

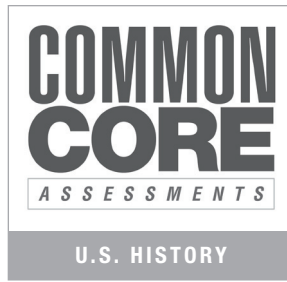
U.S. HISTORY

The
New Nation

**COMMON
CORE**

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



The New Nation

BY JONATHAN BURACK

©2013 MindSparks, a division of Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

www.mindsparks.com
access@mindsparks.com

Permission is granted to reproduce individual worksheets for classroom use only.
Printed in the United States of America

ISBN: 978-1-57596-374-7

Product Code: HS954 v1.02

Teacher Introduction

These Common Core History Assessments have been designed to help your students develop key literacy and history thinking skills as they learn about the Colonial era. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical American history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- *A group of nine reading skills assessments and two writing tasks for each major era of American History*

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- *Based on primary or secondary sources*

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone.

- *Brief tasks promoting historical literacy*

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the student's mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- *Two versions of each of the nine reading standards assessments*

A *Basic* and an *Advanced* version of each assessment are provided. The *Basic* Assessment addresses the Common Core Standard for grades 6–8. The *Advanced* Assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *Basic* version.

- *Easy to use both as learning and assessment tools*

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess student historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- *Evaluating student responses*

Brief but specific suggestions are provided defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

The New Nation Assessment 1

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 6–8

★ Key Ideas and Details

1. **(6–8)** Cite specific textual evidence to support analysis of primary and secondary sources.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should refer to specific details such as the small number in the house that was attacked, that the rebels refused to believe General Neville was not there before they then attacked a second time, that even after the party in the house gave up, the “rioters” burned it and all the barns, etc. Also, throughout the account, Gibson makes clear his negative opinion of the rebels. Acceptable responses to the second assessment question should note how the document first provides context by explaining the place of the whiskey tax in the government’s plans. It further adds to understanding by explaining why whiskey was an important product for people in western Pennsylvania (easy to transport or use as money) and why a tax on it would anger them. It makes clear the men at General Neville’s house were upset about people being forced into court for failing to pay the tax, and that General Neville was a tax collector and a wealthy planter, both of which facts might explain some of the rebels’ anger.

The New Nation: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

Sir I am sorry to have to inform your Excellency that a civil War has taken place in this County. Last Tuesday, Major Lenox, the Marshall of the Federal Court, in company with General Neville, ordered several persons in this county to appear in court. On the following day, at daylight, 100 men attacked General Neville's house, in which there was only the General and another man with the family. The General defended himself for an hour or better against them. He wounded one of the party mortally and three others badly. No person in the house received any damage. On his appeal, Major Butler sent out twenty federal troops at the garrison to protect him.

Yesterday another party of five hundred men from the upper part of this county and Washington County gathered together, and about 6 o'clock in the afternoon they made a second attack on General Neville's house. Luckily the General escaped a few minutes before they surrounded the house. Before the attack, they sent in a flag to inform General Neville that if he would resign his commission and give up his papers they would not injure him. Major Kirkpatrick, who remained in the house with his sister-in-law, Mrs. Neville, informed them that General Neville was not in the house. But this they would not believe. After permitting Mrs. Neville and the females of the family to leave, they commenced an attack on the house which the soldiers in the house responded to. Four of the rioters were killed and a number wounded, and three of the soldiers in the house were wounded. The party in the house then gave up, and the rioters burned the dwelling house, barn and all the out houses and everything in them. Among the rioters killed was a Captain James MacFarland, formerly a Revolutionary War officer in the Pennsylvania Line. Time will not permit me to give you more details of this unhappy business. General Neville has transmitted to the Executive of the United States a full account. I am sorry to find this unhappy disposition prevails too generally in our country, and God only knows where it will end.

Source Information: In the early 1790s, an uprising by some whiskey distillers took place in western Pennsylvania. This "Whiskey Rebellion" threatened the authority of the federal government just formed under the new U.S. Constitution. The distillers were angered by a tax on the sale of whiskey, which the government imposed to help it pay its debts. This document is adapted from a message sent by John Gibson, major general of the militia, to Pennsylvania Governor Thomas Mifflin. It is dated July 18, 1794. In it, Gibson informs the governor of what was the most violent incident of the uprising.

Source: Linn, John B. and William H. Egle, eds. 1896. "Papers Relating to What Is Known as the Whiskey Insurrection in Western Pennsylvania." Pennsylvania Archives. Vol. 4. Fold3. <http://www.fold3.com/image/3094192/>.

Document 2: A Secondary Source

The Constitution went into effect in 1789, with George Washington as the first President. His Treasury Secretary, Alexander Hamilton, wanted a strong national government. Under his plan, the federal government took over the states' debts along with its own debt. By paying all these debts fully, Hamilton hoped bond holders would become strong backers of the federal government. However, to pay the debts, a new source of revenue was needed. So in 1791, Congress imposed an excise tax on whiskey.

In western Pennsylvania in the late 1700s, farmers often made whiskey out of their extra grain and corn. Whiskey was easier to transport across the Appalachian mountains. It was also often a form of money in frontier regions where cash was scarce. The new whiskey tax sparked major protests in Pennsylvania. Rebels resorted to violence to frighten away federal tax collectors. They threatened and harassed officials, and even tarred and feathered a few. This so-called "Whiskey Rebellion" reached a high point in July 1794. U.S. officials had tried to force more than 60 distillers into court for failure to pay the tax. Several hundred armed men attacked the home of tax inspector General John Neville, himself a wealthy planter. Four or five men were killed in the fighting there. The government tried talking with the rebels. Meanwhile four states called up 13,000 soldiers to form a federalized militia, which Washington led into Pennsylvania. The rebels fled before it arrived. Only a few were arrested, and later they were pardoned. The episode did establish the federal government's right to impose such taxes, but this whiskey tax remained hard to collect.

Source Information: This document is a secondary source account of the Whiskey Rebellion. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Whiskey Rebellion. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. In Document 1, General Gibson is clearly upset about the attack on General Neville's house. Highlight or underline at least three details in his account that portray the rebels as in the wrong for their attack.
2. How does Document 2 add to your understanding of the attack on General Neville's house? Highlight or underline at least three details in this document that add to your understanding of the reasons the rebels attacked the house.

The New Nation Assessment 1

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 9–12

★ *Key Ideas and Details*

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be formative more than summative. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to "an understanding of the text as a whole."

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should clearly recognize that Document 1 is more detailed about the specific attack. This is clear in such details as descriptions of who was in the house, the sequence of events in the two separate attacks, what some of the rebels said and thought, the way the house and barns were burned, etc. Acceptable responses to the second assessment question should note how Document 2 provides context that explains both the government's reasons for the whiskey tax and the rebels' reasons for strongly opposing it. It clarifies why whiskey was an important product for people in western Pennsylvania (easy to transport or use as money) and why a tax on it would anger them. It makes clear that some of the men were being forced into court for failing to pay that tax. It further clarifies who General Neville was—a tax collector and a wealthy planter, both of which facts help explain some of the rebels' anger.

The New Nation: Assessment 1

Directions: This exercise asks you to read one primary source document carefully and answer questions having to do with specific details in the document. In order to better understand the document and its importance as historical evidence, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

Sir I am sorry to have to inform your Excellency that a civil War has taken place in this County. Last Tuesday, Major Lenox, the Marshall of the Federal Court, in company with General Neville, ordered several persons in this county to appear in court. On the following day, at daylight, 100 men attacked General Neville's house, in which there was only the General and another man with the family. The General defended himself for an hour or better against them. He wounded one of the party mortally and three others badly. No person in the house received any damage. On his appeal, Major Butler sent out twenty federal troops at the garrison to protect him.

Yesterday another party of five hundred men from the upper part of this county and Washington County gathered together, and about 6 o clock in the afternoon they made a second attack on General Neville's house. Luckily the General escaped a few minutes before they surrounded the house. Before the attack, they sent in a flag to inform General Neville that if he would resign his commission and give up his papers they would not injure him. Major Kirkpatrick, who remained in the house with his sister-in-law, Mrs. Neville, informed them that General Neville was not in the house. But this they would not believe. After permitting Mrs. Neville and the females of the family to leave, they commenced an attack on the house which the soldiers in the house responded to. Four of the rioters were killed and a number wounded, and three of the soldiers in the house were wounded. The party in the house then gave up, and the rioters burned the dwelling house, barn and all the out houses and everything in them. Among the rioters killed was a Captain James MacFarland, formerly a Revolutionary War officer in the Pennsylvania Line. Time will not permit me to give you more details of this unhappy business. General Neville has transmitted to the Executive of the United States a full account. I am sorry to find this unhappy disposition prevails too generally in our country, and God only knows where it will end.

Source Information: In the early 1790s, an uprising by some whiskey distillers took place in western Pennsylvania. This “Whiskey Rebellion” threatened the authority of the federal government just formed under the new U.S. Constitution. The distillers were protesting a tax on the sale of whiskey, which the government imposed to help it pay its debts. This document is adapted from a message sent by John Gibson, major general of the militia, to Pennsylvania Governor Thomas Mifflin. It is dated July 18, 1794. In it, Gibson informs the governor of what was the most violent incident of the uprising.

