

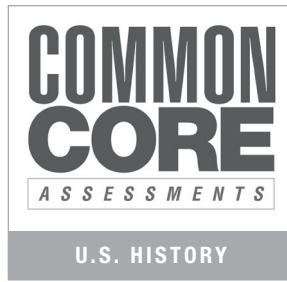
U.S. HISTORY

## Westward Expansion

# COMMON CORE

*A S S E S S M E N T S*

MindSparks  
CHALLENGING STUDENTS TO THINK HISTORICALLY



# Westward Expansion

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# Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about westward expansion. 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 students' 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.

# Westward Expansion 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 *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.

*Westward Expansion: 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 note, especially, Jefferson's expectation that Lewis would find the "most direct and practicable water communication across this continent." Later, he says Lewis should seek a "portage between the heads of the Missouri & the water offering the best communication with the Pacific Ocean." This suggests a brief crossing from one direct water route to another direct route out of the Rockies all the way to the Pacific Ocean. Acceptable responses to the second assessment question should note the passage's description of Lemhi Pass on the Continental Divide where Lewis and Jefferson expected, mistakenly, to find a short portage to a river to the Pacific. Lewis's quoted remarks explain what surprised him about that location. The details about the "dream" of a Northwest Passage help explain why this moment was such a turning point in history.

## Westward Expansion: 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

*The object of your mission is to explore the Missouri River and such principal stream of it, as, by its course and communication with the water of the Pacific ocean may offer the most direct and practicable water communication across this continent, for the purposes of commerce.*

*Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river, & especially at the mouths of rivers, at rapids, at islands & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognized hereafter. The courses of the river between these points of observation may be supplied by the compass, the log-line & by time, corrected by the observations themselves. The variations of the compass too, in different places should be noticed.*

*The interesting points of the portage between the heads of the Missouri & the water offering the best communication with the Pacific ocean should be fixed by observation, & the course of that water to the ocean, in the same manner as that of the Missouri.*

**Source Information:** In 1803, President Jefferson sent a team to explore the northwest and discover a route to the Pacific Ocean. In 1804, Meriwether Lewis and William Clark led this team up the Missouri River. They crossed the Rocky Mountains, struggled to locate the Columbia River, traveled down it and reached the Pacific Ocean in November 1805. They returned with much new information on the native peoples, the resources, and the lands they explored. Before the expedition left, Jefferson wrote down a long list of instructions for Lewis. This document is one small excerpt from those instructions.

Source: Jefferson, Thomas. "Jefferson's Instructions to Meriwether Lewis." *Thomas Jefferson's Monticello*. <http://www.monticello.org/site/jefferson/jeffersons-instructions-to-meriwether-lewis>.

**Document 2: A Secondary Source**

It took Lewis and Clark more than a year to travel from St. Louis, up the Missouri, to the edge of the Rocky Mountains. A crucial moment in their adventure awaited Lewis as he climbed up from the headwaters of the Missouri to what is now Lemhi Pass on the Montana-Idaho border. He had reached the Continental Divide. From that point, waters on the eastern side flowed to the Mississippi and on the western side to the Pacific. Until that moment, Lewis had expected to find what Jefferson hoped he would find—a short portage from the headwaters of the Missouri to rivers flowing directly west to the Pacific Ocean. Instead, he tells us, “We proceeded on to the top of the dividing ridge from which I discovered immense ranges of high mountains still to the west of us with their tops partially covered with snow.” Mountains and more mountains as far as he could see. Until then, a dream had been kept alive from the time of the first explorers of North America to the age of Jefferson. It was the dream of an easy, nearly all-water route across North America to the Pacific Ocean and Asia. It turned out this imagined and longed-for Northwest Passage did not exist. A dream died that day, August 12, 1805, and the first person to realize it was probably Meriwether Lewis himself.

**Source Information:** This document is a secondary source about the Lewis and Clark expedition. 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 Lewis and Clark expedition. 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. What details in Document 1 help explain why Jefferson was so hopeful as to what Lewis would learn about the route to the Pacific Ocean?
2. What details in Document 2, the secondary source, help explain why this aspect of the Lewis and Clark expedition was so surprising and such a turning point?



# Westward Expansion 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.

*Westward Expansion: 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 note, especially, Jefferson's expectation that Lewis would find the “most direct and practicable water communication across this continent.” Later, he also says Lewis should find a “portage between the heads of the Missouri & the water offering the best communication with the Pacific ocean.” This suggests a brief crossing from one direct water route to another direct route out of the Rockies all the way to the Pacific Ocean. Document 2 makes it clear this easy passage did not exist and the expedition would have to travel over much mountainous terrain before finding its way to the Pacific. Acceptable responses to the second assessment question should note the details in Document 2 explaining the “dream” of a Northwest Passage. The end of this dream marked a major turning point in history, given that the desire to find such an all-water route had inspired explorers for centuries.

## Westward Expansion: 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: (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

*The object of your mission is to explore the Missouri River and such principal stream of it, as, by its course and communication with the water of the Pacific ocean may offer the most direct and practicable water communication across this continent, for the purposes of commerce.*

*Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river, & especially at the mouths of rivers, at rapids, at islands & other places & objects distinguished by such natural marks & characters of a durable kind, as that they may with certainty be recognized hereafter. The courses of the river between these points of observation may be supplied by the compass, the log-line & by time, corrected by the observations themselves. The variations of the compass too, in different places should be noticed.*

*The interesting points of the portage between the heads of the Missouri & the water offering the best communication with the Pacific ocean should be fixed by observation, & the course of that water to the ocean, in the same manner as that of the Missouri.*

**Source Information:** In 1803, President Jefferson sent a team to explore the northwest and discover a route to the Pacific Ocean. In 1804, Meriwether Lewis and William Clark led this team up the Missouri River. They crossed the Rocky Mountains, struggled to locate the Columbia River, traveled down it and reached the Pacific Ocean in November 1805. They returned with much new information on the native peoples, the resources, and the lands they explored. Before the expedition left, Jefferson wrote down a long list of instructions for Lewis. This document is one small excerpt from those instructions.

Source: Jefferson, Thomas. "Jefferson's Instructions to Meriwether Lewis." *Thomas Jefferson's Monticello*. <http://www.monticello.org/site/jefferson/jeffersons-instructions-to-meriwether-lewis>.

# Student Handout

## Document 2: A Secondary Source

It took Lewis and Clark more than a year to travel from St. Louis, up the Missouri, to the edge of the Rocky Mountains. A crucial moment in their adventure awaited Lewis as he climbed up from the headwaters of the Missouri to what is now Lemhi Pass on the Montana-Idaho border. He had reached the Continental Divide. From that point, waters on the eastern side flowed to the Mississippi and on the western side to the Pacific. Until that moment, Lewis had expected to find what Jefferson hoped he would find—a short portage from the headwaters of the Missouri to rivers flowing directly west to the Pacific Ocean. Instead, he tells us, “We proceeded on to the top of the dividing ridge from which I discovered immense ranges of high mountains still to the west of us with their tops partially covered with snow.” Mountains and more mountains as far as he could see. Until then, a dream had been kept alive from the time of the first explorers of North America to the age of Jefferson. It was the dream of an easy, nearly all-water route across North America to the Pacific Ocean and Asia. It turned out this imagined and longed-for Northwest Passage did not exist. A dream died that day, August 12, 1805, and the first person to realize it was probably Meriwether Lewis himself.

