

# Model Organizer and Scoring Guide

## Teacher Resource

### Resource Overview

This document is designed to help teachers support and assess students as they complete the unit's deconstructed DBQ organizer. It breaks down each section of the organizer and provides model responses and examples to guide instruction.

Pair this resource with the Teacher Resource document for additional background on each primary source in the DBQ set. For guidance on teaching the necessary skills, refer to the mini-lesson slide deck.

**Question:** How did the drive for territorial expansion shape the nation's identity and create new challenges for the United States?

**Thesis:** Answers will vary. Sample responses are provided.

**Examples:**

1. The drive for territorial expansion shaped the nation's identity by promoting ideas of Manifest Destiny and economic opportunity, but it also created challenges like displacement of Native Americans and conflicts over slavery.
2. As the United States expanded westward, its identity was defined by exploration and economic growth, yet this expansion also led to conflict with Native Americans and debates over slavery, as seen in the Indian Removal Act and Tocqueville's observations.
3. Territorial expansion encouraged Americans to view the West as a land of opportunity, symbolized in John Gast's American Progress, but it also brought new challenges like the forced relocation of Native tribes and regional divides over slavery.
4. Driven by Manifest Destiny, American expansion westward inspired growth and opportunity, yet it also created new challenges, including conflicts with Mexico, displacement of Native Americans, and tensions over slavery.

**“VIEW”ing the Documents:** Answers will vary. Sample responses are provided.

**Sample Groupings**

**Group 1: Manifest Destiny and National Identity**

These documents reflect the belief in Manifest Destiny—the idea that Americans were

destined to expand across the continent—and how that belief helped shape a sense of national purpose and identity.

- **Document B: American Progress by John Gast (1872)** – Symbolizes Manifest Destiny with Columbia leading settlers west, representing progress and American ideals.
- **Document F: President James Polk's Message to Congress (1845)** – Polk's message addresses the annexation of Texas as part of America's Manifest Destiny.

### Group 2: Economic Opportunity and Growth

These documents illustrate how territorial expansion was driven by and contributed to economic growth, influencing America's identity as a land of opportunity.

- **Document C: Excerpt from the Gadsden Treaty (1853)** – The U.S. acquisition of land for western expansion and building railroads to connect the nation.
- **Document E: Handbill from the California Emigration Society (1856)** – Highlights the lure of economic opportunity like the Gold Rush that motivated settlers to move westward.
- **Document G: Alexis de Tocqueville, *Democracy in America* (1848)** – Describes the difference between states shaped by slavery and those driven by free labor.

### Group 3: Conflicts and Challenges of Expansion

These documents reveal the conflicts associated with territorial expansion, including displacement of native tribes, and debates over slavery.

- **Document A: Interview with Harriet Scott Palmer (1939)** – Describes the harsh realities of travel and loss of a family moving west.
- **Document D: Excerpt from the Indian Removal Act (1830)** – Document which authorized the forced removal of Native Americans as part of western expansion.

### VIEW Examples:

#### Document A: Interview with Harriet Scott Palmer (1939)

- **V (Voice):** Harriet Scott Palmer, recalling her experiences traveling west during the period of American expansion.
- **I (Intent):** To provide a personal account of the hardships faced during westward migration.
- **E (Environment):** The interview took place in 1939, reflecting on events from the westward expansion era, specifically during the Oregon Trail migrations.
- **W (Who):** The audience is likely historians, researchers, and the public interested in preserving the voices of those who experienced westward expansion.

### Document B: American Progress by John Gast (1872)

- **V (Voice):** John Gast, an artist illustrating the concept of Manifest Destiny through symbolism and imagery.
- **I (Intent):** To visually represent the idea of Manifest Destiny by depicting Columbia leading settlers west, symbolizing progress, technology, and American expansion.
- **E (Environment):** Painted in 1872, after the Civil War and during Reconstruction, when Americans were eager to rebuild and expand the nation. It reflects the belief in westward expansion and alludes to some of its downsides.
- **W (Who):** The painting was aimed at American viewers, encouraging pride in westward expansion and reinforcing the idea that it was beneficial.