Source: Linn, John B. and William H. Egle, eds. 1896. “Papers Relating to What Is Known as the Whiskey Insurrection in Western Pennsylvania.” Pennsylvania Archives. Vol. 4. Fold3. <http://www.fold3.com/image/3094192/>.

Document 2: A Secondary Source

The Constitution went into effect in 1789, with George Washington as the first President. His Treasury Secretary, Alexander Hamilton, wanted a strong national government. Under his plan, the federal government took over the states' debts along with its own debt. By paying all these debts fully, Hamilton hoped bond holders would become strong backers of the federal government. However, to pay the debts, a new source of revenue was needed. So in 1791, Congress imposed an excise tax on whiskey.

In western Pennsylvania in the late 1700s, farmers often made whiskey out of their extra grain and corn. Whiskey was easier to transport across the Appalachian mountains. It was also often a form of money in frontier regions where cash was scarce. The new whiskey tax sparked major protests in Pennsylvania. Rebels resorted to violence to frighten away federal tax collectors. They threatened and harassed officials, and even tarred and feathered a few. This so-called "Whiskey Rebellion" reached a high point in July 1794. U.S. officials had tried to force more than 60 distillers into court for failure to pay the tax. Several hundred armed men attacked the home of tax inspector General John Neville, himself a wealthy planter. Four or five men were killed in the fighting there. The government tried talking with the rebels. Meanwhile four states called up 13,000 soldiers to form a federalized militia, which Washington led into Pennsylvania. The rebels fled before it arrived. Only a few were arrested, and later they were pardoned.. The episode did establish the federal government's right to impose such taxes, but this whiskey tax remained hard to collect.

Source Information: This document is a secondary source account of the Whiskey Rebellion. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the time of the Whiskey Rebellion. It is a later account by someone writing about that time. This particular historical account was written in 2013 specifically for use as part of this activity.

Assessment Questions

1. Compare Documents 1 and 2. Which document offers a more complete description of the attack on General Neville's home? Highlight or underline three details that seem important to you but that are missing in the less complete account. Explain your choices.
2. Which of the two documents does more to explain the motives of the rebels who attacked General Neville's house? What details in that account best explain why the rebels were angry enough to attack the house?

The New Nation Assessment 2

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 6–8

★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should recognize that the phrase “we are all Republicans, we are all Federalists” is not meant literally. It is mainly a way to express the hope that Americans will put aside partisan divides and unite now that the election of 1800 is over. Acceptable answers to the second assessment question may not agree that the phrase “we are all Republicans, we are all Federalists” is best at summing up the central idea. However, they should choose other sentences or phrases that also illustrate and support the basic idea of a need for mutual tolerance across party lines. Such phrases as “every difference of opinion is not a difference of principle,” or calls to “unite with one heart and one mind” also sum up the central idea. Further points in support of that idea are references to the election having “now been decided” or to the need for the majority to respect the minority’s rights, etc.

The New Nation: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Primary Source Document

During the contest of opinion through which we have passed, the spirited discussions and exertions have sometimes upset strangers unused to thinking freely and to speaking and writing what they think. However, this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law and unite in common efforts for the common good. All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable. The minority possess their equal rights, which equal law also must protect. To violate those rights would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we allow a political intolerance as despotic, wicked, and capable of as bitter and bloody persecutions.... Every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.

Source Information: By 1796, two opposing political parties had emerged in the nation for the first time. By 1800, they were already bitter opponents. The Federalists that year sought a second term for President John Adams. The Democratic Republicans backed Thomas Jefferson. Jefferson and Adams had both worked together during the American Revolution. Yet in 1800, each man's party criticized the other candidate harshly. The Federalists claimed to be for orderly government while accusing their radical opponents of preferring the chaos of the French Revolution. The Democratic Republicans accused the Federalists of wanting a king to rule the nation. Neither view was fair. In the end, Jefferson won the election. On March 4, 1801, he began his presidency with his Inaugural Address. This document is a single, very central paragraph from that address.

Source: Jefferson, Thomas. "First Inaugural Address." Bartleby. Accessed September 4, 2013. <http://www.bartleby.com/124/pres16.html>.

The New Nation Assessment 2

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 9–12

★ Key Ideas and Details

- 2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and grades 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover when it comes to the unique demands of thinking historically, we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question may vary in the phrases or sentences they choose to illustrate the central idea. In all cases, however, they should recognize that Jefferson's central point is the need for Americans to put aside partisan divides and unite in mutual respect—as when he says, “We are all Republicans, we are all Federalists.” Acceptable answers to the second assessment question should focus on the points Jefferson makes to emphasize a need for the nation to put aside partisan difference. First, the election has “now been decided.” Also he stresses the need for the majority to respect the minority's rights. He reminds people of past religious intolerance and of current forms of political extremism in Europe. And he emphasizes that every difference of opinion is not a matter of principle.

The New Nation: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Primary Source Document

During the contest of opinion through which we have passed, the spirited discussions and exertions have sometimes upset strangers unused to think freely and to speak and to write what they think. However, this being now decided by the voice of the nation, announced according to the rules of the Constitution, all will, of course, arrange themselves under the will of the law and unite in common efforts for the common good. All, too, will bear in mind this sacred principle, that though the will of the majority is in all cases to prevail, that will to be rightful must be reasonable. The minority possess their equal rights, which equal law must protect. To violate those rights would be oppression. Let us, then, fellow-citizens, unite with one heart and one mind. Let us restore to social intercourse that harmony and affection without which liberty and even life itself are but dreary things. And let us reflect that, having banished from our land that religious intolerance under which mankind so long bled and suffered, we have yet gained little if we allow a political intolerance as despotic, wicked, and capable of as bitter and bloody persecutions. During the convulsions of the ancient world [that is, the French Revolution], during the agonizing spasms of infuriated man seeking through blood and slaughter his long-lost liberty, it is not surprising that the agitation of the billows should reach even this distant and peaceful shore, and that this should be more felt and feared by some and less by others, and should divide opinions as to measures of safety. But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists. If there be any among us who would wish to dissolve this Union or to change its republican form, let them stand undisturbed as monuments of the safety with which error of opinion may be tolerated where reason is left free to combat it.

Source Information: By 1796, two opposing political parties had emerged in the nation for the first time. By 1800, they were already bitter opponents. The Federalists that year sought a second term for President John Adams. The Democratic Republicans backed Thomas Jefferson. Jefferson and Adams had both worked together during the American Revolution. Yet in 1800, each man's party criticized the other candidate harshly. The Federalists claimed to be for orderly government while accusing their radical opponents of preferring the chaos of the French Revolution. The Democratic Republicans accused the Federalists of wanting a king to rule the nation. Neither view was fair. In the end, Jefferson won the election. On March 4, 1801, he gave his Inaugural Address. This document is a single, very central paragraph from that address.

Source: Jefferson, Thomas. "First Inaugural Address." Bartleby. Accessed September 4, 2013. <http://www.bartleby.com/124/pres16.html>.

Student Handout

Assessment Questions

1. Pick out one single phrase or sentence that you think best sums up Jefferson's central idea in this passage. Explain your choice.
2. Choose three other details or points in this passage that you think are most important in helping Jefferson develop his central idea. Explain your choices.

The New Nation Assessment 3

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 6–8

★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. This activity assesses the student’s ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the assessment question should identify and state in some way the following four points:

1. The right to create a bank is not an enumerated power, but the Constitution does not explicitly forbid “implied powers.”
2. The government has “ample powers,” so it is logical for it to have “ample means” to execute those powers.
3. The Constitution does specifically allow anything that is “necessary and proper” for executing the enumerated powers.
4. If the goals are legitimate, all appropriate means not explicitly forbidden should be allowed.

The New Nation: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer a question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Primary Source Document

*The first question made in the case is this: Has congress power to incorporate a bank?
This government is acknowledged by all to be one of enumerated powers.*

Among the enumerated powers, we do not find that of establishing a bank or creating a corporation. But there is no phrase in the instrument which excludes incidental or implied powers and which requires that everything granted must be expressly and minutely described.

Although, among the enumerated powers of government, we do not find the word "bank" or "incorporation," we do find the great powers to lay and collect taxes; to borrow money, to regulate commerce, to declare and conduct a war, and to raise and support armies and navies. A government entrusted with such ample powers must also be entrusted with ample means for their execution.

But the Constitution of the United States has not left the right of Congress to employ the necessary means for the execution of its powers to general reasoning. To its enumeration of powers is added that of making "all laws which shall be necessary and proper, for carrying into execution the foregoing powers, and all other powers vested by this constitution, in the government of the United States, or in any department thereof"....

Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional.