**Source Information:** This document is a secondary source about the Lewis and Clark expedition. 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 Lewis and Clark expedition. 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. Citing specific details from both of these documents, explain why the Lewis and Clark expedition resulted in a major disappointment for both Jefferson and Lewis.
2. In what way does Document 2 help to understand the broader significance of the details in Jefferson’s instructions to Lewis in Document 1?

# Westward Expansion 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.

*Westward Expansion: 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 refer specifically to examples showing the wide range of people and activities in the camp. These details should be used to help clarify Palmer's central idea—that the people moving west brought all aspects of their society with them. They were not escaping from their civilization; they were bringing it with them. Or as he puts it, they were “but a small portrait of the great world we left behind.” Acceptable answers to the second assessment question may vary. Some may be surprised at the mix of social types; others simply at the large size of the camp. Responses could lead to a discussion of stereotypical views people may hold as to who the settlers were and what Western settlement as a process was like.

## Westward Expansion: 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.

### A Primary Source Document

*An unoccupied spectator who could have beheld our camp today would think it a singular spectacle. The hunters returning with the spoil, some erecting scaffolds, and others drying meat. Of the women, some were washing, some ironing, some baking. At two of the tents, the fiddle was employed in uttering its unaccustomed voice among the solitudes of the Platte River. At one tent, I heard singing; at others the occupants were engaged in reading, some the Bible, others poring over novels. While all this was going on, that nothing might be wanting to complete the harmony of the scene, a Carmelite preacher named Foster was reading a hymn, preparatory to religious worship. The fiddles were silenced, and those who had been occupied with the amusements, betook themselves to cards. Such is but a small portrait of the great world we left behind us when we crossed the line that separates civilized man from the wilderness. But even here the variety of occupation, the active exercise of body and mind, either in labor or pleasure, the coming of evil and good, all show that this miniature portrait is a true one.*

**Source Information:** The Oregon Trail was a 2,000-mile route for settlers heading west by foot, horse-back and wagons. From jumping off points mainly in Missouri, the trail ran all the way to the Willamette Valley in Oregon. Other trails branched off from it, including one heading to California. Its heaviest use was from the 1830s to the 1860s, during which perhaps 400,000 settlers used it. This document is an excerpt from the diary of one settler, Joel Palmer of Indiana. The passage from his journal is dated June 15, 1845. His company was far out on the prairie in what is now Nebraska. Some of the men had just returned from hunting buffalo. The excerpt is adapted from Palmer's *Journal of Travels over the Rocky Mountains, 1845–1846* (Cleveland, Ohio: The Arthur H. Clark Company, 1906) and can be accessed online at <http://freepages.history.rootsweb.ancestry.com/~jkidd/books/Palmer/04.htm>.

### Assessment Questions

1. Palmer says in this passage, “Such is but a small portrait of the great world we had left behind us.” Explain why this is the central idea of this passage. Cite two or three of the details in the passage to support your explanation.
2. Palmer stresses the variety of people in his camp. What most surprises you about the scene he describes? Why?



# Westward Expansion 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.

*Westward Expansion: 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 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

In answering the first assessment question, choices may vary somewhat. However, most of this passage consists of specific examples illustrating the variety of life in the camp, all leading to this summative sentence: "Such is but a small portrait of the great world we left behind us when we crossed the line that separates civilized man from the wilderness." This sentence and the details that precede it should be used to help clarify Palmer's central idea—that the people moving west brought all aspects of their society with them. They were not escaping from their civilization; they were bringing it with them. Acceptable answers to the second assessment question may vary. Many inferences could be made, such as ones about the size of the groups that moved west together, their degree of self-organization, the educational levels of people, the amount of religious diversity among them, the roles of men and women, etc.

## Westward Expansion: 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.

### A Primary Source Document

*An unoccupied spectator who could have beheld our camp today would think it a singular spectacle. The hunters returning with the spoil, some erecting scaffolds, and others drying meat. Of the women, some were washing, some ironing, some baking. At two of the tents, the fiddle was employed in uttering its unaccustomed voice among the solitudes of the Platte River. At one tent, I heard singing; at others the occupants were engaged in reading, some the Bible, others poring over novels. While all this was going on, that nothing might be wanting to complete the harmony of the scene, a Carmelite preacher named Foster was reading a hymn, preparatory to religious worship. The fiddles were silenced, and those who had been occupied with the amusements, betook themselves to cards. Such is but a small portrait of the great world we left behind us when we crossed the line that separates civilized man from the wilderness. But even here the variety of occupation, the active exercise of body and mind, either in labor or pleasure, the coming of evil and good, all show that this miniature portrait is a true one.*

**Source Information:** The Oregon Trail was a 2,000-mile route for settlers heading west by foot, horse-back and wagons. From jumping off points mainly in Missouri, the trail ran all the way to the Willamette Valley in Oregon. Other trails branched off from it, including one heading to California. Its heaviest use was from the 1830s to the 1860s, during which perhaps 400,000 settlers used it. This document is an excerpt from the diary of one settler, Joel Palmer of Indiana. The passage from his journal is dated June 15, 1845. His company was far out on the prairie in what is now Nebraska. Some of the men had just returned from hunting buffalo. The excerpt is adapted from Palmer's *Journal of Travels over the Rocky Mountains, 1845–1846* (Cleveland, Ohio: The Arthur H. Clark Company, 1906) and can be accessed online at <http://freepages.history.rootsweb.ancestry.com/~jkidd/books/Palmer/04.htm>.

### Assessment Questions

1. Choose one single sentence from this passage that you feel best sums up its central idea. Explain your choice.
2. What else can you infer from just this one passage about the way settlers traveled west on the Oregon Trail?

# Westward Expansion 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

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*Westward Expansion: 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 interact together to describe a process or develop a central idea. This activity assesses the students’ 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 first assessment question should produce an outline that covers these points:

1. Dig up earth and put it in a sieve on a cradle.
2. Wash the dirt through the sieve to the bottom of the cradle, where gold and black sand collect.
3. Throw away the roots, etc., still in the sieve.
4. After several washings, put contents of cradle in a pan.
5. Dip the pan in water, stir it, and pour off water and floating sand.
6. Repeat this until the sand is washed away and gold is left at the bottom of the pan.

Answers to the second assessment question may vary given that it is not absolutely clear what the connection was, if any. However, it could be the drudgery of the work led Walker to think also about the high prices miners faced in relation to what they could earn for their gold.

## Westward Expansion: 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:** 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).

### A Primary Source Document

*Mon. Sep. 10th*

*We arrived at Bear River in the afternoon, where we found a large number of emigrants engaged in digging and washing gold. The method of operation was very simple: one man dug the earth and put it into a sieve attached to a cradle, which a second man washed, rocked and poured water upon. After sufficiently washing the earth, it passed through the sieve in to the bottom of the cradle, which is open at one end, where the water passes out, leaving only particles of gold and black sand in the bottom. In the sieve, remaining particles of rocks and roots are thrown away. After washing a sufficient quantity of earth (generally from 20 to 50 pans full), the contents of the cradle are put into a pan and washed. This operation is performed by dipping the pan in the water and shaking and stirring it to keep the contents loose, then pouring the water off. This is repeated until the sand is all floated off with water. The gold being much heavier, soon deposits itself in the bottom of the pan. An experienced hand will perform this operation in 10 minutes without losing a particle of gold. The amount thus collected by the miners on Bear River was from \$4 to \$16, and sometimes even \$50 dollars per day, each, according to the luck of the miner. Provisions were very high here. Flour \$40 per hundred, Pork and Bacon \$1 per lb. Other things in proportion. Gold-rockers were worth \$40. Shovels \$10. Picks \$10. and so on.*

**Source Information:** William Z. Walker traveled by ox and mule team from Boston, Massachusetts, to Sacramento, California, in 1849, during the California gold rush. He continued to keep his diary once he got to California. This document is his entry for September 10, 1849. In it, he describes a party panning for gold and comments on the high prices a prospector had to pay for provisions. Walker’s entire diary is available online at the “Library of Congress, American Memory: Trails to Utah and the Pacific: Diaries and Letters, 1846–1869.” This passage is adapted from pages 135–137 of Walker’s diary and can be accessed at [http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field\(DOCID+@lit\(dia11827\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field(DOCID+@lit(dia11827))).