### Document C: Excerpt from the Gadsden Treaty (1853)

- **V (Voice):** Representatives of the United States and Mexico, formalizing a land purchase agreement.
- **I (Intent):** To legally secure land for the United States for the purpose of building a southern transcontinental railroad and expanding territory.
- **E (Environment):** Occurred during a period of U.S. territorial expansion following the Mexican American War. The U.S. was focused on expanding infrastructure and connecting the East and West.
- **W (Who):** The treaty was intended for governmental and legal audiences, solidifying territorial claims and outlining financial exchanges.

### Document D: Excerpt from the Indian Removal Act (1830)

- **V (Voice):** The United States Congress, signed into law by President Andrew Jackson.
- **I (Intent):** To legally justify the forced relocation of Native American tribes from their native lands to territories west of the Mississippi River.
- **E (Environment):** Enacted during the height of Manifest Destiny, as settlers pushed westward and the U.S. government sought to clear land for expansion.
- **W (Who):** Addressed to American citizens and government officials to justify and facilitate westward expansion, regardless of the impact on Native American communities.

### Document E: Handbill from the California Emigration Society, Boston (1856)

- **V (Voice):** The California Emigration Society, promoting westward migration.
- **I (Intent):** To encourage families and individuals to migrate west, emphasizing the promise of economic opportunity and community building in California.

- **E (Environment):** Created after the Gold Rush of 1848, when California's population was booming, and there was high demand for settlers to offer services and build communities.
- **W (Who):** Targeted at families and potential settlers in the East, aiming to persuade them that the West was full of promise and opportunity.

#### Document F: Excerpt from President James Polk's Message to Congress (1845)

- **V (Voice):** President James K. Polk, addressing Congress about the annexation of Texas.
- **I (Intent):** To justify the annexation of Texas as part of American expansion and to affirm the U.S. government's commitment to Manifest Destiny.
- **E (Environment):** Written during Polk's presidency, a period defined by aggressive territorial expansion, including the annexation of Texas and the pursuit of lands in the Southwest.
- **W (Who):** Directed toward Congress and the American public to explain expansion as a matter of national interest and progress.

#### Document G: Alexis de Tocqueville, Democracy in America (1848)

- **V (Voice):** Alexis de Tocqueville, a French political thinker and historian, observing American society during his travels.
- **I (Intent):** To analyze the effects of American democracy and expansion on society, with a focus on the differences between states with and without slavery.
- **E (Environment):** Written after Tocqueville's travels through the United States in the early 1830s. His observations compare the economic and social differences between the free state of Ohio and the slave state of Kentucky.
- **W (Who):** Aimed at both American and European audiences to provide insights into the American democratic experiment and its implications for social and economic development.

**Providing Evidence:** Answers will vary. Sample responses are provided.

**Examples:**

#### Document A: Interview with Harriet Scott Palmer (1939)

- **VIEW Sentence:** Harriet Scott Palmer's interview reflects the hardships of westward expansion, highlighting the physical and emotional toll on families on the Oregon Trail.
- **Quote/Summary for Grouping:** "One by one, the oxen fell by the way... our baby brother, Willie, fell sick... he became unconscious and passed away."
  - o *Grouped under: Conflicts and Challenges of Expansion* — illustrates the cost of expansion in terms of loss and suffering.

- **Connection to Thesis:** Palmer's account emphasizes how territorial expansion, while driven by Manifest Destiny, brought significant hardships to settlers, showcasing the costs of westward movement on ordinary people.
- **Historical Context:** Palmer's thoughts on the journey west were recorded much later in her life. This account is based on her memories.

#### Document B: American Progress by John Gast (1872)

- **VIEW Sentence:** John Gast's painting American Progress symbolizes the nation's belief in Manifest Destiny, showing settlers moving west with technology and progress while Native Americans and wildlife flee.
- **Quote/Summary for Grouping:** Columbia, a personification of America, is leading settlers westward, accompanied by railroads and telegraph lines, symbolizing progress.
  - *Grouped under:* **Manifest Destiny and National Identity** — represents the ideal of American expansion as a divine mission.
- **Connection to Thesis:** The painting visually captures how Manifest Destiny shaped national identity, painting westward expansion as a good thing.
- **Historical Context:** Painted in 1872, American Progress was painted after the Civil War looking back positively on the era of American Expansion.