Source Information: *McCulloch v. Maryland*, in 1819, was a major Supreme Court case. The Court ruled that the federal government had a right to establish the Bank of the United States. In doing this, it ruled against Maryland's plan to tax the U.S. Bank and force it out of business in the state. The Court said Congress's right to create the bank was "implied" in the Constitution, even though it is not explicitly mentioned. Powers that are explicitly listed in the Constitution are called "enumerated powers." Chief Justice Marshall wrote the famous opinion explaining this decision. These passages are adapted from one key part of Marshall's opinion. The parts of the text are shortened here, but together they do explain Marshall's main point. This document is adapted from excerpts of Marshall's opinion.

Source: Street Law, Inc. and the Supreme Court Historical Society. "McCulloch v. Maryland (1819)." Landmark Cases of the Supreme Court. Accessed August 4, 2013. http://www.streetlaw.org/en/landmark/cases/mcculloch_v_maryland#Tab=Overview.

Assessment Question

In the first paragraph, Marshall says the Constitution is one of “enumerated powers.” He admits that a right to found a bank is *not* one of these enumerated powers. Yet he still says the Constitution does allow the bank to be created. Briefly, how does *each* of the next four paragraphs help him explain his reasoning?

The New Nation Assessment 3

Teacher Instructions

Advanced Level

Based on Common Core Reading Standard 3 for grades 9–12

★ *Key Ideas and Details*

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and grades 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. The activity assesses the student's ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should create an outline with all or nearly all of the following six points:

1. Our government is one of “enumerated powers.”
2. The right to create a bank is not an enumerated power, but the Constitution does not explicitly forbid “implied powers.”
3. The government has “ample powers,” so it is logical for it to have “ample means” to execute those powers.
4. The Constitution does explicitly allow anything that is “necessary and proper” for executing the enumerated powers.
5. Given that the future is unknowable, it would have been unwise to spell out all the “means” the government might need.
6. If the goals are legitimate, all appropriate means not explicitly forbidden should be allowed.

Acceptable responses to the second assessment question may vary. Some may still feel the phrase “necessary and proper” leaves open the question of what is “necessary” and whether a bank was necessary to carry out the government's enumerated powers.

The New Nation: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Primary Source Document

The first question made in the case is this: Has congress power to incorporate a bank? This government is acknowledged by all to be one of enumerated powers.

Among the enumerated powers, we do not find that of establishing a bank or creating a corporation. But there is no phrase in the instrument which excludes incidental or implied powers and which requires that everything granted must be expressly and minutely described.

Although, among the enumerated powers of government, we do not find the word “bank” or “incorporation,” we do find the great powers to lay and collect taxes; to borrow money, to regulate commerce, to declare and conduct a war, and to raise and support armies and navies. A government entrusted with such ample powers must also be entrusted with ample means for their execution.

But the Constitution of the United States has not left the right of Congress to employ the necessary means for the execution of its powers to general reasoning. To its enumeration of powers is added that of making “all laws which shall be necessary and proper, for carrying into execution the foregoing powers, and all other powers vested by this constitution, in the government of the United States, or in any department thereof.”

This provision is made in a Constitution intended to endure for ages to come, and, consequently, to be adapted to the various crises of human affairs. To have prescribed the means by which government should, in all future time, execute its powers, would have been unwise—unwise, that is, to provide for problems which, if foreseen at all, must have been seen dimly, and which can be best provided for as they occur.

Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional.

Source Information: *McCulloch v. Maryland*, in 1819, was a major Supreme Court case. The Court ruled that the federal government had a right to establish the Bank of the United States. In doing this, it ruled against Maryland’s plan to tax the U.S. Bank and force it out of business in the state. The Court said Congress’s right to create the bank was “implied” in the Constitution, even though it is not explicitly mentioned. Powers that are explicitly listed in the Constitution are called “enumerated powers.” Chief Justice Marshall wrote the famous opinion explaining this decision. These passages are adapted from one key part of Marshall’s opinion. The parts of the text are shortened here, but together they do explain Marshall’s main point. This document is adapted from excerpts of Marshall’s opinion.

Source: Street Law, Inc. and the Supreme Court Historical Society. “*McCulloch v. Maryland* (1819).” Landmark Cases of the Supreme Court. Accessed August 4, 2013. http://www.streetlaw.org/en/landmark/cases/mcculloch_v_maryland#Tab=Overview.

Student Handout

Assessment Questions

1. In this document, Marshall explains his decision in *McCulloch v. Maryland*. Each of the six paragraphs here adds a point to his case. In your own words, list his six points in outline form.

2. What might a critic of Marshall's decision identify as its weakest point?

The New Nation Assessment 4

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 6–8

★ Craft and Structure

- 4. (6-8)** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the student's ability to read closely in order to understand terms in these ways.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should demonstrate that students understand the underlined phrases themselves. Good responses to the second assessment question will rewrite the paragraph and its phrases while maintaining their meaning in context. Here is one possible model of such a paragraph:

By their gentleness and patience, women are good at influencing children. They can adapt their teaching to children with different dispositions. If women get the right training, they can teach better than men and for less pay. This would free men up to do more of the work they are fit for and women are not. Republics need to teach good republican manners and virtues. It is women who best provide these. But great republics have failed when they instead allowed women to waste their energies on luxuries and other foolish activities.

The New Nation: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Primary Source Document

Nature has clearly designed woman for the care of children. She has given us, in a greater degree than men, the gentle arts of insinuation to soften their minds and fit them to receive impressions; a greater quickness at inventing various modes of teaching for different dispositions; and more patience to make repeated efforts. If, then, women were properly fitted by instruction, they would be likely to teach children better than the other sex; they could afford to do it cheaper; and those men who would otherwise be engaged in this employment might be at liberty to add to the wealth of the nation, by any of those thousand occupations from which women are necessarily debarred....

In those great republics which have fallen of themselves, the loss of republican manners and virtues has been the invariable precursor of their loss of the republican form of government. But is it not the power of our sex to give society its tone, both as to manners and morals? And if such is the extent of female influence, is it surprising that republics have failed when they calmly suffered that influence to become enlisted in favor of luxuries and follies wholly incompatible with the existence of freedom?

Source Information: Emma Hart Willard was an early advocate of more and better education for women. In the early 1800s, women still had not organized to win the right to vote, and Emma Willard did not seek that right either. However, she did want women to have a bigger impact on public life in America. Some of her ideas were expressed in an “Address to the Public; Particularly to the Members of the Legislature of New York, Proposing a Plan for Improving Female Education in 1819.” This document is adapted from part of that address. Willard later became head of the Troy Female Seminary. These excerpts are from the *DBQ Writing Program (U.S. History: 1600–1865): 6. Writing an Introductory Paragraph*, Social Studies School Service, on Active Classroom.

Source: Willard, Emma. 1819. An Address to the Public: Particularly to the Members of the Legislature of New-York, Proposing a Plan for Improving Female Education. Internet Archive. http://archive.org/stream/addressespublicp00willrich/addressespublicp00willrich_djvu.txt.

The New Nation Assessment 4

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 9–12

★ *Craft and Structure*

- 4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and grades 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the student's ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question will rewrite the paragraph and its phrases while maintaining their meaning in context. Here is one possible model of such a paragraph:

By their gentleness and patience, women are good at influencing children. They can adapt their teaching to children with different dispositions. If women get the right training, they can teach better than men and for less pay. This would free men up to do more of the work they are fit for and women are not. Republics need to teach good republican manners and virtues. It is women who best provide these. But great republics have failed when they instead allowed women to waste their energies on luxuries and other foolish activities.

Responses to the second assessment question may vary, but they should note that Willard accepts that there are fundamental differences between men and women that limit each to different kinds of social roles. At one point she explicitly says there are many roles from which “women are necessarily debarred.”

The New Nation: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Primary Source Document

Nature has clearly designed woman for the care of children. She has given us, in a greater degree than men, the gentle arts of insinuation to soften their minds and fit them to receive impressions; a greater quickness at inventing various modes of teaching for different dispositions; and more patience to make repeated efforts. If, then, women were properly fitted by instruction, they would be likely to teach children better than the other sex; they could afford to do it cheaper; and those men who would otherwise be engaged in this employment might be at liberty to add to the wealth of the nation, by any of those thousand occupations from which women are necessarily debarred....

In those great republics which have fallen of themselves, the loss of republican manners and virtues has been the invariable precursor of their loss of the republican form of government. But is it not the power of our sex to give society its tone, both as to manners and morals? And if such is the extent of female influence, is it surprising that republics have failed when they calmly suffered that influence to become enlisted in favor of luxuries and follies wholly incompatible with the existence of freedom?

Source Information: Emma Hart Willard was an early advocate of more and better education for women. In the early 1800s, women still had not organized to win the right to vote, and Emma Willard did not seek that right either. However, she did want women to have a bigger impact on public life in America. Some of her ideas were expressed in an “Address to the Public; Particularly to the Members of the Legislature of New York, Proposing a Plan for Improving Female Education in 1819.” This document is adapted from part of that address. Willard later became head of the Troy Female Seminary. These excerpts are from the *DBQ Writing Program (U.S. History: 1600–1865): 6. Writing an Introductory Paragraph*, Social Studies School Service, on Active Classroom.

Source: Willard, Emma. 1819. An Address to the Public: Particularly to the Members of the Legislature of New-York, Proposing a Plan for Improving Female Education. Internet Archive. http://archive.org/stream/addressespublicp00willrich/addressespublicp00willrich_djvu.txt.

Student Handout

Assessment Questions

1. Notice all the underlined phrases in this paragraph. Rewrite the paragraph to include all the points Willard makes in a way that ordinary readers today could more easily understand.
2. Based on what she says here, explain why you think Willard did not seek more political rights for women, such as the right to vote?

The New Nation Assessment 5

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 6-8

★ Craft and Structure

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters—as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the student's ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should clearly state that Jefferson says the Constitution does not grant Congress the right to create a central bank. The best answers will sum up his reasoning as based on two points: that the bank is not among the enumerated powers in the Constitution, and that in his view neither of two general phrases in the Constitution allow it either. As to the second assessment question, responses should note that the outline structure fits exactly with the nature of the claims Jefferson makes. That is, he has two main claims (his points I and II) and two sub-points under point II, which are that neither the "general welfare" clause, nor the "necessary and proper" clause can be used to justify the bank. The form of the text fits nicely the meaning Jefferson wants to convey.

The New Nation: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

Primary Source Document

The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States by the Constitution.

I. They are not among the powers specially enumerated.

II. Nor are they within either of the two general phrases [about Congress's powers], which are as follows:

- 1. "To lay taxes to provide for the general welfare of the United States."... The [Congress] are not to do anything they please to provide for the general welfare, but only to lay taxes for that purpose. It was intended to lace them up straightly within the enumerated powers.*
- 2. The second general phrase is, "to make all laws necessary and proper for carrying into execution the enumerated powers." But they can all be carried into execution without a bank. A bank, therefore, is not necessary, and consequently not authorized by this phrase.*

It has been urged that a bank will give great facility or convenience in the collection of taxes. Even if this is true, the Constitution still only allows the means which are "necessary" not those which are merely "convenient," for effecting the enumerated power.

Source Information: Under President Washington, Secretary of the Treasury Alexander Hamilton strongly backed the formation of a central bank. This Bank of the United States was created in 1791. But arguments about it continued for many years—in particular, arguments about whether the Constitution gave the federal government the right to form such a bank. It was only in 1819 that the Supreme Court ruled in the case *McCulloch v. Maryland* that the U.S. Bank was constitutional (see Assessment 3 in this series). This document is a short summary of a 1791 statement about the bank by Thomas Jefferson. The passage here is adapted from Jefferson's entire statement, which is reproduced by the Avalon Project of the Yale Law School.

Source: "Jefferson's Opinion on the Constitutionality of a National Bank: 1791." Avalon Project. Accessed August 4, 2013. http://avalon.law.yale.edu/18th_century/bank-tj.asp.

Assessment Questions

1. Briefly explain Jefferson's reasoning regarding the Constitution and the federal government's right to create a national bank.
2. Notice the way Jefferson presents his argument. This document is a shorter version of his entire statement, yet it still reflects the way he organized his text as a set of numbered points with sub-points. Why do you think he chose a text structured in this way?

The New Nation Assessment 5

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 9–12

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and grades 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters—as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the student's ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should clearly state that Jefferson objects to a central bank because it is not among the Constitution's enumerated powers and because, in his view, neither of two general phrases in the Constitution allow it either. Responses should note that the outline structure fits with the claims Jefferson makes. That is, he has two main claims (his points I and II) and two sub-points under point II, which are that neither the "general welfare" clause, nor the "necessary and proper" clause can be used to justify the bank. The form of the text fits nicely the meaning Jefferson wants to convey. As to the second assessment question, answers may vary. Some may think Jefferson gives words such as "necessary" or "general welfare" too narrow a range of possible meanings. They may wish that he addressed other phrases in the Constitution more fully, or that he dealt with the issue of why some felt a bank was necessary. And so on.

The New Nation: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Primary Source Document

The incorporation of a bank, and the powers assumed by this bill, have not, in my opinion, been delegated to the United States by the Constitution.

I. They are not among the powers specially enumerated.

II. Nor are they within either of the two general phrases, which are as follows:

- 1. "To lay taxes to provide for the general welfare of the United States."... The [Congress] are not to do anything they please to provide for the general welfare, but only to lay taxes for that purpose. It was intended to lace them up straightly within the enumerated powers.*
- 2. The second general phrase is, "to make all laws necessary and proper for carrying into execution the enumerated powers." But they can all be carried into execution without a bank. A bank, therefore, is not necessary, and consequently not authorized by this phrase.*

It has been urged that a bank will give great facility or convenience in the collection of taxes. Even if this is true, the Constitution still only allows the means which are "necessary" not those which are merely "convenient," for effecting the enumerated power.

Source Information: Under President Washington, Secretary of the Treasury Alexander Hamilton strongly backed the formation of a central bank. This Bank of the United States was created in 1791. But arguments about it continued for many years—in particular, arguments about whether the Constitution gave the federal government the right to form such a bank. It was only in 1819 that the Supreme Court ruled in the case *McCulloch v. Maryland* that the U.S. Bank was constitutional (see Assessment #3 in this series). This document is a short summary of a 1791 statement about the bank by Thomas Jefferson. The passage here is adapted from Jefferson's entire statement, which is reproduced by the Avalon Project of the Yale Law School.

Source: "Jefferson's Opinion on the Constitutionality of a National Bank: 1791." Avalon Project. Accessed August 4, 2013. http://avalon.law.yale.edu/18th_century/bank-tj.asp.

Student Handout

Assessment Questions

1. This document is a shorter version of Jefferson's entire statement. Yet it still reflects the way he organized his text as a set of numbered points with sub-points. What is Jefferson's overall claim in this passage, and why do you think he structured his text as he has here?
2. Does this organized text structure show how logical Jefferson's argument is? Or does it just make the argument *seem* more logical than it really is? Explain your answer.

The New Nation Assessment 6

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 6–8

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view, they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note that Otis’s focus allows him to stress the dangers the government faced and the need to counter those dangers with the Alien and Sedition Acts. Armstrong’s focus is on the harm the new laws themselves are doing to innocent people and to the rights of all citizens. Best answers will recognize that such selective focus is often a clue as to the way an author promotes a point of view. Answers to the second assessment question could choose many examples of loaded language in each document—such as references by Otis to “unlawful combinations to oppose the measures of government,” or “gross and monstrous outrages” against “anonymous and irresponsible accusers.” Armstrong on the other hand depicts the Alien and Sedition Acts as “cruel, unjust, unnecessary, impolitic, and unconstitutional” laws to punish a “few unhappy fugitives” or to banish in misery foreigners “invited here by hopes of prosperity and promises of protection.”

The New Nation: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

It must be admitted that every independent government has a right to preserve and defend itself against injuries and outrages that endanger its existence. For unless it has this power, it is unworthy of the name of a free government, and it will either fall or be subordinated to some other protector. Now some of the offenses dealt with in the bill are outrages of this sort. Unlawful combinations to oppose the measures of government, to intimidate its officers, and to excite insurrections are acts which tend directly to the destruction of the Constitution. There can be no doubt that the guardians of that Constitution are bound to provide against them. And if the gentlemen would agree that these were acts of a criminal nature, it follows that all means calculated to produce these acts, whether by speaking, writing or printing were also criminal.... Where lies the injury in attempting to check the progress of slander and falsehood? Or how is society aided by the gross and monstrous outrages upon truth and honor, public character and private peace which inundate the country? Is there any need to allow anonymous and irresponsible accusers to drag magistrates and men in office before the tribunal of public opinion, upon false and groundless charges?

Source Information: Tempers flared in the late 1790s when France sought to bribe U.S. diplomats and interfere in American politics in other ways. As fears of war with France mounted, the Federalists passed the Alien and Sedition Acts. Three Alien Acts made it easier to limit immigration and deport foreigners. The Sedition Act limited forms of protest and speech critical of the government. Harrison James Otis spoke about these acts in Congress on July 10, 1798. Otis was a Federalist member of the House of Representatives from Massachusetts. This document is adapted from some of his comments, which are recorded in *The Annals of Congress: Debates and Proceedings, 1789–1824*, Fifth Congress, House, 2nd Session, March 5, 1798 to July 16, 1798, pp. 2147 and 2150.

Source: "Punishment of Crime July 10, 1798." *Annals of Congress*. House of Representatives, 5th Congress, 2nd Session. Washington: Gales and Seaton, 1849, pg. 2147, 2150. From Library of Congress, *A Century of Law Making for a New Nation: US Congressional Documents and Debates, 1774–1875*. Accessed August 4, 2013. <http://memory.loc.gov/ammem/amlaw/lwaclink.html>.

Document 2: A Primary Source

The Alien law has all the features that can make it obnoxious to a generous and free people. It is cruel, unjust, unnecessary, impolitic, and unconstitutional. Cruel and unjust, as it subjects to banishment and misery men invited here by hopes of prosperity and promises of protection. And it does this without proof, without trial, and without guilt. Unnecessary, as no justifiable fear can be held about a few unhappy fugitives, insulated by custom as well as by language, who are already subjected to the operation of those laws which have long been deemed a sufficient restraint on public offenders of every description. Impolitic, as it must in its impact discourage migrations here from Europe: This tendency, in the acts of the British king, was regarded as so highly injurious to the interest of these states that it was made one of the causes of separation from the mother country. Unconstitutional, as it creates a form of punishment entirely new to our criminal code, whereas the constitution expressly forbids "that cruel or unusual punishments shall be inflicted." Unconstitutional, as it gives the President of the United States a power of judging and determining all cases arising under this law, whereas the Constitution decrees that "the judicial power of the United States shall be vested in courts, to be established by Congress, the judges of which shall hold their offices during good behavior." And lastly, it is unconstitutional, as in all criminal prosecutions "the accused shall enjoy the right of a speedy and public trial by an impartial jury; shall be informed of the nature and cause of the accusation; shall be confronted with the witnesses against him; shall have compulsory process for obtaining witnesses in his favor; and shall have the assistance of counsel for his defense," all which rights an alien is deprived of by this law.

To the Sedition law our objections are still stronger than to the Alien law, because the abuses to which it is liable are equally vicious, while also being more general in their operation. The former assails the few, the latter attacks the many. The former is directed at foreigners, the latter is leveled at ourselves. The former tyrannizes over men who in general have been born and bred under oppression. But it is the superlative wickedness of the latter, to convert freemen into slaves.

Source Information: This is part of a broadside written by John Armstrong regarding the Alien and Sedition Acts. It is titled "To the Senate and Representatives of the United States, in Congress Assembled." Published in Poughkeepsie, New York, 1798. Broadside. Rare Book and Special Collections Division. Library of Congress (90.03.00)

Source: To the Senate and Representatives of the United States, in Congress Assembled. 1798. Pamphlet. From Library of Congress, An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera. Accessed August 4, 2013. [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+22400900\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+22400900))).

Student Handout

Assessment Questions

1. Otis in Document 1 worries mainly about the government. John Armstrong in Document 2 worries mainly about those punished by the Alien and Sedition Acts. How does this difference of focus help each author make his point about the Alien and Sedition Acts?

2. The Alien and Sedition Acts punished or deported certain people. Notice the language each author uses to describe those whom the laws were meant to punish. Cite several examples of this language and explain how it helps each author express his point of view?

The New Nation Assessment 6

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 9–12

★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and grades 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view, they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note that Otis defends the Alien and Sedition Acts by focusing mainly on the dangers the government faced and the need to counter these dangers. Armstrong opposes the new laws by focusing on the harm they themselves are doing to innocent people, to the rights of all citizens, and to the way the Constitution is supposed to work. Best answers will recognize that such selective focus is often a clue as to the way an author promotes a point of view. Answers to the second assessment question may vary. Some may note that Otis is not very specific about the "outrages" he says justify the acts. He does little to clarify what forms of criticism of government are acceptable and what ones are not. Nor does he deal with the Constitution's limits on power, which Armstrong refers to in detail. Armstrong, on the other hand, does focus on the impact of the laws on individuals and their rights, but he really does not address the events and issues that led the government to push for the Alien and Sedition Acts in the first place.

The New Nation: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

It must be admitted that every independent government has a right to preserve and defend itself against injuries and outrages that endanger its existence. For unless it has this power, it is unworthy of the name of a free government, and it will either fall or be subordinated to some other protector. Now some of the offenses dealt with in the bill are outrages of this sort. Unlawful combinations to oppose the measures of government, to intimidate its officers, and to excite insurrections are acts which tend directly to the destruction of the Constitution. There can be no doubt that the guardians of that Constitution are bound to provide against them. And if the gentlemen would agree that these were acts of a criminal nature, it follows that all means calculated to produce these acts, whether by speaking, writing or printing were also criminal.... Where lies the injury in attempting to check the progress of slander and falsehood? Or how is society aided by the gross and monstrous outrages upon truth and honor, public character and private peace which inundate the country? Is there any need to allow anonymous and irresponsible accusers to drag magistrates and men in office before the tribunal of public opinion, upon false and groundless charges?

Source Information: Tempers flared in the late 1790s when France sought to bribe U.S. diplomats and interfere in American politics in other ways. As fears of war with France mounted, the Federalists passed the Alien and Sedition Acts. Three Alien Acts made it easier to limit immigration and deport foreigners. The Sedition Act limited forms of protest and speech critical of the government. Harrison James Otis spoke about these acts in Congress on July 10, 1798. Otis was a Federalist member of the House of Representatives from Massachusetts. This document is adapted from some of his comments, which are recorded in *The Annals of Congress: Debates and Proceedings, 1789-1824*, Fifth Congress, House, 2nd Session, March 5, 1798 to July 16, 1798, pp. 2147 and 2150.

Source: "Punishment of Crime July 10, 1798." *Annals of Congress*. House of Representatives, 5th Congress, 2nd Session. Washington: Gales and Seaton, 1849, pg. 2147, 2150. From Library of Congress, A Century of Law Making for a New Nation: US Congressional Documents and Debates, 1774–1875. Accessed August 4, 2013. <http://memory.loc.gov/ammem/amlaw/lwaclink.html>.

Document 2: A Primary Source

The Alien law has all the features that can make it obnoxious to a generous and free people. It is cruel, unjust, unnecessary, impolitic, and unconstitutional. Cruel and unjust, as it subjects to banishment and misery men invited here by hopes of prosperity and promises of protection. And it does this without proof, without trial, and without guilt. Unnecessary, as no justifiable fear can be held about a few unhappy fugitives, insulated by custom as well as by language, who are already subjected to the operation of those laws which have long been deemed a sufficient restraint on public offenders of every description. Impolitic, as it must in its impact discourage migrations here from Europe: This tendency, in the acts of the British king, was regarded as so highly injurious to the interest of these states that it was made one of the causes of separation from the mother country. Unconstitutional, as it creates a form of punishment entirely new to our criminal code, whereas the constitution expressly forbids "that cruel or unusual punishments shall be inflicted." Unconstitutional, as it gives the President of the United States a power of judging and determining all cases arising under this law, whereas the Constitution decrees that "the judicial power of the United States shall be vested in courts, to be established by Congress, the judges of which shall hold their offices during good behavior." And lastly, it is unconstitutional, as in all criminal prosecutions "the accused shall enjoy the right of a speedy and public trial by an impartial jury; shall be informed of the nature and cause of the accusation; shall be confronted with the witnesses against him; shall have compulsory process for obtaining witnesses in his favor; and shall have the assistance of counsel for his defense," all which rights an alien is deprived of by this law.

To the Sedition law our objections are still stronger than to the Alien law, because the abuses to which it is liable are equally vicious, while also being more general in their operation. The former assails the few, the latter attacks the many. The former is directed at foreigners, the latter is leveled at ourselves. The former tyrannizes over men who in general have been born and bred under oppression. But it is the superlative wickedness of the latter, to convert freemen into slaves.

Source Information: This is part of a broadside written by John Armstrong regarding the Alien and Sedition Acts. It is titled "To the Senate and Representatives of the United States, in Congress Assembled." Published in Poughkeepsie, New York, 1798. Broadside. Rare Book and Special Collections Division. Library of Congress (90.03.00)

Source: *To the Senate and Representatives of the United States, in Congress Assembled*. 1798. Pamphlet. From Library of Congress, *An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera*. Accessed August 4, 2013. [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+22400900\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+22400900))).

Student Handout

Assessment Questions

1. These authors disagree about the Alien and Sedition Acts. They make their cases in part by focusing on different concerns. What or who does each author worry about most? And how does this difference in focus help each author make his case?
2. Does either author downplay or ignore matters in order to make his case seem stronger than it is?

The New Nation Assessment 7

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 6–8

★ Integration of Knowledge and Ideas

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that Clinton makes sweeping predictions. He sees the canal as uniting the entire Atlantic and Western regions by linking the West's rich natural resources and farm products with Eastern markets and world markets. He sees it promoting overseas trade, especially through the port of New York City, causing that city to grow and spread rapidly, making it a great center of manufacturing and finance as well as trade. Acceptable responses to the second assessment question should note that the huge growth of New York City is supported by the illustration (Document 2), along with its source information. The table (Document 3) clearly shows a huge increase in seaborne trade into and out of New York in the years just after the canal opened. It is reasonable to infer from this that Clinton's predictions about trade through New York were proved correct. Best answers will note that the documents do not provide clear evidence for some of Clinton's claims, such as those about New York becoming a major manufacturing or financial center. Nor do they give much support to the idea that the canal helped unite two huge regions in greater harmony.

The New Nation: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or beside each document itself. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Written Primary Source

As a bond of union between the Atlantic and Western states, it may prevent the dismemberment of the American Empire. As an organ of communication between the Hudson, the Mississippi, the St. Lawrence, the Great Lakes of the north and west and their tributary rivers, it will create the greatest inland trade ever witnessed. The most fertile and extensive regions of America will avail themselves of its facilities for a market. All their surplus productions, whether of the soil, the forest, the mines, or the water, their fabrics of art and their supplies of foreign commodities, will concentrate in the city of New York, for transportation abroad or consumption at home. Agriculture, manufactures, commerce, trade, navigation, and the arts will receive a correspondent encouragement. The city will, in the course of time, become the granary of the world, the emporium of commerce, the seat of manufactures, the focus of great moneyed operations and the concentrating point of vast disposable, and accumulating capita, which will stimulate, enliven, extend and reward the exertions of human labor and ingenuity, in all their processes and exhibitions. And before the revolution of a century, the whole island of Manhattan, covered with inhabitants and replenished with a dense population, will constitute one vast city.

Source Information: The 363-mile Erie Canal cuts across New York State, linking Albany, on the Hudson River, to Buffalo, on Lake Erie. The canal opened in 1825, thereby connecting the entire Great Lakes region to New York City at the mouth of the Hudson. New York Governor De Witt Clinton backed the canal project in spite of strong opposition, even ridicule. This document is part of a statement Clinton wrote as a reply to a committee of leading New York citizens who supported him in his efforts to see that the Erie Canal was built. As reproduced in *Memoir of De Witt Clinton with an Appendix, Containing Numerous Documents Illustrative of the Principal Events of His Life*, by David Hosack (New York, 1829), pp. 476–480.

Source: Hosack, David, ed. 1829. *Memoir of De Witt Clinton*. Google Books. http://books.google.com/books/about/Memoir_of_De_Witt_Clinton.html?id=QV4C80-c6vUC.

Document 2: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction No LC-DIG-pga-03106.

Source Information: New York City's population in 1810 was 96,373. This bird's-eye view of New York was published around 1851, when New York City's population was more than 500,000. Lithograph created by John Bachmann and published c. 1851.

Source: Bachmann, John, photographer. "Bird's Eye View of New-York & Brooklyn." Lithograph. New York: A. Guerber & Co., c1851. From Library of Congress, *Popular Graphic Arts*. Accessed August 4, 2013. <http://www.loc.gov/pictures/item/90707101/>.

New York Shipping Tonnage		
Year	Entering	Departing
1821	170,349	168,894
1822	240,016	203,450
1823	226,972	216,074
1824	247,735	240,413
1825	294,772	275,729
1826	282,188	236,029
1827	300,543	273,343
1828	301,255	259,486
1829	289,601	252,529
1830	333,778	265,915
1831	393,691	326,775
1832	446,323	344,716
1833	616,167	537,741
1834	694,892	600,256

Document 3: Primary Source Table

Source Information: This table shows the tonnage of shipping into and out of New York City, 1821–1834. Adapted from *The Canal that Made New York*, by Stephanie Dueno.

Source: Dueno, Stephanie. "The Canal That Made New York." Museum of the City of New York. Accessed August 7, 2013. <http://www.mcnyc.org/images/content/1/5/15051.pdf>.

Assessment Questions

1. Explain briefly what major impact De Witt Clinton expected the Erie Canal to have, and why.
2. The Erie Canal opened in 1825. Use details from Document 2 and Document 3 to explain how they support and/or do not support De Witt Clinton's predictions in Document 1.

The New Nation Assessment 7

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that the other two documents support some but not all of Clinton's sweeping predictions. He sees the canal as uniting the entire Atlantic and Western regions by linking the West's rich natural resources and farm products with Eastern markets and world markets. He sees it promoting overseas trade, especially through the port of New York, causing that city to grow and spread rapidly and making it a great center of manufacturing and finance as well as trade. The huge growth of New York City is supported by Document 2, along with its source information. Document 3 clearly shows a huge increase in seaborne trade into and out of New York in the years just after the canal opened. But the documents do not provide clear evidence for Clinton's claims about New York becoming a major manufacturing or financial center. Nor are they evidence that the canal helped unite two huge regions in greater harmony, though it may have. Acceptable responses to the second assessment question may vary. Other possible factors explaining New York's growth might be other transportation improvements, increases in immigration and native population independent of any effect from the Erie Canal, increasing world trade due to growing industrialism in America, England and elsewhere, etc.

The New Nation: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer questions focused on what the sources have in common. In order to better understand these documents and their importance as historical evidence, read and make use of the source information just below or beside each document itself. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Written Primary Source

As a bond of union between the Atlantic and Western states, it may prevent the dismemberment of the American Empire. As an organ of communication between the Hudson, the Mississippi, the St. Lawrence, the Great Lakes of the north and west and their tributary rivers, it will create the greatest inland trade ever witnessed. The most fertile and extensive regions of America will avail themselves of its facilities for a market. All their surplus productions, whether of the soil, the forest, the mines, or the water, their fabrics of art and their supplies of foreign commodities, will concentrate in the city of New York, for transportation abroad or consumption at home. Agriculture, manufactures, commerce, trade, navigation, and the arts will receive a correspondent encouragement. The city will, in the course of time, become the granary of the world, the emporium of commerce, the seat of manufactures, the focus of great moneyed operations and the concentrating point of vast disposable, and accumulating capita, which will stimulate, enliven, extend and reward the exertions of human labor and ingenuity, in all their processes and exhibitions. And before the revolution of a century, the whole island of Manhattan, covered with inhabitants and replenished with a dense population, will constitute one vast city.

Source Information: The 363-mile Erie Canal cuts across New York State, linking Albany on the Hudson River to Buffalo on Lake Erie. The canal opened in 1825, thereby connecting the entire Great Lakes region to New York City at the mouth of the Hudson. New York Governor De Witt Clinton backed the canal project in spite of strong opposition, even ridicule. This document is part of a statement Clinton wrote as a reply to a committee of leading New York citizens who supported him in his efforts to see that the Erie Canal was built. As reproduced in *Memoir of De Witt Clinton with an Appendix, Containing Numerous Documents Illustrative of the Principal Events of His Life*, by David Hosack (New York, 1829), pp. 476–480.

Source: Hosack, David, ed. 1829. *Memoir of De Witt Clinton*. Google Books. http://books.google.com/books/about/Memoir_of_De_Witt_Clinton.html?id=QV4C80-c6vUC.

Document 2: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction No LC-DIG-pga-03106.

Source Information: New York City's population in 1810 was 96,373. This bird's-eye view of New York was published around 1851, when New York City's population was more than 500,000. Lithograph created by John Bachmann and published c. 1851.

Source: Bachmann, John, photographer. "Bird's Eye View of New-York & Brooklyn." Lithograph. New York: A. Guerber & Co., c1851. From Library of Congress, *Popular Graphic Arts*. Accessed August 4, 2013. <http://www.loc.gov/pictures/item/90707101/>.

New York Shipping Tonnage		
Year	Entering	Departing
1821	170,349	168,894
1822	240,016	203,450
1823	226,972	216,074
1824	247,735	240,413
1825	294,772	275,729
1826	282,188	236,029
1827	300,543	273,343
1828	301,255	259,486
1829	289,601	252,529
1830	333,778	265,915
1831	393,691	326,775
1832	446,323	344,716
1833	616,167	537,741
1834	694,892	600,256

Document 3: Primary Source Table

Source Information: This table shows the tonnage of shipping into and out of New York City, 1821–1834. Adapted from *The Canal that Made New York*, by Stephanie Dueno.

Source: Dueno, Stephanie. "The Canal That Made New York." Museum of the City of New York. Accessed August 7, 2013. <http://www.mcny.org/images/content/1/5/15051.pdf>.

Assessment Questions

1. What can you infer from these documents about the economic and social impact of the Erie Canal? Use details from *all three* of these documents to support your answer.
2. Some historians might say other factors besides the Erie Canal could account for the changes suggested by Documents 2 and 3. What do you think they mean? Do you agree or disagree?

The New Nation Assessment 8

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 6–8

★ Integration of Knowledge and Ideas

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the student's ability to read closely in order to understand a text in these ways.

★ Evaluating Student Responses to this Assessment

Responses to the first assessment question should identify Grundy's two main reasons for going to war. First, he claims Britain is interfering with U.S. maritime rights. However, he spells out only one kind of interference, the impressing of seamen. Secondly, he believes Great Britain is encouraging Native Americans to go to war against American settlers in the West. He believes the tribes there are too weak to act alone and assumes that Great Britain is helping them, since only the British have been dealing with the tribes in that region. Responses to the second assessment question could highlight several phrases—for example, regarding Britain's "arbitrary and capricious rule," its "unjust and lawless invasion of personal liberty," its offers of "baubles and trinkets" to "the savage tribes," etc. Best responses should also comment on how much Grundy assumes about Great Britain and the Indians, as opposed to what he knows for certain.

The New Nation: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

Primary Source Document

What, Mr. Speaker, are we now called on to decide? It is whether we will resist by force the attempt, made by the [British] government, to subject our maritime rights to the arbitrary and capricious rule of her will. For my part I am not prepared to say that this country shall submit to have her commerce interdicted, or regulated, by any foreign nation. Sir, I prefer war to submission.

Over and above these unjust pretensions of the British government, for many years past they have been impressing our seamen from merchant vessels. This unjust and lawless invasion of personal liberty calls loudly for the interposition of this government. To those better acquainted with the facts in relation to it, I leave it to fill up the picture. My mind is irresistibly drawn to the West.

Others may not feel strongly that the recent battles in that quarter have much bearing on this subject. However, upon my mind they have great influence. It cannot be believed, by any man who will reflect, that the savage tribes, uninfluenced by other powers, would think of making war on the United States. They understand too well their own weakness and our strength. They have already felt the weight of our arms. They know they hold the very soil on which they live as tenants in sufferance. How, then, sir, are we to account for their late conduct? In one way only: Some powerful nation must have intrigued with them, and turned their peaceful dispositions towards us into hostilities. Great Britain alone has intercourse with those Northern tribes. I therefore infer that if British gold has not been employed, their baubles and trinkets, and the promise of support and a place of refuge, if necessary, have had their effect.

Source Information: By 1811, Americans were angry at Great Britain for forcing U.S. sailors at sea into service in the British Navy. In the West, the British were said to be backing major Native American attacks on white settlers. One big Indian battle took place on November 7, 1811, at Tippecanoe near the Wabash River in Indiana. Henry Clay and other western lawmakers belonged to a group in Congress known as the “War Hawks.” They wanted a showdown with Great Britain. The War of 1812 was the result. Among the War Hawks was Felix Grundy of Tennessee. In this speech in Congress, he discussed some grievances felt nationwide and others that especially upset westerners. Source: Felix Grundy, Speech, in *Annals of Congress*, 12th Cong., 1st Sess., page 425.

Source: “Foreign Relations December 9, 1811.” *Annals of Congress*. House of Representatives, 12th Congress, 1st Session. Washington: Gales and Seaton, 1853, pg. 425–426. From Library of Congress, *A Century of Law Making for a New Nation: US Congressional Documents and Debates, 1774–1875*. Accessed August 4, 2013. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=023/llac023.db&recNum=209>.

Assessment Questions

1. Grundy is making the case for going to war against Great Britain. What are Grundy's complaints about the British, and what evidence does he use to back up his charges?
2. Some of the language Grundy uses is angry and emotional. Highlight some phrases or sentences of this sort. Do these phrases or sentences actually add anything to Grundy's reasoning about what the British have done and how Americans should respond to it? Explain your answer.

The New Nation Assessment 8

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and grades 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the student's ability to read closely in order to understand a text in these ways.

Evaluating Student Responses to this Assessment

Responses to the first assessment question should identify Grundy's desire to convince Congress to declare war on Great Britain. He offers two main reasons for this. First, he claims Britain is interfering with U.S. maritime rights, but he spells out only one kind of interference, the impressing of seamen. Secondly, he believes Great Britain is encouraging Native Americans to go to war against American settlers in the West. He assumes the tribes there are too weak to act alone and so also assumes it is Great Britain that is helping them, since only the British have been dealing with the tribes in that region. Responses to the second assessment question should note that Grundy does describe two kinds of British interference. However, they should note also that he provides very little detail or context for these matters. In addition, he makes several assumptions regarding the British and the tribes in the West that may or may not be true. His colorful rhetoric suggests how angry he is about Great Britain's interference, but this adds little to his substantive case.

The New Nation: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Primary Source Document

What, Mr. Speaker, are we now called on to decide? It is whether we will resist by force the attempt, made by the [British] government, to subject our maritime rights to the arbitrary and capricious rule of her will. For my part I am not prepared to say that this country shall submit to have her commerce interdicted, or regulated, by any foreign nation. Sir, I prefer war to submission.

Over and above these unjust pretensions of the British government, for many years past they have been impressing our seamen from merchant vessels. This unjust and lawless invasion of personal liberty calls loudly for the interposition of this government. To those better acquainted with the facts in relation to it, I leave it to fill up the picture. My mind is irresistibly drawn to the West.

Others may not feel strongly that the recent battles in that quarter have much bearing on this subject. However, upon my mind they have great influence. It cannot be believed, by any man who will reflect, that the savage tribes, uninfluenced by other powers, would think of making war on the United States. They understand too well their own weakness and our strength. They have already felt the weight of our arms. They know they hold the very soil on which they live as tenants in sufferance. How, then, sir, are we to account for their late conduct? In one way only: Some powerful nation must have intrigued with them, and turned their peaceful dispositions towards us into hostilities. Great Britain alone has intercourse with those Northern tribes. I therefore infer that if British gold has not been employed, their baubles and trinkets, and the promise of support and a place of refuge, if necessary, have had their effect.

Source Information: By 1811, Americans were angry at Great Britain for forcing U.S. sailors at sea into service in the British Navy. In the West, the British were said to be backing major Native American attacks on white settlers. One big Indian battle took place on November 7, 1811, at Tippecanoe near the Wabash River in Indiana. Henry Clay and other western lawmakers belonged to a group in Congress known as the “War Hawks.” They wanted a showdown with Great Britain. The War of 1812 was the result. Among the War Hawks was Felix Grundy of Tennessee. In this speech in Congress, he discussed some grievances felt nationwide and others that especially upset westerners.

Source: “Foreign Relations December 9, 1811.” Annals of Congress. House of Representatives, 12th Congress, 1st Session. Washington: Gales and Seaton, 1853, pg. 425–426. From Library of Congress, A Century of Law Making for a New Nation: US Congressional Documents and Debates, 1774–1875. Accessed August 4, 2013. <http://memory.loc.gov/cgi-bin/ampage?collId=llac&fileName=023/llac023.db&recNum=209>.

Student Handout

Assessment Questions

1. What is Grundy arguing for in this passage, and what evidence does he use to support his recommendation?
2. Assess the quality of Grundy's reasoning. That is, how complete do you think the evidence is for the claims he makes, and how effective and persuasive do you think he is in presenting his argument?

The New Nation Assessment 9

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 6–8

★ Integration of Knowledge and Ideas

9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should cite several of the positive and negative things Hakim has to say about early industrialism. The following are among the positive effects she sees: that goods are “being made faster, and often better,” that farmers have more cash to use to improve their lives, that the young are being attracted by the lure of the city, that freedom and education are increasing, that industry is bringing wealth. On the other hand, her negative views include these: that the spread of wealth is “uneven,” that workers in factories endure long hours and poor conditions, etc. She also seems to accept Jefferson’s views about the “squalor and misery” of cities. Best answers to the second assessment question should note that Document 2 lends support to both the positive and negative views expressed by Hakim. Adeleen Blake is clearly proud of her newly won independence and her ability to support herself. She apparently is earning enough to save some of her money. She is excited about learning and experiencing many new things. On the other hand, she does refer to “less than ideal” working conditions, the discontent of other workers about long hours and low pay, and a need for a “healthier working environment.” For the most part, the two documents support each other’s views well.

The New Nation: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is a historical primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Secondary Source

“I am an independent farmer, don’t owe five guineas in the world,” says the hero of William Loom’s play “Independence,” staged in South Carolina in 1805....

Playwright Loom’s independent farmer grew or raised most of what he ate; his wife made his clothes and baked his bread, his neighbors helped him build a barn, and he bartered for shoes and some other necessities. He rarely saw cash. A few decades into the nineteenth century, and things once made at home—like cloth—are being made faster, and often better, in factories. Cash money is becoming an essential and technology is about to seduce the independent farmers’ children: some will be lured to the city, but those who stay on the farm will not be satisfied with life as it was. Children of illiterate European peasants are becoming educated citizens in these “united states.” That combination of freedom and education is empowering....

Industry brings wealth to many, but it is an uneven affair, and for the workers it frequently means only long working hours and terrible factory conditions. Thomas Jefferson, who has seen the squalor and misery in England’s new industrial cities, is alarmed, and wants no part of it. “I view cities as pestilent to the morals, the health, and the liberation of man,” he scolds. But most Americans aren’t listening. The country is now doubling its population every two decades. It is still overwhelmingly rural, but cities hold excitement and jobs.

Source Information: These excerpts are from “Wake Up, America: Independence and Industry” in Joy Hakim’s *Freedom: A History of US*. The excerpts refer to the huge shift from a society based mainly on independent farmers to the beginnings of an industrial society of factories and wage-earning laborers. The shift was just beginning in America in the early 1800s. This book is a secondary source.

Source: Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2003.

Document 2: A Primary Source

Please forgive me for not writing to you since I left home six months ago. Never in my fifteen years has the time seemed to pass so swiftly. Whenever I can, I write to my folks since I am the oldest and the first to leave home to work in the mills. I feel so proud that I now support myself. I am also able to save money toward my dowry and still have some left for an occasional luxury. I now have a sense of being on my own that I never had on the farm, and as you will see I have learned many things....

Our working conditions, however, are less than ideal and it has led to public debate over more than one issue. Some of the operatives (which is what mill workers are called) are trying to get our working day cut to ten hours. They are also asking for better wages, more time for meals and a healthier working environment. These requests have not yet been answered by the management.

Source Information: Lowell was one of America's first industrial towns. Its textile mill owners also hoped to make it an ideal industrial community. Lowell's mill workers before the Civil War were mainly young single women from New England farming communities. Most were in their teens or early 20s. They often signed up to work for a year at a time. Many of them worked for just a few years before returning home to get married, head west, or seek out jobs elsewhere. This is part of a letter to a cousin by Adeleen Blake, a young worker in the Lowell textile mills in 1840, as reproduced in *The Lowell Experience*, on Social Studies School Service's Active Classroom.

Source: Burack, Jonathan. *The Lowell Experience: Debating the Documents*. Culver City, CA: MindSparks, 2004.

Assessment Questions

1. In Document 1, Joy Hakim describes the early stages of America's change from a farming society to an industrial society. What does she think is good or positive about this change and what does she think is not good about it?
2. Document 2 is a primary source about one early industrial worker's experience. Does this document support Hakim's positive ideas about industrial change, her negative ideas, or both sets of ideas? Cite details from the document to support your claim.

The New Nation Assessment 9

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and grades 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary-source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should summarize both the positive and negative things Hakim has to say about early industrialism—such as that goods are “being made faster, and often better,” farmers have more cash, the young are being attracted by the lure of the city, freedom and education are increasing, but that also the spread of wealth is uneven, workers in factories face long hours and poor conditions, etc. Good responses will then note that Document 2 lends support to many, if not all, of Hakim’s points. Adeleen Blake is clearly proud of her newly won independence and her ability to support herself. She apparently is earning enough to save some of her money. She is excited about learning and experiencing many new things. On the other hand, she does refer to “less than ideal” working conditions, the discontent of other workers about long hours and low pay, and a need for a “healthier working environment.” Best answers to the second assessment question may and should vary, but all should show awareness of how limited the evidence of this one letter is. Some may suggest other workers’ diaries and letters as useful sources. Many may want to know about industrialism in other cities, conditions for workers on farms as well as in factories, the experiences of immigrant workers, men, children, etc.

The New Nation: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source; the other is a historical primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Secondary Source

“I am an independent farmer, don’t owe five guineas in the world,” says the hero of William Iloer’s play “Independence,” staged in South Carolina in 1805....

Playwright Iloer’s independent farmer grew or raised most of what he ate; his wife made his clothes and baked his bread, his neighbors helped him build a barn, and he bartered for shoes and some other necessities. He rarely saw cash. A few decades into the nineteenth century, and things once made at home—like cloth—are being made faster, and often better, in factories. Cash money is becoming an essential and technology is about to seduce the independent farmers’ children: some will be lured to the city, but those who stay on the farm will not be satisfied with life as it was. Children of illiterate European peasants are becoming educated citizens in these “united states.” That combination of freedom and education is empowering....

Industry brings wealth to many, but it is an uneven affair, and for the workers it frequently means only long working hours and terrible factory conditions. Thomas Jefferson, who has seen the squalor and misery in England’s new industrial cities, is alarmed, and wants no part of it. “I view cities as pestilent to the morals, the health, and the liberation of man,” he scolds. But most Americans aren’t listening. The country is now doubling its population every two decades. It is still overwhelmingly rural, but cities hold excitement and jobs.

Source Information: These excerpts are from “Wake Up, America: Independence and Industry” in Joy Hakim’s *Freedom: A History of US*. The excerpts refer to the huge shift from a society based mainly on independent farmers to the beginnings of an industrial society of factories and wage-earning laborers. The shift was just beginning in America in the early 1800s. This book is a secondary source.

Source: Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2003.

Student Handout

Document 2: A Primary Source

Please forgive me for not writing to you since I left home six months ago. Never in my fifteen years has the time seemed to pass so swiftly. Whenever I can, I write to my folks since I am the oldest and the first to leave home to work in the mills. I feel so proud that I now support myself. I am also able to save money toward my dowry and still have some left for an occasional luxury. I now have a sense of being on my own that I never had on the farm, and as you will see I have learned many things....

Our working conditions, however, are less than ideal and it has led to public debate over more than one issue. Some of the operatives (which is what mill workers are called) are trying to get our working day cut to ten hours. They are also asking for better wages, more time for meals and a healthier working environment. These requests have not yet been answered by the management.

Source Information: Lowell was one of America's first industrial towns. Its textile mill owners also hoped to make it an ideal industrial community. Lowell's mill workers before the Civil War were mainly young single women from New England farming communities. Most were in their teens or early 20s. They often signed up to work for a year at a time. Many of them worked for just a few years before returning home to get married, head west, or seek out jobs elsewhere. This is part of a letter to a cousin by Adeleen Blake, a young worker in the Lowell textile mills in 1840, as reproduced in *The Lowell Experience*, on Social Studies School Service's Active Classroom.

Source: Burack, Jonathan. *The Lowell Experience: Debating the Documents*. Culver City, CA: MindSparks, 2004.

Assessment Questions

1. In Document 1, Joy Hakim makes several general points about early industrialism in America. Document 2 is a primary source about one early industrial worker's experience. Does Document 2 support all of what Hakim claims about early industrial America? Explain your answer.
2. What other kinds of sources would be needed to fully assess how accurate Hakim's views are?

The New Nation

Writing Assignment 1

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develop those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ Evaluating Student Responses to Writing Assignment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling and punctuation?

The New Nation: Writing Assignment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you *do* or *do not* agree with the following statement: *“The new U.S. Constitution did give the nation a stronger federal government. However, the geographic, economic and social changes that soon set in made it clear the new federal system could not guide the nation that well in meeting its growing challenges.”*

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *The New Nation* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

The New Nation

Writing Assignment 2

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be formative more than summative. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The New Nation: Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ Evaluating Student Responses to Writing Assignment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling and punctuation?

The New Nation: Writing Assignment 2

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

In 1789, the U.S. Constitution was adopted as the basic set of rules for a new federal government. The year is 1825. You are a diplomat in the U.S. representing a small European nation. In your nation, public calls for a new, more democratic system are growing. Your government has asked you to evaluate the way the U.S. federal system is working out for the young republic of the United States. Your task in this assignment is to write an essay in response to this request.

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *The New Nation* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

Bibliography

- Bachmann, John, photographer. "Bird's Eye View of New-York & Brooklyn." Lithograph. New York: A. Guerber & Co., c1851. From Library of Congress, *Popular Graphic Arts*. Accessed August 4, 2013. <http://www.loc.gov/pictures/item/90707101/>.
- Burack, Jonathan. *The Lowell Experience: Debating the Documents*. Culver City, CA: MindSparks, 2004.
- Dueno, Stephanie. "The Canal That Made New York." *Museum of the City of New York*. Accessed August 7, 2013. <http://www.mcny.org/images/content/1/5/15051.pdf>.
- "Foreign Relations December 9, 1811." *Annals of Congress*. House of Representatives, 12th Congress, 1st Session. Washington: Gales and Seaton, 1853, pg. 425–426. From Library of Congress, *A Century of Law Making for a New Nation: US Congressional Documents and Debates, 1774–1875*. Accessed August 4, 2013. <http://memory.loc.gov/cgi-bin/ampage?collid=llac&fileName=023/llac023.db&recNum=209>.
- Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2003.
- Hosack, David, ed. 1829. *Memoir of De Witt Clinton*. Google Books. http://books.google.com/books/about/Memoir_of_De_Witt_Clinton.html?id=QV4C80-c6vUC.
- Jefferson, Thomas. "First Inaugural Address." Bartleby. Accessed September 4, 2013. <http://www.bartleby.com/124/pres16.html>.
- "Jefferson's Opinion on the Constitutionality of a National Bank: 1791." Avalon Project. Accessed August 4, 2013. http://avalon.law.yale.edu/18th_century/bank-tj.asp.
- Linn, John B. and William H. Egle, eds. 1896. "Papers Relating to What Is Known as the Whiskey Insurrection in Western Pennsylvania." *Pennsylvania Archives*. Vol. 4. Fold3. <http://www.fold3.com/image/3094192/>.
- "Punishment of Crime July 10, 1798." *Annals of Congress*. House of Representatives, 5th Congress, 2nd Session. Washington: Gales and Seaton, 1849, pg. 2147, 2150. From Library of Congress, *A Century of Law Making for a New Nation: US Congressional Documents and Debates, 1774–1875*. Accessed August 4, 2013. <http://memory.loc.gov/ammem/amlaw/lwaclink.html>.
- Street Law, Inc. and the Supreme Court Historical Society. "McCulloch v. Maryland (1819)." Landmark Cases of the Supreme Court. Accessed August 4, 2013. http://www.streetlaw.org/en/landmark/cases/mcculloch_v_maryland#Tab=Overview.
- To the Senate and Representatives of the United States, in Congress Assembled. 1798. Pamphlet. From Library of Congress, An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera*. Accessed August 4, 2013. [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+22400900\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+22400900))).
- Willard, Emma. 1819. *An Address to the Public: Particularly to the Members of the Legislature of New-York, Proposing a Plan for Improving Female Education*. Internet Archive. http://archive.org/stream/addressespublic00willrich/addressespublic00willrich_djvu.txt.

