of reformers such as Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, and others, women did not win suffrage or other civil rights until long after 1860. • Horace Mann sought to address the effects of income inequality through public education. Under his leadership, Massachusetts improved its education system by establishing teacher-training schools, increasing school funding, organizing schools into grades, and making school attendance mandatory. Other states followed Massachusetts’s example. • Dorothea Dix fought to improve prison and mental health facilities after seeing how mentally ill prisoners were treated. Because of her efforts, mental asylums were established, mentally ill people were kept separate from criminals, and more than one hundred new mental health hospitals were built in the United States. • Temperance reformers believed alcohol caused many social problems. They sought to reduce or eliminate the consumption of alcohol. While they did not succeed at the national level until much later, they did manage to get state laws passed that prohibited the sale of alcohol.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of reform movements or issues surrounding slavery, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates focus, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of reform movements or issues surrounding slavery, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis

	or reasoning. The response demonstrates minimal or no understanding of reform movements or issues surrounding slavery. The presentation may exhibit major issues with organization and/or focus.
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Unit 5: The Nation at War

Topic 1: Prelude to War and Secession

The sectional tension between the non-slaveholding states and slaveholding states erupted into violent conflict that further divided the nation and threatened the Union. The nation's political leaders debated the expansion of slavery, congressional and judicial decisions over the issue of slavery, and the existence of the institution of slavery itself. Slavery and the southern state's belief in their right to maintain and expand the institution, along with Abraham Lincoln's election to the presidency led the southern states to secede. The debate around Louisiana's secession reflected the divisions across the nation and its ultimate decision to join the southern states in secession had major effects for the state and the nation. For further reading, please review: [Slavery and the Civil War](#), [The American Yawp: The Civil War](#), [Louisiana's Secession from the Union](#)

Framing Question: What factors led to the outbreak of the American Civil War?	
Supporting Questions	Knowledge-Building Resources
How did sectionalism lead to conflict?	• Secondary Text: John Brown's Raid • Primary Texts: ◦ Excerpted from John Brown's Speech to the Court at His Trial, November 2, 1859 ◦ A program for a commemorative town hall meeting held in Concord, Massachusetts ◦ A sheet of lyrics to "Old John Brown: A Song for Every Southern Man," ca. 1861 • Image Bank: U5T1SQ1
How did the Lincoln-Douglas Debates influence public opinion?	• Secondary Text: Lincoln-Douglas Debates • Primary Texts: ◦ Excerpts from Address at the Illinois State Republican Convention in Springfield, Illinois ◦ Excerpts from Lincoln-Douglas Debates at Freeport, Illinois • Image Bank: U5T1SQ2 • Video: The Lincoln-Douglas Debates - American Battlefield Trust
How did the Presidential election of 1860 increase tension between slaveholding and non-slaveholding states?	• Secondary Text: The 1860 Presidential Election • Primary Texts: ◦ Excerpts from the 1860 Republican Party Platform

	○ Excerpts from the Northern Democratic Party Platform ○ Excerpts from the Southern Democratic Party Platform ○ Constitutional Union Party Platform ● Image Bank: U5T1SQ3
Why did the southern states secede from the United States?	● Secondary Text: War Declared: States Secede from the Union! ● Primary Texts: ○ Declaration of the Immediate Causes ○ A Declaration of the Causes which Impel the State of Texas to Secede ○ Jefferson Davis' Farewell Address to the United States Senate ○ The Cornerstone Speech by Alexander Stephens, Vice-President of the Confederacy ○ First Inaugural Address of Abraham Lincoln ○ Southern Reactions to Lincoln's First Inaugural Address ○ Northern Reactions to Lincoln's First Inaugural Address ● Timeline: Events Related to Secession
How did sectionalism affect Louisiana?	● Secondary Text: Louisiana's Secession from the Union ● Primary Texts: ○ Excerpts from the Inaugural Address of Governor Thomas Overton Moore ○ Address to the Texas Secession Convention ○ Speech "On the Right of Secession" Delivered in the US Senate by Judah P. Benjamin ○ Reverend Benjamin M. Palmer's "Thanksgiving Sermon" ○ Secession vs. Co-Operation ○ A Protest Against the Ordinance of Secession ○ Pro-Union Letter by General John E. Wool from the New Orleans Daily Crescent ● Timeline: Events During Louisiana's Secession Crisis