#### Document C: Excerpt from the Gadsden Treaty (1853)

- **VIEW Sentence:** The Gadsden Treaty formalized U.S. expansion by acquiring land from Mexico to build a southern railroad, symbolizing economic growth and the nation's push westward.
- **Quote/Summary for Grouping:** "The Government of the United States agrees to pay to the government of Mexico... the sum of ten millions of dollars."
  - *Grouped under:* **Economic Opportunity and Growth** — focuses on territorial acquisition for infrastructure and expansion.
- **Connection to Thesis:** This treaty exemplifies how territorial expansion fueled and was fueled by economic growth.
- **Historical Context:** Signed in 1853, the Gadsden Treaty was part of a broader effort to expand U.S. rail transportation networks, reflecting the nation's desire to improve connections between East and West.

#### Document D: Excerpt from the Indian Removal Act (1830)

- **VIEW Sentence:** The Indian Removal Act, passed by Congress in 1830, allowed the forced relocation of Native American tribes to make way for American expansion.
- **Quote/Summary for Grouping:** "It shall and may be lawful for the President of the United States to cause so much of any territory belonging to the United States... to

be divided into a suitable number of districts, for the reception of such tribes or nations of Indians."

- *Grouped under: Conflicts and Challenges of Expansion* — highlights the conflict and displacement of Native Americans for territorial growth.
- **Connection to Thesis:** The Indian Removal Act demonstrates how expansion created new challenges, including the forced removal of Native communities, highlighting the consequences of Manifest Destiny.
- **Historical Context:** The Indian Removal Act was enacted in 1830. It was resisted by many Native American leaders, and many Northerners submitted petitions protesting it.

#### Document E: Handbill from the California Emigration Society, Boston (1856)

- **VIEW Sentence:** The handbill from the California Emigration Society encouraged settlers to move west, reflecting the belief in opportunity and the promise of prosperity during the Gold Rush era.
- **Quote/Summary for Grouping:** The flyer promotes migration to California not just for gold, but for family settlement and new opportunities.
  - *Grouped under: Manifest Destiny and National Identity* — represents westward movement as an opportunity for prosperity and growth.
- **Connection to Thesis:** This handbill shows how the promise of economic opportunity drove westward expansion, reinforcing the idea that American identity was rooted in opportunity and individual success.
- **Historical Context:** Published after the Gold Rush of 1848.

#### Document F: Excerpt from President James Polk's Message to Congress (1845)

- **VIEW Sentence:** President James Polk's message to Congress emphasizes the belief that Texas's annexation was justified as a part of America's Manifest Destiny.
- **Quote/Summary for Grouping:** "...the public faith of both parties is solemnly pledged to the compact of their union."
  - *Grouped under: Manifest Destiny and National Identity* — Polk's speech reflects his leadership priorities, which involve expansionist ideals.
- **Connection to Thesis:** Polk's speech illustrates how the U.S. government used Manifest Destiny to justify territorial gains, shaping national pride and identity.
- **Historical Context:** Delivered in 1845, this speech reflects the national momentum for westward expansion and the political support for acquiring territories like Texas and lands from Mexico, which directly led to the Mexican-American War.

## Document G: Alexis de Tocqueville, Democracy in America (1848)

- **VIEW Sentence:** Alexis de Tocqueville's observations contrast the development of free and slave states, reflecting how expansion influenced regional identities and economic growth.
- **Quote/Summary for Grouping:** "On the left bank of the Ohio work is blended with the idea of slavery; on the right bank, with that of well-being and progress."
  - *Grouped under: Economic Opportunity and Growth* — highlights the differing economic paths influenced by territorial expansion and slavery.
- **Connection to Thesis:** Tocqueville's analysis shows how territorial expansion both shaped economic opportunities and deepened regional divides, laying the groundwork for future conflict and ultimately the Civil War.
- **Historical Context:** Written after his travels in the 1830s, Tocqueville's work reflects the growing tension between North and South over slavery, especially as westward expansion threatened to shift the balance of power.