### Assessment Questions

1. Based on this passage, create a brief outline of the steps Walker describes in panning for gold.
2. Why do you think Walker followed up this description of panning for gold with his remarks about earnings and the prices of goods?

# Westward Expansion Assessment 3

*Advanced Level*

## Teacher Instructions

*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

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*Westward Expansion: 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 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the students' 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 produce an outline that covers these points:

1. *Dig up earth and put it in a sieve on a cradle.*
2. *Wash the dirt through the sieve to the bottom of the cradle, where gold and black sand collect.*
3. *Throw away the roots, etc., still in the sieve.*
4. *After several washings, put contents of cradle in a pan.*
5. *Dip the pan in water, stir it, and pour off water and floating sand.*
6. *Repeat this until the sand is washed away and gold is left at the bottom of the pan.*

Answers to the second assessment question may vary. The passage suggests this form of gold mining was labor intensive and used simple tools. It is clear from the last part of the entry that the money miners could earn was not great compared with the prices they paid for goods. All this suggests it would be easy for more mechanized and efficient mining operations to buy up land and compete effectively against these small-scale operators.

## Westward Expansion: 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.

### A Primary Source Document

*Mon. Sep. 10th*

*We arrived at Bear River in the afternoon, where we found a large number of emigrants engaged in digging and washing gold. The method of operation was very simple: one man dug the earth and put it into a sieve attached to a cradle, which a second man washed, rocked and poured water upon. After sufficiently washing the earth, it passed through the sieve in to the bottom of the cradle, which is open at one end, where the water passes out, leaving only particles of gold and black sand in the bottom. In the sieve, remaining particles of rocks and roots are thrown away. After washing a sufficient quantity of earth (generally from 20 to 50 pans full), the contents of the cradle are put into a pan and washed. This operation is performed by dipping the pan in the water and shaking and stirring it to keep the contents loose, then pouring the water off. This is repeated until the sand is all floated off with water. The gold being much heavier, soon deposits itself in the bottom of the pan. An experienced hand will perform this operation in 10 minutes without losing a particle of gold. The amount thus collected by the miners on Bear River was from \$4 to \$16, and sometimes even \$50 dollars per day, each, according to the luck of the miner. Provisions were very high here. Flour \$40 per hundred, Pork and Bacon \$1 per lb. Other things in proportion. Gold-rockers were worth \$40. Shovels \$10. Picks \$10. and so on.*

**Source Information:** William Z. Walker traveled by ox and mule team from Boston, Massachusetts, to Sacramento, California, in 1849, during the California gold rush. He continued to keep his diary once he got to California. This document is his entry for September 10, 1849. In it, he describes a party panning for gold and comments on the high prices a prospector had to pay for provisions. Walker's entire diary is available online at the "Library of Congress, American Memory: Trails to Utah and the Pacific: Diaries and Letters, 1846–1869." This passage is adapted from pages 135–137 of Walker's diary and can be accessed at [http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field\(DOCID+@lit\(dia11827\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/upbover:@field(DOCID+@lit(dia11827))).

### Assessment Questions

1. Create an outline of the gold panning process as Walker describes it here.
2. Gold mining of this sort by small groups of individuals was soon replaced by larger mining companies. Does this passage suggest why those companies could succeed in doing this? Explain your answer.

# Westward Expansion 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.

*Westward Expansion:* 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 students' 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 translate these phrases into ordinary language of a sort that would allow a reader to see clearly the basic details of this article in the law. They should then be able to use their translations in answering the second assessment question in a brief paragraph such as this one:

This entire territory is a part of the United States, subject to the Articles of Confederation, future constitutional changes, and all other U.S. laws. The inhabitants must pay their share of the federal government's debts and other expenses, according to the same rules Congress applies to all other states. Lawmakers in these districts or new states will set and collect taxes for these purposes in a timely way as determined by Congress. These lawmakers may not interfere with sales of land by Congress or with any regulations Congress imposes on those who purchase land. Nor can they tax the property of the United States or impose higher taxes on nonresident as opposed to resident property owners. Navigable waters leading to the Mississippi or St. Lawrence will be free to all to use, without any tax or duty imposed on them.

## Westward Expansion: 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.

### A Primary Source Document

**Article 4:** *The said territory, and the States which may be formed therein, shall forever remain a part of this Confederacy of the United States of America, subject to the Articles of Confederation, and to such alterations therein as shall be constitutionally made; and to all the acts and ordinances of the United States in Congress assembled, conformable thereto. The inhabitants and settlers in the said territory shall be subject to pay a part of the federal debts ... [and] expenses of government, to be apportioned on them by Congress according to the same common rule and measure by which apportionments thereof shall be made on the other States. And the taxes for paying their proportion shall be laid and levied by the authority and direction of the legislatures of the district or districts, or new States, as in the original States, within the time agreed upon by the United States in Congress assembled. The legislatures of those districts or new States, shall never interfere with the primary disposal of the soil by the United States in Congress assembled, nor with any regulations Congress may find necessary for securing the title in such soil to the bona fide purchasers. No tax shall be imposed on lands the property of the United States; and, in no case, shall nonresident proprietors be taxed higher than residents. The navigable waters leading into the Mississippi and St. Lawrence, and the carrying places between the same, shall be common highways and forever free, as well to the inhabitants of the said territory as to the citizens of the United States, and those of any other States that may be admitted into the confederacy, without any tax, impost, or duty there for.*

**Source Information:** The Northwest Ordinance was adopted on July 13, 1787. It organized the Northwest Territory of the United States from lands north and west of the Ohio River and east of the Mississippi. It outlined a process for admitting new states to the Union, and provided that such new states would be equal to the original thirteen states. It was a major accomplishment of the Confederation Congress of the United States, which governed according to the Articles of Confederation. The Northwest Ordinance protected civil liberties and outlawed slavery in the new territories. This document is only one part of the Ordinance, its Article 4. The text of the entire Northwest Ordinance is available online at the Library of Congress, *American Memory: Documents from the Continental Congress and the Constitutional Convention, 1774–1789*, and can be accessed at [http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc22501\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc22501))).

*Student Handout*

## Assessment Questions

1. Four parts of this article are underlined. Write brief explanations of each of these four parts of the document.
2. Using your answers to the first question, rewrite this article in language most people can understand easily.



# Westward Expansion 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*

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*Westward Expansion: 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 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 students' 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 translate these phrases into ordinary language and use them in a brief paragraph such as this one:

*This entire territory is a part of the United States, subject to the Articles of Confederation, future constitutional changes, and all other U.S. laws. The inhabitants must pay their share of the federal government's debts and other expenses, according to the same rules Congress applies to all other states. Lawmakers in these districts or new states will set and collect taxes for these purposes in a timely way as determined by Congress. These lawmakers may not interfere with sales of land by Congress or with any regulations Congress imposes on those who purchase land. Nor can they tax the property of the United States or impose higher taxes on nonresident as opposed to resident property owners. Navigable waters leading to the Mississippi or St. Lawrence will be free to all to use, without any tax or duty imposed on them.*

Answers to the second assessment question should note the key theme of the Ordinance, that territories will ultimately be admitted as states equal in rights and duties to all the other states. This meant they would not be colonies in any sort of subordinate status in relation to the rest of the country.

## Westward Expansion: 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).

### A Primary Source Document

**Article 4:** *The said territory, and the States which may be formed therein, shall forever remain a part of this Confederacy of the United States of America, subject to the Articles of Confederation, and to such alterations therein as shall be constitutionally made; and to all the acts and ordinances of the United States in Congress assembled, conformable thereto. The inhabitants and settlers in the said territory shall be subject to pay a part of the federal debts... [and] expenses of government, to be apportioned on them by Congress according to the same common rule and measure by which apportionments thereof shall be made on the other States. And the taxes for paying their proportion shall be laid and levied by the authority and direction of the legislatures of the district or districts, or new States, as in the original States, within the time agreed upon by the United States in Congress assembled. The legislatures of those districts or new States, shall never interfere with the primary disposal of the soil by the United States in Congress assembled, nor with any regulations Congress may find necessary for securing the title in such soil to the bona fide purchasers. No tax shall be imposed on lands the property of the United States; and, in no case, shall nonresident proprietors be taxed higher than residents. The navigable waters leading into the Mississippi and St. Lawrence, and the carrying places between the same, shall be common highways and forever free, as well to the inhabitants of the said territory as to the citizens of the United States, and those of any other States that may be admitted into the confederacy, without any tax, impost, or duty there for.*

**Source Information:** The Northwest Ordinance was adopted on July 13, 1787. It organized the Northwest Territory of the United States from lands north and west of the Ohio River and east of the Mississippi. It outlined a process for admitting new states to the Union, and provided that such new states would be equal to the original thirteen states. It was a major accomplishment of the Confederation Congress of the United States, which governed according to the Articles of Confederation. The Northwest Ordinance protected civil liberties and outlawed slavery in the new territories. This document is only one part of the Ordinance, its Article 4. The text of the entire Northwest Ordinance is available online at the Library of Congress, *American Memory: Documents from the Continental Congress and the Constitutional Convention, 1774–1789*, and can be accessed at [http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field\(DOCID+@lit\(bdsdcc22501\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc22501))).



# Westward Expansion 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.

*Westward Expansion: 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, 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 students' 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*

The acceptable responses to the first assessment question should note that the four paragraphs deal with the concept of the "Indian" in general, seeking to define the Indian in a more complex way that would win the sympathy of Boudinot's mainly non-Indian audience. As to the second assessment question, answers should note that Boudinot basically draws a sharp contrast between two types of Indians. The older type of Indian is depicted in a stereotypical way as a "savage." Boudinot contrasts this type, who he says is passing from the scene, with himself and many others who have become educated and have fully adapted to modern ways. In this sense the passage could reasonably be said to have a "compare and contrast" structure.

## Westward Expansion: 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).

### Document 1: A Primary Source

*To those who are unacquainted with the manners, habits, and improvements of the aborigines of this country, the term "Indian" carries with it ideas the most repelling and degrading. But such impressions, originating as they frequently do from long-held prejudices (although they hold too true when applied to some), do great injustices to many of this race of beings.*

*Perhaps there are some even in this enlightened assembly, who at the bare sight of an Indian, or at the mention of the name, would imagine ancient times, back to the ravages of savage warfare, to the yells pronounced over the mangled bodies of women and children, thus creating an opinion, inapplicable and highly injurious to those for whose temporal interest and eternal welfare, I come to plead.*

*What is an "Indian"? Is he not formed of the same materials with yourself? "Of one blood God created all the nations that dwell on the face of the earth." It is true that he is ignorant, that he is a heathen, that he is a savage. Yet he is no more than all others have been under similar circumstances. Eighteen centuries ago what were the inhabitants of Great Britain?*

*You here behold an "Indian." My kindred are "Indians," and my fathers sleeping in the wilderness grave—they too were "Indians." But I am not as my fathers were—broader means and nobler influences have fallen upon me. Yet I was not born, as thousands are, in a stately home and amid the congratulations of the great. For on a little hill, in a lonely cabin, overspread by the forest oak, I first drew my breath. And in a language unknown to learned and polished nations, I learned to lisp my fond mother's name. Since then, I have had greater advantages than most of my race. I now stand before you delegated by my native country to seek her interest, to labor for her respectability, and by my public efforts to assist in raising her to an equal standing with other nations of the earth.*

**Source Information:** Elias Boudinot was a leader in the Cherokee Nation. His name at birth was Gallegina Uwati. He was educated in mission schools, and later adopted the name Elias Boudinot after a statesman and missionary of that name. He believed the Cherokees had to adapt to American culture and adopt its ways. He sought to unify the Cherokee Nation as the editor of the Cherokee Phoenix, the first Native American newspaper. In 1826, he raised money for a school and printing press by delivering his "Address to the Whites" throughout the country. This passage is adapted from the first part of Boudinot's speech as he gave it to the First Presbyterian Church in Philadelphia, May 26, 1826. Accessed at <http://nationalhumanitiescenter.org/pds/triumphnationalism/expansion/text3/addresswhites.pdf>.



# Student Handout

## Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here is one such text structure:

- *Definition Structure: A definition of a term, process, or concept, along with examples and different aspects of whatever is being defined.*

Explain why this describes the text structure for these paragraphs of Boudinot’s speech.

2. Here is another type of text structure:

- *Compare and Contrast: A pattern showing what is similar and what is different in two events, examples, processes, etc.*

Given how Boudinot develops the concept of the “Indian,” why might a “Compare and Contrast” structure also describe these paragraphs?

# Westward Expansion 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*

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*Westward Expansion: 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 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, 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 students' 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*

For the first assessment question, the best choice may be "definition structure," although a case can be made also for "compare and contrast," and best responses will see that both are possible. As to the "Definition Structure," the passage deals with the concept of the "Indian" in general and seeks to define the Indian in a broader and more complex way than was common. However, Boudinot does also draw a sharp contrast between two types of Indians—an older type depicted in a stereotypical way as a "savage," and a new type described as educated and as fully adapted to modern Western ways. This does give the passage a "compare and contrast" structure. As to the second assessment question, answers should note that Boudinot claims the traditional Indian is passing from the scene. He presents himself as a new, modern Indian and seeks to assure his audience that this less threatening Indian is the wave of the future. His purpose is clearly to win the sympathy of what was likely a mainly non-Indian audience.

## Westward Expansion: 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.

### A Primary Source Document

*To those who are unacquainted with the manners, habits, and improvements of the aborigines of this country, the term “Indian” carries with it ideas the most repelling and degrading. But such impressions, originating as they frequently do from long-held prejudices (although they hold too true when applied to some), do great injustices to many of this race of beings.*

*Perhaps there are some even in this enlightened assembly, who at the bare sight of an Indian, or at the mention of the name, would imagine ancient times, back to the ravages of savage warfare, to the yells pronounced over the mangled bodies of women and children, thus creating an opinion, inapplicable and highly injurious to those for whose temporal interest and eternal welfare, I come to plead.*

*What is an “Indian”? Is he not formed of the same materials with yourself? “Of one blood God created all the nations that dwell on the face of the earth.” It is true that he is ignorant, that he is a heathen, that he is a savage. Yet he is no more than all others have been under similar circumstances. Eighteen centuries ago what were the inhabitants of Great Britain?*

*You here behold an “Indian.” My kindred are “Indians,” and my fathers sleeping in the wilderness grave—they too were “Indians.” But I am not as my fathers were—broader means and nobler influences have fallen upon me. Yet I was not born, as thousands are, in a stately home and amid the congratulations of the great. For on a little hill, in a lonely cabin, overspread by the forest oak, I first drew my breath. And in a language unknown to learned and polished nations, I learned to lisp my fond mother’s name. Since then, I have had greater advantages than most of my race. I now stand before you delegated by my native country to seek her interest, to labor for her respectability, and by my public efforts to assist in raising her to an equal standing with other nations of the earth.*

**Source Information:** Elias Boudinot was a leader in the Cherokee Nation. His name at birth was Gallegina Uwati. He was educated in mission schools, and later adopted the name Elias Boudinot after a statesman and missionary of that name. He believed the Cherokees had to adapt to American culture and adopt its ways. He sought to unify the Cherokee Nation as the editor of the Cherokee Phoenix, the first Native American newspaper. In 1826, he raised money for a school and printing press by delivering his “Address to the Whites” throughout the country. This passage is adapted from the first part of Boudinot’s speech as he gave it to the First Presbyterian Church in Philadelphia, May 26, 1826. Accessed at <http://nationalhumanitiescenter.org/pds/triumphnationalism/expansion/text3/addresswhites.pdf>.

## **Assessment Questions**

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:

- Compare and Contrast: A pattern showing what is similar and what is different in two events, examples, processes, etc.
- Problem/Solution: A problem or question is presented and a solution or series of steps in a solution follows.
- Definition Structure: A definition of a term, process, or concept, along with examples and different aspects of whatever is being defined.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

2. In developing his concept of the “Indian” here, what overall point does Boudinot want his audience to accept?

# Westward Expansion 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.

*Westward Expansion: 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 be able to see that Document 1 expresses a hostile attitude toward the Indians, describing the Indians as the instigators of all the attacks and depicting settlers only as responding to these violent deeds defensively. Document 2 is more complex. Some of Lucia Williams’s terms may seem somewhat loaded and biased—“savage,” “a beggarly set,” etc. However, she also shows concern and sympathy for some of the Indians she encounters. She is careful to distinguish different tribes with different customs, and does not lump them all into a single stereotype. Acceptable answers to the second assessment question may vary, but should notice that Document 1 is very vague and general in its description of Indian-settler warfare, whereas Document 2 is detailed and specific in its descriptions of the interactions Williams observed. This more careful attention to detail might itself reveal a difference in point of view or attitude.

## Westward Expansion: 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

*We have had a great deal of Indian difficulty both North and South, there has been a great many men and women and children killed in Oregon. Great many families have been murdered and their houses burned and cattle driven off and destroyed. They have several women and children prisoners at this time. Our young men and a good many old men have gone to fight Indians. Our Indian war commenced about the first of September last, and we have had a great deal of difficulty with them ever since, and there is no telling when it will be over. This war caused labor to be high and money scarce.*

**Source Information:** Alfred and Phoebe Stanton and their five children moved from Indiana to Oregon in 1847. This passage is a small excerpt from Alfred’s part of an April 13, 1856, letter the couple sent from Oregon to relatives back east. The excerpt is all he had to say regarding some “Indian difficulty,” as he puts it. The troubles were part of a conflict known as the Yakima War, which took place north of the Columbia River. It broke out as settlers moved into the area and miners began seeking gold on a recently established Yakama reservation and other tribal lands. This letter is reprinted in *Covered Wagon Women: Diaries & Letters from the Western Trails, 1840–1849—Vol. 1*, edited and compiled by Kenneth L. Holmes (Lincoln, NE: University of Nebraska Press, 1995), p.91. It can be accessed online at [http://books.google.com/books?id=9i9ajDTZ9XAC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.com/books?id=9i9ajDTZ9XAC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).



# Student Handout

## Document 2: A Primary Source

*The first tribe we passed was the Omaha. They are a beggarly set. The next came the Pawnee, they are the tallest, strongest and most savage, also the noblest looking of any of the tribes I have seen. While we were camped at Shell Creek several of them came and stayed with us. They were nearly starved, their hunting excursion the fall previous having not proved successful and most of the warriors—some 300—had gone to hunt in the area disputed between them and the Sioux. The day previous to our arrival at Shell Creek, the Pawnees had taken two cows from a company of settlers, taking them as pay for passing through their country, and the settler's captain being afraid, dared not refuse. They wanted some cattle of us but did not get any.*

*1st of June. Passed the Sioux village. Their wigwams are made of buffalo skins (the Pawnees' were mud). They seemed to be a much wealthier tribe than any we have yet seen. The squaws were dressed in antelope skins, ornamented with beads. The men were also clothed with skins or blankets. They owned a great many ponies. On one of the wigwams were several scalps hung out to dry, taken from the Pawnees. They were friendly.*

*4th of June. Passed Chimney Rock and camped under Scott bluffs near two wigwams. The Indians came over to eat with us. I helped to get supper for two Indians. We gave them a knife and fork. They took the knife but refused the forks. They were well dressed in blankets, with a hood to come over the head. They were very careful to take all from their plates and tie up in a corner of their blankets. They belonged to the Cheyenne.*

**Source Information:** Like many settlers, Lucia Lorraine Williams kept a diary of her trip across the plains with her husband and children, traveling from Ohio to Oregon in 1851. Once in Oregon she wrote a long letter to her mother and included parts of her diary in it. In these passages from different days in her story, she describes various encounters with Native Americans along the way. This letter is reprinted in *Covered Wagon Women: Diaries & Letters from the Western Trails, 1851—Vol. 3*, edited and compiled by Kenneth L. Holmes (Lincoln, NE: University of Nebraska Press, 1996) pp. 134–136. It can be accessed online at [http://books.google.com/books?id=9W3ZSrJb1\\_8C&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.com/books?id=9W3ZSrJb1_8C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).

## Assessment Questions

1. What attitudes or opinions about Indians do these documents express? How do their points of view differ? Cite some details from each document to support your answer.
2. Aside from differences in point of view, how else do the documents differ in their way of describing Indian-settler interactions?

# Westward Expansion 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.

*Westward Expansion: 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 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 may vary. Responses should be evaluated by how well they connect the terms listed to specific details in Lucia Williams' account. All the terms could apply to parts of her account. At times she stresses the fears she and the other settlers felt and refers to the Indians as "savage," etc. At times, she is friendly and seems sympathetic. At yet other times, she seems curious and simply describes interactions in a neutral tone. Best answers to the second assessment question will see that the documents differ in both ways. Document 1 expresses a hostile attitude toward the Indians, describing them as the instigators of all the attacks and depicting settlers as merely responding to these violent deeds. Document 2 is more complex in its attitudes. Williams is careful to distinguish different tribes with different customs and does not lump them all into a single stereotype. As to the use of evidence, Document 1 is very vague and general in its description of Indian-settler warfare, whereas Document 2 is detailed and specific. This more careful attention to detail might itself reveal a difference in point of view—a more curious and open attitude, for example.

## Westward Expansion: 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

*We have had a great deal of Indian difficulty both North and South, there has been a great many men and women and children killed in Oregon. Great many families have been murdered and their houses burned and cattle driven off and destroyed. They have several women and children prisoners at this time. Our young men and a good many old men have gone to fight Indians. Our Indian war commenced about the first of September last, and we have had a great deal of difficulty with them ever since, and there is no telling when it will be over. This war caused labor to be high and money scarce.*

**Source Information:** Alfred and Phoebe Stanton and their five children moved from Indiana to Oregon in 1847. This passage is a small excerpt from Alfred's part of an April 13, 1856, letter the couple sent from Oregon to relatives back east. The excerpt is all he had to say regarding some "Indian difficulty," as he puts it. The troubles were part of a conflict known as the Yakima War, which took place north of the Columbia River. It broke out as settlers moved into the area and miners began seeking gold on a recently established Yakama reservation and other tribal lands. This letter is reprinted in *Covered Wagon Women: Diaries & Letters from the Western Trails, 1840–1849—Vol. 1*, edited and compiled by Kenneth L. Holmes (Lincoln, NE: University of Nebraska Press, 1995), p.91. It can be accessed online at [http://books.google.com/books?id=9i9ajDTZ9XAC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](http://books.google.com/books?id=9i9ajDTZ9XAC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).

**Document 2: A Primary Source**

*The first tribe we passed was the Omaha. They are a beggarly set. The next came the Pawnee, they are the tallest, strongest and most savage, also the noblest looking of any of the tribes I have seen. While we were camped at Shell Creek several of them came and stayed with us. They were nearly starved, their hunting excursion the fall previous having not proved successful and most of the warriors—some 300—had gone to hunt in the area disputed between them and the Sioux. The day previous to our arrival at Shell Creek, the Pawnees had taken two cows from a company of settlers, taking them as pay for passing through their country, and the settler's captain being afraid, dared not refuse. They wanted some cattle of us but did not get any.*

*1st of June. Passed the Sioux village. Their wigwams are made of buffalo skins (the Pawnees' were mud). They seemed to be a much wealthier tribe than any we have yet seen. The squaws were dressed in antelope skins, ornamented with beads. The men were also clothed with skins or blankets. They owned a great many ponies. On one of the wigwams were several scalps hung out to dry, taken from the Pawnees. They were friendly.*

*4th of June. Passed Chimney Rock and camped under Scott bluffs near two wigwams. The Indians came over to eat with us. I helped to get supper for two Indians. We gave them a knife and fork. They took the knife but refused the forks. They were well dressed in blankets, with a hood to come over the head. They were very careful to take all from their plates and tie up in a corner of their blankets. They belonged to the Cheyenne.*

**Source Information:** Like many settlers, Lucia Loraine Williams kept a diary of her trip across the plains with her husband and children, traveling from Ohio to Oregon in 1851. Once in Oregon she wrote a long letter to her mother and included parts of her diary in it. In these passages from different days in her story, she describes various encounters with Native Americans along the way. This letter is reprinted in *Covered Wagon Women: Diaries & Letters from the Western Trails, 1851—Vol. 3*, edited and compiled by Kenneth L. Holmes (Lincoln, NE: University of Nebraska Press, 1996) pp. 134–136. It can be accessed online at [http://books.google.com/books?id=9W3ZSrJb1\\_8C&printsec=frontcover&source=gbg\\_summary\\_r&ad=0#v=onepage&q&f=false](http://books.google.com/books?id=9W3ZSrJb1_8C&printsec=frontcover&source=gbg_summary_r&ad=0#v=onepage&q&f=false).

**Assessment Questions**

1. In Document 2, what is Lucia Loraine Williams' point of view about the Indians she encounters? Which, if any, of these words best sum up her view: hostile, fearful, curious, friendly, sympathetic, or some other term? Explain your choice or choices.
2. Compare Documents 1 and 2. Do you think their differences reflect different points of view mainly or different ways of using evidence? Explain your answer.

# Westward Expansion 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*

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*Westward Expansion: 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 see that all three documents in different ways support the idea expressed by Elizabeth Wood in Document 2, where she says anyone going west must “possess courage and ingenuity equal to any emergency.” Document 1’s numbers are based on various estimates, but all show that the trip west remained a very long and arduous one throughout the mid-1800s. Document 3 is a photo of only one family, it is true, but it makes clear the primitive conditions and difficult challenges facing many people who hoped to settle sparse Western regions. Answers to the second assessment question may vary. The table (Document 1) doesn’t offer any insight on this question, but the other two could. Wood’s comments clearly indicate what attractions she values—beautiful natural settings, encounters with what is new, etc.—as well as implying that she thrives even on the challenges that make such an adventure difficult. The photo in Document 3 is stark, but it also suggests the strong family solidarity of the group it depicts, and this could be a positive attraction for many people.

## Westward Expansion: Assessment 7

**Directions:** This exercise asks you to study three primary source 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 located just below or next to 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 Primary Source Table

Dates	Days to California	Days to Oregon
1841-1848	157.7	169.1
1849	131.6	129.0
1850	107.9	125.0
1850-1860	112.7	128.5
1841-1860	121.0	138.6

**Source Information:** This table provides a variety of estimated times to travel from the Mississippi across the plains and mountains to either California or Oregon. The figures show the average number of days the overland trip took during several different years or sets of years. The estimates are not exact, as information about exact jumping off places and other details was not always available. These estimates can be found in John Unruh, Jr., *The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840–60*, (Champaign IL: University of Illinois Press, 1979), page 403. This table can be accessed online at [http://www.octa-trails.org/learn/trail\\_facts.php#deaths](http://www.octa-trails.org/learn/trail_facts.php#deaths).

### Document 2: A Written Primary Source

*After experiencing so many hardships, you doubtless will think I regret taking this long and tiresome trip, and would rather go back than proceed to the end of my journey. But, no, I have a great desire to see Oregon, and besides, there are many things we meet with—the beautiful scenery of plain and mountain, and their inhabitants, the wild animals and the Indians, and natural curiosities in abundance—to compensate us for the hardships and mishaps we encounter. People who do come must not be worried or frightened at trifles; they must put up with storm and cloud as well as calm and sunshine; wade through rivers, climb steep hills, often go hungry, keep cool and good natured always, and possess courage and ingenuity equal to any emergency, and they will be able to endure unto the end. A lazy person should never think of going to Oregon.*

**Source Information:** This brief excerpt is a passage from Elizabeth Wood's diary of her journey to Oregon in 1851. This account, copied from the *Weekly Republican* of Peoria, Illinois, February 13, 1852, appears with the title "Journal of a Trip to Oregon, 1851," by Elizabeth Wood, *The Quarterly of the Oregon Historical Society*, Vol. 27, No. 1 (March 1926), page 199.



# Student Handout

## Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-DIG-ppmsca-08375.

**Source Information:** This photograph shows a family group standing in front of their sod house with a windmill on the roof of an adjoining building. The location was Coburg, Nebraska, around 1884.

### Assessment Questions

1. Westward expansion in the mid-1800s was a big challenge to every settler family. Explain how *all three* of these documents offer evidence of the nature of that challenge?
2. What attractions do you think made certain people willing to face this challenge? What evidence, if any, do these documents offer as to what those attractions were?

# Westward Expansion 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*

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*Westward Expansion: 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 assessment question may vary in that it is possible to have different personal reactions to the challenges these documents reveal. Answers should indicate that the documents all suggest in varying ways just how difficult the trip west was for settlers in the mid-1800s. Document 1's numbers are based on various estimates, but all show that the trip remained a very long and arduous one throughout the mid-1800s. This would likely lead a settler to plan carefully for such a long journey. In Document 2, Wood says anyone going west must "possess courage and ingenuity equal to any emergency." Her comments also indicate what attractions she values as well, so future settlers might assess their own ideas as to what makes such a challenging undertaking worth the effort. Document 3 makes clear the primitive conditions facing many people who settled sparse Western regions. It hints at the strong family solidarity of the group it depicts. The photo could lead a settler to consider the need for this solidarity and think about the isolation and lack of resources in such settings and how to deal with these things.

## Westward Expansion: Assessment 7

**Directions:** This exercise asks you to study three primary source 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 next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

**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 Primary Source Table

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### Document 2: A Written Primary Source

*After experiencing so many hardships, you doubtless will think I regret taking this long and tiresome trip, and would rather go back than proceed to the end of my journey. But, no, I have a great desire to see Oregon, and besides, there are many things we meet with—the beautiful scenery of plain and mountain, and their inhabitants, the wild animals and the Indians, and natural curiosities in abundance—to compensate us for the hardships and mishaps we encounter. People who do come must not be worried or frightened at trifles; they must put up with storm and cloud as well as calm and sunshine; wade through rivers, climb steep hills, often go hungry, keep cool and good natured always, and possess courage and ingenuity equal to any emergency, and they will be able to endure unto the end. A lazy person should never think of going to Oregon.*

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### Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-DIG-ppmsca-08375.

**Source Information:** This photograph shows a family group standing in front of their sod house with a windmill on the roof of an adjoining building. The location was Coburg, Nebraska, around 1884.

### Assessment Question

Imagine you are in a family in the mid-1800s. Your family is thinking about heading to Oregon. Explain how all three of these documents would influence your thinking about the challenges that lie ahead? Explain what the documents have in common and how they differ in what they show you about those challenges.

# Westward Expansion 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*

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*Westward Expansion: 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 students' 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 stress some or all of these points: Polk refers to how rapidly the lands east of the Mississippi and along the Missouri have filled up. He claims the republic has a duty to protect citizens who move even farther west, which they are already planning to do or are doing. Moreover, what he calls “increasing facilities of intercourse” (means of transportation, apparently) will soon make it far easier, almost inevitable, to bring new states in the West into the Union. Responses to the second assessment question could note that Polk is right about how rapidly the nation was filling up from east to west. He is right that thousands were already moving into the regions beyond the Rockies, and that no other power would likely be able to stop that trend. At the same time, he also uses emotional language when he asserts that the nation's title to the region is “clear and unquestionable”; or when he describes Americans as “adventurously” moving west and “establishing the blessings of self-government” wherever they go; or when he insists the “world beholds the peaceful triumphs of the industry of our emigrants.” These are all patriotic expressions that add little to the argument he is making.

## Westward Expansion: 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.

### A Primary Source Document

*Nor will it become in a less degree my duty to assert and maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to the country of the Oregon is "clear and unquestionable," and already are our people preparing to perfect that title by occupying it with their wives and children. But eighty years ago our population was confined on the west by the ridge of the Alleghenies. Within that period—within the lifetime, I might say, of some of my hearers—our people, increasing to many millions, have filled the eastern valley of the Mississippi, adventurously ascended the Missouri to its headsprings, and are already engaged in establishing the blessings of self-government in valleys of which the rivers flow to the Pacific. The world beholds the peaceful triumphs of the industry of our emigrants. To us belongs the duty of protecting them adequately wherever they may be upon our soil. The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes. The increasing facilities of intercourse will easily bring the States, of which the formation in that part of our territory cannot be long delayed, within the sphere of our federative Union.*

**Source Information:** This excerpt is from President James K. Polk's inaugural address on March 4, 1845. In this part of the address, he speaks of the need to acquire the Oregon territory and explains why it is right for the United States to incorporate this territory into the nation. The entire address can be accessed online at <http://www.bartleby.com/124/pres27.html>.

### Assessment Questions

1. President Polk says the United States has a right to the lands beyond the Rocky Mountains. What reasons does he give to support this claim?
2. What parts of Polk's claim here, if any, appear to you to be based on facts and sound reasoning, and what on opinion and emotional language only? Cite specific parts of the passage to support your answer.



# Westward Expansion 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*

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*Westward Expansion:* 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 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 students' 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 stress some or all of these points: Polk points out how rapidly the lands east of the Mississippi and along the Missouri have filled up. He claims the republic has a duty to protect citizens who move farther west, which they are already planning to do or are doing. Moreover, what he calls "increasing facilities of intercourse (means of transportation, apparently) will soon bring all these new states into the Union anyway. Judgments about how sound this reasoning is may vary, but all should note what Polk's reasons are. They could also then comment on some of the emotional and patriotic rhetoric Polk uses to enlist support for his argument. Responses to the second assessment question might point out how Polk ignores the native peoples already living in these areas and their rights, or that he ignores other great powers with claims over portions of these lands. Some may also question the idea that the republic had some automatic duty to incorporate these regions as states, or that this was the only possible way to protect citizens who move to them.

## Westward Expansion: 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.

### A Primary Source Document

*Nor will it become in a less degree my duty to assert and maintain by all constitutional means the right of the United States to that portion of our territory which lies beyond the Rocky Mountains. Our title to the country of the Oregon is “clear and unquestionable,” and already are our people preparing to perfect that title by occupying it with their wives and children. But eighty years ago our population was confined on the west by the ridge of the Alleghenies. Within that period—within the lifetime, I might say, of some of my hearers—our people, increasing to many millions, have filled the eastern valley of the Mississippi, adventurously ascended the Missouri to its headsprings, and are already engaged in establishing the blessings of self-government in valleys of which the rivers flow to the Pacific. The world beholds the peaceful triumphs of the industry of our emigrants. To us belongs the duty of protecting them adequately wherever they may be upon our soil. The jurisdiction of our laws and the benefits of our republican institutions should be extended over them in the distant regions which they have selected for their homes. The increasing facilities of intercourse will easily bring the States, of which the formation in that part of our territory cannot be long delayed, within the sphere of our federative Union.*

**Source Information:** This excerpt is from President James K. Polk’s inaugural address on March 4, 1845. In this part of the address, he speaks of the need to acquire the Oregon territory and explains why it is right for the United States to incorporate this territory into the nation. The entire address can be accessed online at <http://www.bartleby.com/124/pres27.html>.

### Assessment Questions

1. President Polk strongly asserts “the right of the United States to that portion of our territory which lies beyond the Rocky Mountains.” Explain his reasoning in support of this claim. Do you think his reasoning is sound? Why or why not?
2. Suppose someone disagreed with Polk’s view. What other facts or issues might that opponent say Polk ignores?

# Westward Expansion 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.

*Westward Expansion:* 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*

Responses to the first assessment question could note Document 1's stress on the unique extent of American growth and its use of many superlatives throughout the passage ("unequalled," "unheard of," "inexhaustible," etc.). The entire document emphasizes what it sees as America's revolutionary potential, its unique power to "promote the unbounded happiness and prosperity, of civilized and enlightened man." Answers to the second assessment question should notice that Document 1 links America's great potential to its physical size, which is also destined to increase as people move west, and to its incredible abundance of valuable natural resources. Document 2 puts this westward movement into a more objective or neutral framework, stressing the way transportation innovations and immigration accelerated population growth and westward settlement, and how these all helped to break down purely local or state loyalties.

## Westward Expansion: 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 Primary Source

*The future commerce of this infant country is destined, in a very few years, to exceed by far that of any other country of the same extent and population, in any portion of the known world. We are necessarily driven to this conclusion, when we consider the vast extent of its plains and valleys, unequalled in fertility and exuberance. Or when we consider the extraordinary variety and abundance of its productions, its unheard of uniformity and healthy climate. In fine, its unexhausted and inexhaustible resources, as well as its increasing emigration, which is annually swelling its population from hundreds to thousands, and which is destined, at no distant day to revolutionize the whole commercial, political, and moral aspect of all that highly important and delightful country. In my opinion, there is no country in the known world possessing a soil so fertile and productive, with such varied and inexhaustible resources, and a climate of such mildness, uniformity and healthfulness. Nor is there a country, in my opinion, now known, which is so eminently calculated by nature herself to promote the unbounded happiness and prosperity, of civilized and enlightened man.*

**Source Information:** This excerpt is adapted from a passage in *The Emigrants' Guide to Oregon and California*, by Lansford W. Hastings (Cincinnati, George Conklin, 1845), page 133. The entire book can be accessed online at <http://xroads.virginia.edu/~hyper/iguide/or-pref.htm>.

### Document 2: A Secondary Source

**Growing Nationalism:** One result of the War of 1812 was a growing feeling of national pride, or nationalism. Americans finally felt that they belonged to one nation. Instead of feeling loyal to their individual states, Americans felt loyal to the nation as a whole. After the war, people turned their attention to settling the West. America continued to expand its boundaries. Its population grew, too. Many new settlers came to the United States from Europe, which was finally at peace.

The postwar years (the years after the war) saw the growth of industry and manufacturing. Americans also began developing faster ways to travel. For example, new roads and canals were built. The Erie Canal was built in New York during this time. Started in 1817, this waterway took eight years to build. When it was finished, it provided an all-water route from New York to the Great Lakes.

Now, people, goods, and ideas were able to move from one part of the country to another quickly and easily. As a result, more and more of the population moved westward. Communities developed along the Great Lakes and the Mississippi and Ohio Rivers. Territories soon had enough people to become states.

**Source Information:** This short secondary source passage is called "Growing Nationalism." It is a part of a lesson titled "Westward Expansion."

Source: Taggart, Robert. *United States History*. Power Basics. Portland, ME: Walch Publishing, 2005.

# *Student Handout*

## **Assessment Questions**

1. Document 2 speaks of a “growing feeling of national pride, or nationalism.” In what ways does Document 1 reflect this spirit of pride and nationalism? Cite specific details from Document 1 to support your answer.
2. Cite details from both documents supporting the idea that westward expansion was a key factor contributing to growing American nationalism in the 1800s.

# Westward Expansion 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.

*Westward Expansion: 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 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*

Responses to the first assessment question should note that Document 1 links what it sees as America's great potential to its physical size, which is also destined to increase as people move west, and to its incredible abundance of valuable natural resources. Document 2 stresses the way transportation innovations and immigration have accelerated population growth and westward settlement. It suggests these factors are all helping to break down purely local or state loyalties. Answers to the second assessment question should notice the difference in rhetoric and tone between these documents. Document 1 depicts a unique and superior civilization of "unequalled" resources that is "destined" to "promote the unbounded happiness and prosperity, of civilized and enlightened man." Document 2 puts the westward movement into a more objective or neutral framework, stressing transportation innovations, immigration, population growth and westward settlement as factors contributing to the spirit of nationalism that Document 1 exhibits.



## Westward Expansion: 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 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 Primary Source

*The future commerce of this infant country is destined, in a very few years, to exceed by far that of any other country of the same extent and population, in any portion of the known world. We are necessarily driven to this conclusion, when we consider the vast extent of its plains and valleys, unequalled in fertility and exuberance. Or when we consider the extraordinary variety and abundance of its productions, its unheard of uniformity and healthy climate. In fine, its unexhausted and inexhaustible resources, as well as its increasing emigration, which is annually swelling its population from hundreds to thousands, and which is destined, at no distant day to revolutionize the whole commercial, political, and moral aspect of all that highly important and delightful country. In my opinion, there is no country in the known world possessing a soil so fertile and productive, with such varied and inexhaustible resources, and a climate of such mildness, uniformity and healthfulness. Nor is there a country, in my opinion, now known, which is so eminently calculated by nature herself to promote the unbounded happiness and prosperity, of civilized and enlightened man.*

**Source Information:** This excerpt is adapted from a passage in *The Emigrants' Guide to Oregon and California*, by Lansford W. Hastings (Cincinnati, George Conklin, 1845), page 133. The entire book can be accessed online at <http://xroads.virginia.edu/~hyper/iguide/or-pref.htm>.

## Document 2: A Secondary Source

**Growing Nationalism:** One result of the War of 1812 was a growing feeling of national pride, or nationalism. Americans finally felt that they belonged to one nation. Instead of feeling loyal to their individual states, Americans felt loyal to the nation as a whole. After the war, people turned their attention to settling the West. America continued to expand its boundaries. Its population grew, too. Many new settlers came to the United States from Europe, which was finally at peace.

The postwar years (the years after the war) saw the growth of industry and manufacturing. Americans also began developing faster ways to travel. For example, new roads and canals were built. The Erie Canal was built in New York during this time. Started in 1817, this waterway took eight years to build. When it was finished, it provided an all-water route from New York to the Great Lakes.

Now, people, goods, and ideas were able to move from one part of the country to another quickly and easily. As a result, more and more of the population moved westward. Communities developed along the Great Lakes and the Mississippi and Ohio Rivers. Territories soon had enough people to become states.

**Source Information:** This short secondary source passage is called “Growing Nationalism.” It is a part of a lesson titled “Westward Expansion.”

Source: Taggart, Robert. *United States History*. Power Basics. Portland, ME: Walch Publishing, 2005.

## Assessment Questions

1. Both documents support the idea that westward expansion was a key factor contributing to growing American nationalism in the 1800s. Cite details from each document showing how they share this view.
2. In what ways do the documents differ from each other in their overall view of the causes of growing American nationalism? Cite details to support your answer.

# Westward Expansion

*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.

*Westward Expansion: 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?

## Westward Expansion: 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:

*“Given the attitudes of American settlers and American leaders, it was inevitable that no real peace with the native peoples of the West could ever be achieved.”*

**Documents:** Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Westward Expansion* 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.

# Westward Expansion

*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.

*Westward Expansion: 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?

## Westward Expansion: Writing Assignment 2

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

### The Question

The year is 1858. You are a reporter for a major newspaper in a large city in the eastern United States. Your editor has sent you to St. Louis to interview people planning to head to Oregon Territory. You decide to join one group for a while and see what the journey west is like. When you get back to St. Louis, you do some further research and then write a long feature article for your editor back east. Your task in this assignment is to write that article in response to your editor's request.

**Documents:** Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Westward Expansion* 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.



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