[Prelude to War and Secession Primary Sources and Document Based Questions](#)

- Excerpted from John Brown's Speech to the Court at His Trial, November 2, 1859
- A program for a commemorative town hall meeting held in Concord, Massachusetts following John Brown's execution on December 2, 1859
- A sheet of lyrics to "Old John Brown: A Song for Every Southern Man," ca. 1861

- Excerpts from Abraham Lincoln’s Address at the Illinois State Republican Convention Springfield, Illinois, June 17, 1858
- Excerpts from the Lincoln-Douglas Debates at Freeport, Illinois, August 27, 1868
- Excerpts from the 1860 Republican Party Platform
- Excerpts from the Northern Democratic Party Platform, June 18, 1860
- Excerpts from the Southern Democratic Party Platform, June 23, 1860
- Constitutional Union Party Platform
- Adapted from Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union, December 24, 1860
- Adapted from A Declaration of the Causes which Impel the State of Texas to Secede from the Federal Union, February 2, 1861
- Excerpts from Jefferson Davis’ Farewell Address to the United States Senate, January 21, 1861
- Excerpted from the Cornerstone Speech by Alexander Stephens, Vice-President of the Confederacy, March 21, 1861
- Adapted from “First Inaugural Address of Abraham Lincoln,” March 4, 1861
- Southern Reactions to Lincoln's First Inaugural Address printed in the Alexandria Gazette, March 6, 1861
- Northern Reactions to Lincoln's First Inaugural Address printed in the Fremont Journal, March 15, 1861
- Excerpts from the Inaugural Address of Governor Thomas Overton Moore as printed in “The Register,” February 9, 1860
- Excerpts from an Address to the Texas Secession Convention Given by Commissioner George Williamson of Louisiana on February 11, 1861
- Excerpted from Speech “On the Right of Secession” Delivered in the US Senate by Judah P. Benjamin of Louisiana, Given on December 31, 1860
- Excerpt from Lincoln’s First Inaugural Address (1861)

Constructed Response Prompt: Explain two factors that led to the outbreak of the American Civil War.

The student's response may contain some or all of the following information:

- John Brown’s raid on Harpers Ferry led to more division between the North and the South (“A program for a commemorative town hall meeting held in Concord, Massachusetts following John Brown’s execution”; “A sheet of lyrics to “Old John Brown: A Song for Every Southern Man”).
- Abraham Lincoln expressed the idea that the nation could not continue on as half-slave and half-free (“Address at the Illinois State Republican Convention”).
- Following the election of Abraham Lincoln in the Election of 1860, South Carolina seceded from the Union (“Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union”).

- South Carolina, Texas, and Louisiana stated that they were seceding from the Union because of the slavery and the issues surrounding the institution (“Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union”; “A Declaration of the Causes which Impel the State of Texas to Secede from the Federal Union”; “Address to the Texas Secession Convention”).
- President Abraham Lincoln believed that secession was illegal and vowed to protect and defend the Constitution (“Lincoln’s First Inaugural Address”).

Unit 5: The Nation at War

Topic 2: The Course of the Civil War

Following the secession of South Carolina, the nation found itself split in two and at war. The Union faced a number of challenges in the onset including disagreements in the North on how best to pursue the war and devastating Union defeats on the battlefield at the hands of the Confederate States of America. Struggle led to progress as women and African Americans found pivotal ways to contribute to the war effort. In Louisiana, the capture and occupation of New Orleans marked a resounding triumph for the Union effort to control the Mississippi River.

In 1863, following the Union's victory at the Battle of Antietam, President Abraham Lincoln issued the Emancipation Proclamation, setting a new vision for the war and putting the nation on a path to end the institution of slavery. With a Union victory assured after the battles of 1864-1865, Congress codified the end of slavery with the Thirteenth Amendment and the country turned its collective attention on how best to rebuild the war torn nation.

Framing Question: How did the events of the Civil War transform the United States?	
Supporting Questions	Knowledge-Building Resources
What challenges did the United States face at the start of the Civil War?	- Secondary Texts: Battle of Fort Sumter, Excerpts from the Battle of First Bull Run (First Manassas), Senators Witness the First Battle of Bull Run, Excerpts from the Battle of Shiloh - Primary Texts: Reactions to the Battle of Fort Sumter Union strategies to win the war Reactions to the First Battle of Bull Run (First Manassas) A Proclamation on the Suspension of Habeas Corpus, 1862 (Gilder Lehrman Link) - Timeline: Events of the Civil War, 1860-1862 - Maps/Charts: Map of the United States at the start of the American Civil War, Confederate and Union Casualties, Confederate and Union Casualties, Battle of Shiloh
How were the contributions of women and African Americans significant to the Civil War?	- Secondary Texts: Robert Smalls, Clara Barton, Mary E. Walker, Female Soldiers in the Civil War - Primary Texts: Excerpts from General Order No. 143 Excerpts from The Negro as a Soldier by Christian A. Fleetwood, 1895 - Image Bank: U5T2SQ2

How did the Civil War affect people in Louisiana?	● Secondary Texts: Confederate Soldiers, African Americans in the Civil War, Excerpt from Fall of New Orleans and Federal Occupation, Benjamin Butler, Clara Solomon, Sarah Morgan Dawson ● Primary Texts: ○ Excerpts describing the capture of New Orleans from A Confederate Girl's Diary ○ Excerpts from Proclamation of December 23, 1862 by Confederate President Jefferson Davis ● Image Bank: The First Regiment of the Louisiana Native Guards Disembarking
How did the Emancipation Proclamation affect the course of the Civil War?	● Secondary Texts: Antietam Battle Facts and Summary, The Emancipation Proclamation ● Primary Texts: ○ Excerpts from the Emancipation Proclamation ○ Excerpts from The President's Emancipation Proclamation ○ Excerpts from An Address to the People of the Free States ○ Excerpts from Men of Color, to Arms! ● Timeline: Events related to the emancipation of enslaved people
Why were the battles of 1863-1865 turning points in the Civil War?	● Secondary Texts: Vicksburg Battle Facts and Summary, Port Hudson Battle Facts and Summary, Siege of Port Hudson, Gettysburg Battle Facts and Summary ● Primary Text: ○ Gen. Ulysses S. Grant on the Siege of Vicksburg, 1863 ● Timeline: Events of the Civil War, 1863-1865 ● Videos: The Battle of Gettysburg: The Civil War in Four Minutes, Vicksburg Campaign: The Civil War in Four Minutes
What vision did Lincoln set forth for the nation after the Civil War?	● Secondary Texts: Gettysburg Address, "With Malice Toward None...": Lincoln's Second Inaugural Address ● Primary Texts: ○ Gettysburg Address ○ Adapted from Lincoln's Second Inaugural Address ○ Excerpts from Lincoln's Last Public Address ● Video: "Was it not Real?"

How did the Civil War end?	• Secondary Texts: Sherman's March to the Sea, Sherman's Field Order No.15, Surrender at Appomattox Courthouse, 13th Amendment to the U.S. Constitution: Abolition of Slavery (1865) • Primary Texts: ○ Excerpts from Sherman's Special Field Orders No. 15 ○ Excerpts from Sherman's Special Field Orders No. 120 ○ General Order No. 3 ○ Thirteenth Amendment to the Constitution of the United States
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The Course of the Civil War Primary Sources and Document Based Questions

- Reactions to the First Battle of Bull Run (First Manassas)
- Excerpt from Frederick Douglass, Speech on the Dred Scott Decision, May 1857
- Reactions to the Battle of Fort Sumter
- Excerpts from General Order No. 143
- Excerpts from "The Negro as a Soldier" by Christian A. Fleetwood, 1895
- Excerpts from Proclamation of December 23, 1862 by Confederate President Jefferson Davis
- Excerpts from the Emancipation Proclamation, September 22, 1863
- Excerpts from The President's Emancipation Proclamation as printed in The daily Green Mountain freeman in Montpelier, VT, September 23, 1862
- Excerpts from An Address to the People of the Free States by the President of the Southern Confederacy Jefferson Davis, January 5, 1863
- Excerpts from Men of Color, to Arms! – A Call by Frederick Douglass as printed in the Grant County herald, March 17, 1863
- The Gettysburg Address
- Adapted from Lincoln's Second Inaugural Address
- Excerpts from Lincoln's Last Public Address, April 11, 1865
- Excerpts from Sherman's Special Field Orders No. 15, January 18, 1865
- Excerpts from Sherman's Special Field Orders No. 120, November 9, 1864
- General Order No. 3, January 19, 1865
- Thirteenth Amendment to the Constitution of the United States
- Excerpt from A Confederate Girl's Diary by Sarah Morgan Dawson
- Excerpt from Lincoln's Second Inaugural Address (1865)

Constructed Response Prompt: Explain two ways in which the Civil War transformed the United States.

The student's response may contain some or all of the following information:

- African-Americans were organized into regiments in the United States Army and fought bravely (“The Negro as a Soldier”).
- The Emancipation Proclamation freed enslaved people in states or parts of states rebelling against the Union, a first step toward ending slavery (“The Emancipation Proclamation”).
- The Confederate States lost the war and had to be brought back into the United States (“Lincoln’s Last Public Address”).
- The Thirteenth Amendment was ratified, abolishing slavery in the United States (“Thirteenth Amendment”).

Unit 5 Performance Task

Standards Assessed: 7.6.a, 7.6.b, 7.7, 7.7.a, 7.7.c, 7.7.d, 7.13, 7.13.c, 7.13.d, 7.13.f, 7.13.g, 7.13.i)

Extended Response Prompt: Which Civil War event was the most important?

Scoring Notes

Sample Claim	The Battle of Gettysburg was the most important event of the Civil War.
Reason	It marked a turning point in the war. It resulted in the Gettysburg Address.
Evidence	The Battle of Gettysburg was a major loss for the Confederacy and forced Lee to retreat. It ended Lee's plan to invade the North. The Gettysburg Address helped President Lincoln reframe the war. His address helped Americans understand what they were fighting for.
Counter Claim and Response	Some people might claim that the Emancipation Proclamation was the most important event of the Civil War. The Emancipation Proclamation was important, but it did not result in the emancipation of many enslaved people during the war.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive
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	reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the causes and course of the Civil War; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • The fighting at Fort Sumter led four more states to join the Confederacy and marked the beginning of the Civil War. • The Battle of Gettysburg led to the Gettysburg Address, which helped reframe the war for people in the Union. • The capture of New Orleans hurt the Confederacy economically and isolated it from foreign trading partners. • The Emancipation Proclamation freed enslaved people in the Confederacy and allowed African Americans to join the Union Army and Navy. • The Battle of Vicksburg and the siege of Port Hudson gave the Union control over the Mississippi River. • Sherman’s March to the Sea ended Southern resolve and helped bring the war to an end. • Lee’s surrender at Appomattox Court House marked the end of the Civil War.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the causes and course of the Civil War, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the causes and course of the Civil War, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the causes and course of the Civil War. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Unit 6: Reconstructing the Nation

Topic 1: Plans for Reconstruction

With the Civil War at an end, the United States faced a new challenge - reconstruction of the shattered nation. President Abraham Lincoln's experiments with reconstruction came to an abrupt end with his assassination, which reopened the nation's wounds and turned the North, once again, against the South. In the aftermath, Lincoln's successor, Andrew Johnson, found himself at odds with members of the Republican Party in Congress over how best to reconstruct the South. These Radical Republicans believed that Johnson's policies were too lenient towards the former Confederates and did not do enough to integrate freed people into the political and social fabric of the United States. The differences in approach between the President and Congress reached a boiling point culminating in Johnson's impeachment. For further reading, please review: [The American Yawp - Reconstruction](#), [Reconstruction 101: Progress and Backlash](#)

Framing Question: How did the nation's leaders reconstruct the United States?	
Supporting Questions	Knowledge-Building Resources
How did the assassination of Abraham Lincoln affect the vision for Reconstruction?	• Secondary Text: Assassination of President Abraham Lincoln • Primary Texts: ◦ President Abraham Lincoln's Proclamation of Amnesty and Reconstruction ◦ Reaction to the assassination of President Abraham Lincoln • Timeline: Events of related to Reconstruction policy • Image Bank: U6T1SQ1
How did Congress and President Andrew Johnson differ in their approach to Reconstruction?	• Secondary Texts: Andrew Johnson and Reconstruction, Reconstruction's New Order, The Impeachment of Andrew Johnson • Primary Texts: ◦ President Andrew Johnson's proclamations and speeches establishing Presidential Reconstruction ◦ Reconstruction Act of 1867 • Map: Map displaying the five military districts created by the Reconstruction Act • Videos: Presidential Reconstruction, Radical Reconstruction

[Plans for Reconstruction Primary Sources and Document Based Questions](#)

- President Abraham Lincoln, Adapted from the Proclamation of Amnesty and Reconstruction, December 8, 1863
- Reaction to the Assassination of President Abraham Lincoln
- President Andrew Johnson's Proclamations and Speeches Establishing Presidential Reconstruction
- Adapted from the Reconstruction Act of 1867
- President Andrew Johnson's Proclamation Granting Amnesty to Participants in the Rebellion
- From Articles of Impeachment of Andrew Johnson

Constructed Response Prompt: Describe two issues faced by Congress as it tried to reunify the nation after the Civil War.

The student's response may contain some or all of the following information:

- The assassination of President Abraham Lincoln led to Vice President Andrew Johnson becoming president and a shift in approach to Reconstruction. (Reaction to the Assassination of President Abraham Lincoln)
- President Andrew Johnson's Reconstruction policies were too lenient to the South. (Proclamations and Speeches Establishing Presidential Reconstruction by Andrew Johnson)
- President Andrew Johnson vetoed the Reconstruction policies of the Radical Republicans, which resulted in his impeachment. (Articles of Impeachment of Andrew Johnson)
- Congress divided the Southern states into military districts under military rule. (Adapted from the Reconstruction Act of 1867)

Unit 6: Reconstructing the Nation

Topic 2: Reconstruction in the United States

From the end of the Civil War through the end of Reconstruction, the nation experienced a number of successes and challenges on its journey to reconstruct the seceded states. The United States added constitutional amendments that ended slavery, made formerly enslaved African Americans citizens, and granted them the right to vote. The Freedmen's Bureau helped African Americans access education and a path forward from enslavement. Congress, under the direction of the Radical Republicans, passed a number of laws intended to protect and expand the rights of African Americans. This resulted in the first African Americans elected to political office in the governments of the South and the United States. Although a time of great progress, it was also a time of great instability such as the massacre of African Americans in Memphis, Tennessee and New Orleans, Louisiana. Black codes, convict leasing, and sharecropping all sought to diminish the rights of the formerly enslaved. White supremacist organizations like the Ku Klux Klan, the White League, and the Red Shirts used terror and violence to keep African Americans from exercising their rights. Louisiana was a microcosm for all of these successes and failures.

Framing Question: To what extent did Reconstruction change the United States?	
Supporting Questions	Knowledge-Building Resources
In what ways was Reconstruction a success?	- Secondary Texts: Freedmen's Bureau Acts of 1865 and 1866, A Short Overview of the Reconstruction Era and Ulysses S. Grant's Presidency, The Enforcement Acts of 1870 and 1871 - Primary Texts: Jourdon Anderson Writes His Former Enslaver, 1865 An Act to establish a Bureau for the Relief of Freedmen and Refugees Civil Rights Bill of 1866 Fourteenth Amendment Fifteenth Amendment - Maps: Electoral map of the election of 1868, Electoral map of the presidential election of 1872 - Video: The Reconstruction Amendments
In what ways was Reconstruction a failure?	- Secondary Texts: Black Codes and Pig Laws, Convict Leasing, Sharecropping, The KKK, White Supremacy - Primary Texts: Black Codes of Saint Landry Parish, Louisiana, 1865 The Freedmen's Bureau's Report of an investigation

	○ Democratic Party Platform of 1868 ○ Excerpts from General Reynolds Description of Lawlessness in Texas, 1868 ● Image Bank: U6T2SQ2 ● Videos: Origins of the Black Codes, Laws to Criminalize Black Life, What it Meant to be a Convict, The System of Sharecropping, Sharecropping as Slavery
How did Reconstruction affect Louisiana?	● Secondary Texts: Carpetbaggers and Scalawags, The Rost Home Colony, The New Orleans Slaughter of July 30, 1866, P.B.S. Pinchback, Oscar Dunn, Opelousas Massacre, White League ● Primary Texts: ○ Constitution of the State of Louisiana, 1864 ○ Constitution of the State of Louisiana, 1868

[Reconstruction in the United States Primary Sources and Document Based Questions](#)

- Excerpts from Jourdon Anderson Writes His Former Enslaver, 1865
- An Act to establish a Bureau for the Relief of Freedmen and Refugees
- Adapted from the Civil Rights Bill of 1866
- Fourteenth Amendment
- Fifteenth Amendment
- Black Codes of Saint Landry Parish, Louisiana, 1865
- The Freedmen's Bureau's Report of an Investigation
- Excerpts from General Reynolds's Description of Lawlessness in Texas, 1868
- Constitution of the State of Louisiana, 1864
- Constitution of the State of Louisiana, 1868
- Excerpts from the Democratic Party Platform of 1868

Constructed Response Prompt: Describe one accomplishment and one setback of Reconstruction in the South.

The student's response may contain some or all of the following information:

- The Freedmen's Bureau provided education and relief to newly freed African Americans. (Excerpt from An Act to establish a Bureau for the Relief of Freedmen and Refugees)

- The Fourteenth and Fifteenth Amendments to the Constitution were ratified, granting African Americans citizenship, civil rights, and the right to vote. (The Fourteenth Amendment to the Constitution of the United States and The Fifteenth Amendment to the Constitution of the United States)
- Under President Andrew Johnson, Southern states passed Black Codes to limit the rights of African Americans. (Adapted from Black Codes of Saint Landry Parish, Louisiana)
- African Americans experienced violence at the hands of white citizens and terrorist groups like the Ku Klux Klan. (Adapted from the Freedmen's Bureau's Report of an investigation of the cause, origin, and results of the late riots in the city of Memphis and Excerpts from Description of Lawlessness in Texas)

Unit 6: Reconstructing the Nation

Topic 3: The End of Reconstruction and Its Immediate Aftermath

The Supreme Court of the United States limited the national government's ability to enforce the constitutional rights of African Americans in its decisions in the Slaughterhouse Cases and its overturning of the Civil Rights Act of 1875. The presidential election of 1876 pitted Republican Rutherford B. Hayes against Democrat Samuel Tilden. The election was rampant with fraud, violence, and uncertainty. Without a clear winner and the nation on the verge of another conflict, leaders of both parties reached an agreement. In the Compromise of 1877, Democrats agreed to accept Hayes's victory in the disputed election in exchange for Hayes's guarantee to remove federal troops from the southern states thus ending Reconstruction. Without the national government to protect the rights of African Americans, they found themselves at the mercy of southern states who began to systematically strip them of their civil liberties. The resulting legislation gave rise to the era of Jim Crow. For further reading, please review: [The End of Reconstruction and Its Immediate Aftermath](#) knowledge-building resources

Framing Question: How did the end of Reconstruction affect African Americans?	
Supporting Questions	Knowledge-Building Resources
How did Reconstruction end?	• Secondary Text: Compromise of 1877 • Primary Texts: ◦ A report on the presidential election of 1876 ◦ A report on the disputed states in the presidential election of 1876 • Map: Electoral map of the presidential election of 1876 • Video: What The Compromise of 1877 Meant
What were the consequences of ending Reconstruction?	• Secondary Texts: Coushatta Massacre, Battle of Liberty Place, The Slaughterhouse Cases, Civil Rights Act of 1875, The Significance of Reconstruction • Primary Texts: ◦ United States v. Cruikshanks (1876) ◦ Speech delivered in Madison Square, New York, N.Y., Decoration Day, 1878 • Videos: The Rise and Fall of Reconstruction, Debunking the Myth of the Lost Cause

[The End of Reconstruction and Its Immediate Aftermath Primary Sources and Document Based Questions](#)

- A report on the presidential election of 1876
- A report on the disputed states in the presidential election of 1876
- Excerpt from *United States v. Cruikshank* (1876)
- Excerpt from Frederick Douglass's Decoration Day Speech (1878)
- The Louisiana Democrat (1876)

Constructed Response Prompt: Explain two reasons Reconstruction failed to provide equality of African Americans.

The student's response may contain some or all of the following information:

- The disputed Election of 1876 led to the Compromise of 1877, which ended Reconstruction. (A report on the presidential election of 1876 as printed in the Mower County transcript)
- In the Supreme Court case *United States v. Cruickshanks*, the Supreme Court limited the power of the national government to protect the rights of African Americans. (*United States v. Cruickshanks* by the United States Supreme Court)
- The rights of African Americans were limited in the South and they faced discrimination because Southern states refused to enforce the Reconstruction Amendments. (Speech delivered in Madison Square, New York, N.Y., Decoration Day)
- As a result of the end of Reconstruction, former Confederates or those who supported the Confederacy were allowed to gain power and serve in state and national office. (Speech delivered in Madison Square, New York, N.Y., Decoration Day)

Unit 6 Performance Task

Standards Assessed: 7.13, 7.13.j, 7.14, 7.14.a, 7.14.b, 7.14.c, 7.14.d, 7.14.e, 7.14.f, 7.14.h, 7.14.i

Extended Response Prompt: To what degree was Reconstruction a success or a failure?

Scoring Notes

Sample Claim	Reconstruction was mostly a failure.
Reason	At the end of the Reconstruction period, the lives of African Americans in the South were not all that different from how they were before the Civil War began.
Evidence	By the late 1870s, African Americans were subjected to discriminatory Jim Crow laws that violated their civil rights. Courts ruled against African Americans when they tried to claim those rights.

	Violence against African Americans was common. Most African Americans in the South resorted to sharecropping, which in practical terms was little better than working on antebellum plantations. African Americans had little to no political power in the South by the end of Reconstruction.
Counter Claim and Response	Reconstruction was not a failure because formerly enslaved people were able to work for themselves and were not forced to work for others. Educational opportunities opened up for them as well. Two new constitutional amendments protected the rights of African Americans. Many African Americans voted for the first time, and hundreds were elected to public office. In addition, the infrastructure and economy of the South were strengthened during Reconstruction, and public schools were established throughout the South for the first time. Perhaps most importantly, the Union was restored during Reconstruction. Answer: The gains African Americans enjoyed in the early years of Reconstruction did not last long. Most white Southerners resented the attempts of Radical Republicans to promote civil rights for formerly enslaved people. Using violence and intimidation as well as discriminatory laws, it did not take long for white Southerners to regain control of Southern governments—and thereby regain control of the region’s African American population.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of Reconstruction; a few minor errors may be present. Response may cite some or all of the following details: • Congressional Reconstruction was eventually put into practice, rather than the more lenient plans offered by Abraham Lincoln and
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	Andrew Johnson. Congressional Reconstruction was seen as harsh and punitive by many. • The Freedmen’s Bureau provided necessities to poor African American and white Southerners and set up thousands of schools across the region. • Most formerly enslaved people were forced into sharecropping because they did not have the money to buy or rent land, and the federal government did not provide them with their own land. • African American citizens began to vote in large numbers during the early years of Reconstruction and had a large role in creating new state constitutions and new state governments. Many were elected to public office. • Roads, railroads, and buildings that had been destroyed during the war were rebuilt. Hospitals and orphanages were established. A public school system was finally established in the South. • White anger over Reconstruction policies eventually resulted in violence and intimidation against African Americans and Radical Republicans. Southern Democrats led legislatures passed laws limiting the voting rights of African Americans. These laws, combined with tactics of hate groups like the Ku Klux Klan, allowed Democrats to regain control of Southern governments. African American political participation practically disappeared. • Racially motivated rioting occurred throughout the South. The federal government seemed powerless to stop it. • The Compromise of 1877 removed federal troops from the South, ending Reconstruction and allowing Southern legislatures to pass so-called <i>Jim Crow</i> laws legalizing segregation.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of Reconstruction, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of Reconstruction, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of Reconstruction. The presentation may exhibit major issues with organization and/or focus.