## Scoring Guides

### 1-point Rubric

Evidence of Proficiency		Suggestions for Improvement
	<b>Claim</b> Clearly and directly answers the question with a strong, defensible claim.	
	<b>Line of Reasoning</b> Provides a clear, logical structure that outlines key points.	
	<b>Document Analysis</b> Clearly identifies the author, purpose, historical context, and audience for at least three documents. Provides insightful analysis of the document's significance.	

	<p><b>Context</b>  Provides accurate and appropriate historical context that explains the significance of the source and relates it to the time period.</p>	
	<p><b>Document Grouping</b>  Groups documents in a thoughtful and effective way that strengthens the argument.</p>	
	<p><b>Use of Evidence</b>  Effectively integrates relevant evidence from documents to support the claim.</p>	
	<p><b>Use of Specific Details and Quotations</b>  Specific details and well-chosen quotations are effectively used to support claims.</p>	
	<p><b>Clarity &amp; Organization</b>  Thesis is clearly written, well-organized, and easy to understand.</p>	
	<p><b>Mechanics &amp; Grammar</b>  Free of errors in grammar, spelling, and punctuation.</p>	

## Scoring Matrix

Criteria	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
<b>Claim</b>	Clearly and directly answers the question with a strong, defensible claim.	Answers the question with a defensible claim.	Partially addresses the question with a weak or unclear claim.	Does not address the question or lacks a claim.
<b>Line of Reasoning</b>	Provides a clear, logical structure that outlines key points.	Establishes a reasonable line of reasoning with some organization.	Attempts a line of reasoning but lacks clarity or coherence.	Does not establish a logical line of reasoning.
<b>Document Analysis</b>	Clearly identifies the author, purpose, historical context, and audience for at least three documents. Provides insightful analysis of the document's significance.	Identifies the author, purpose, context, and audience for at least three documents, but some explanations may lack depth.	Attempts to analyze three documents but misses key aspects of VIEW (e.g., unclear context or purpose).	Provides minimal or incorrect analysis of the documents. Missing multiple components of VIEW.
<b>Context</b>	Provides accurate and appropriate historical context that explains the significance of the source and relates it to the time period.	Context provided is mostly clear and accurate, but may lack depth or connection to the thesis.	Context attempts to explain significance and connection to time period but are unclear, too general, or contain inaccuracies.	Context is confusing, missing, or incorrect, showing little understanding of the documents and time period.
<b>Document Grouping</b>	Groups documents in a thoughtful and effective way that strengthens the argument.	Groups documents in a logical way that supports the argument.	Groups documents, but the connections may be weak or unclear.	Does not group documents or groups them in a way that does not support the argument.

<b>Use of Evidence</b>	Effectively integrates relevant evidence from documents to support the claim.	Uses relevant evidence to support the claim.	Uses limited or somewhat relevant evidence.	Does not use evidence or evidence is unrelated.
<b>Use of Specific Details and Quotations</b>	Specific details and well-chosen quotations are effectively used to support claims. Quotations are smoothly integrated and properly contextualized.	Specific details and quotations are used but may be somewhat general or not fully contextualized.	Few specific details or quotations are included, and those that are may not be well-chosen or clearly connected.	Lacks specific evidence or relies on vague references to documents.
<b>Clarity &amp; Organization</b>	Thesis is clearly written, well-organized, and easy to understand.	Thesis is organized and mostly clear.	Thesis lacks clarity or has organization issues.	Thesis is unclear and lacks organization.
<b>Mechanics &amp; Grammar</b>	Free of errors in grammar, spelling, and punctuation.	Minor errors that do not interfere with meaning.	Noticeable errors that may distract from meaning.	Frequent errors that make the thesis difficult to understand.

Total Score: \_\_\_\_\_ / 36

Comments: