

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 20, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART III A AND PART III B (CIVIC LITERACY ESSAY QUESTION)

VOLUME
2 OF 2
CIVIC LITERACY
ESSAY QUESTION

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

For **Part III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** Civic Literacy Essay Question (CLE):

- A content-specific rubric
- Prescored answer papers. Score levels 5 through 1 have one paper each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Web addresses for the test-specific conversion chart and teacher evaluation forms

Mechanics of Rating

The procedures on page 2 are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
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Rating the Essay Questions

(1) Follow your school's procedures for training raters. This process should include:

Introduction to the task—

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

Introduction to the rubric and anchor papers—

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

Practice scoring individually—

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each Part II essay must be rated by one rater.

Rating the Scaffold (Open-Ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, Short-Essay Questions, Civic Literacy Essay Question) on this exam after each question has been rated the required number of times, as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination will be located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/>, and must be used for determining the final examination score.

**United States History and Government
Content-Specific Rubric (Questions 31-36)
Civic Literacy Essay (Question 37)
June 2025**

Go on to the next page ➡

Document 1

. . . When the United States won its independence from Great Britain in 1783, one of its major concerns was having a European power on its western boundary, and the need for unrestricted access to the Mississippi River. As American settlers pushed west, they found that the Appalachian Mountains provided a barrier to shipping goods eastward. The easiest way to ship produce was to build a flatboat and float down the Ohio and Mississippi Rivers to the port of New Orleans, from which goods could be put on ocean-going vessels. The problem with this route was that the Spanish owned both sides of the Mississippi below Natchez.

In 1795 the United States negotiated the Pinckney Treaty with Spain, which provided the right of navigation on the river and the right of deposit [right to store goods until export] of U.S. goods at the port of New Orleans. . . . Spain was eager to divest [relieve] itself of Louisiana, which was a drain on its financial resources. On October 1, 1800, Napoleon Bonaparte, First Consul of France, concluded the Treaty of San Ildefonso with Spain, which returned Louisiana to French ownership in exchange for a Spanish kingdom in Italy. . . .

Source: "The Louisiana Purchase," *Museum Gazette*, National Park Service, December 1991 (adapted)

31 Based on this document, what is *one* historical circumstance that led to the purchase of the Louisiana Territory?

Score of 1:

- States a historical circumstance that led to the purchase of the Louisiana Territory, based on this document

Examples: major concern of United States after winning independence was having a European power on western boundary/need for unrestricted access to Mississippi River; Appalachian Mountains provided barrier to shipping goods eastward; easiest way for western settlers to ship produce was to use Ohio and Mississippi Rivers to get to port of New Orleans; goods could be put on ocean-going vessels in New Orleans; Spain owned both sides of Mississippi River below Natchez; Pinckney Treaty with Spain in 1795 provided right of navigation on Mississippi River/right of deposit at port of New Orleans; Louisiana returned to French ownership in Treaty of San Ildefonso in 1800

Score of 0:

- Incorrect response

Examples: United States won independence from Great Britain in 1783; Appalachian Mountains provided easy route for western settlers to ship goods eastward; Pinckney Treaty negotiated with France/Napoleon; Louisiana was returned to Spanish ownership in 1800

- Vague response

Examples: build a flatboat; Napoleon Bonaparte was First Consul of France; exchanged for a Spanish kingdom in Italy; negotiations; the U.S. wanted more

- No response

Document 2

. . . Jefferson asked James Monroe, a former member of Congress and former governor of Virginia, to join [Robert R.] Livingston in Paris as minister extraordinary with discretionary powers to spend \$9,375,000 to secure New Orleans and parts of the Floridas (to consolidate the U.S. position in the southeastern part of the continent). . . .

By the time Monroe arrived in Paris on April 12, the situation had, unknown to him, radically altered: Napoléon had suddenly decided to sell the entire Louisiana Territory to the United States. He had always seen Saint Domingue, with a population of more than 500,000, producing enough sugar, coffee, indigo, cotton and cocoa to fill some 700 ships a year, as France's most important holding in the Western Hemisphere. The Louisiana Territory, in Napoléon's view, was useful mainly as a granary for Saint Domingue. With the colony in danger of being lost, the territory was less useful. Then, too, Napoléon was gearing up for another campaign against Britain and needed funds for that. . . .

Source: Joseph A. Harriss, "How the Louisiana Purchase Changed the World," *Smithsonian*, April 2003 (adapted)

32 According to Joseph A. Harriss, what is *one* historical circumstance that led to the purchase of the Louisiana Territory?

Score of 1:

- States a historical circumstance that led to the purchase of the Louisiana Territory, according to Joseph A. Harriss

Examples: Jefferson asked James Monroe and Robert Livingston to spend \$9,375,000 to secure New Orleans and parts of the Floridas/consolidate United States position in southeastern part of continent; Napoleon decided to sell entire Louisiana Territory to United States; Louisiana was less useful to Napoleon as Saint-Domingue was in danger of being lost; Napoleon needed money as he was gearing up for another campaign against Britain

Score of 0:

- Incorrect response

Examples: Saint-Domingue most important French holding in Western Hemisphere; Saint-Domingue produced sugar/coffee/indigo/cotton/cocoa; Napoleon decided to keep Louisiana Territory; Saint-Domingue used mainly as granary for Louisiana; Britain needed money to fight Napoleon; Livingston was minister to Paris

- Vague response

Examples: discretionary powers; situation radically altered; Monroe arrived in Paris; things would be better for the United States

- No response

Document 3

... While the deal [Napoleon's offer to sell the entire Louisiana Territory] was instantly popular, there were problems. Negotiations would need to start with Great Britain and Spain about shared boundaries. And there was a debate about whether and how such a large property purchase was allowed under the Constitution.

Jefferson took a strict, literal view of constitutional powers, meaning that specific powers reserved for the President and Executive Branch needed to be spelled out in the Constitution. The ability to buy property from foreign governments was not among these powers listed [in] the Constitution. . . .

Instead, Jefferson considered a constitutional amendment the only way to conclude the deal with France. "The General Government has no powers but such as the Constitution gives it," he wrote to John Dickinson in 1803. "It has not given it power of holding foreign territory, and still less of incorporating it into the Union. An amendment of the Constitution seems necessary for this." . . .

Jefferson's cabinet, including James Madison, disagreed about the need for a constitutional amendment. The President also had been assured earlier in the year by Albert Gallatin, his Treasury Secretary, that any potential deal with France would be permissible and implied under the Constitution's treaty-making provisions. . . .

The debate in the Senate only lasted for two days. On October 20, 1803, the Senate voted for ratification 24-7, and the treaty was signed on October 31, 1803. . . .

Source: "The Louisiana Purchase: Jefferson's Constitutional Gamble," *Constitution Daily*, National Constitution Center (adapted)

33 Based on this document, state *one* way the constitutional issue raised by the Louisiana Purchase was addressed.

Score of 1:

- States a way the constitutional issue raised by the Louisiana Purchase was addressed, based on this document

Examples: debate about whether/how such large property purchase would, be allowed under Constitution; Jefferson believed he should use strict/literal view of constitutional powers since specific powers reserved for president and executive branch needed to be spelled out in Constitution; Jefferson considered a constitutional amendment only way to conclude deal with France; Jefferson assured by Treasury Secretary Albert Gallatin that any potential deal with France would be permissible and implied under Constitution's treaty-making provision; Senate debated for two days; discussion between president and cabinet members

Score of 0:

- Incorrect response
Examples: Napoleon's offer instantly popular; negotiations ended with Great Britain and Spain; amendment added to Constitution; Senate voted against ratification of treaty; Senate debated for one day
- Vague response
Examples: there were efforts; large property purchase; General Government no powers; incorporating everything into Union; Jefferson's cabinet couldn't decide
- No response

Document 4

. . . While Jefferson and his followers were altering their political philosophy to accommodate Louisiana, the Federalists of New England, led by [Timothy] Pickering, were also doing an about-face, from broad to strict interpretation of the Constitution. In this way, they hoped to prevent the inclusion of Louisiana in the Union. . . .

Standing alone, New England Federalism began to attack the Louisiana Purchase on various grounds. . . . Much attention was given to the huge sum that was to be paid for this desolate wilderness. . . . There was concern among some that the French title to Louisiana was not clear and that an attempt to occupy this region would involve the United States in a war with Spain, from whom France had obtained Louisiana. Other voices of New England Federalism urged that the purchase was unconstitutional, that the general government did not have the power to acquire foreign territory. . . .

When Jefferson called a special session of Congress in October, 1803, to consider the Louisiana treaty, Pickering and his fellow Federalists in Congress proceeded to Washington with much determination to defeat the agreement. Their attack was to be launched on constitutional grounds. . . .

Source: Thomas J. Farnham, "The Federal-State Issue and the Louisiana Purchase," *Louisiana History: The Journal of the Louisiana Historical Association*, 1965 (adapted)

34 According to Thomas J. Farnham, what is *one* effort by Federalists to oppose the Louisiana Purchase?

Score of 1:

- States an effort by Federalists to oppose the Louisiana Purchase, according to Thomas J. Farnham

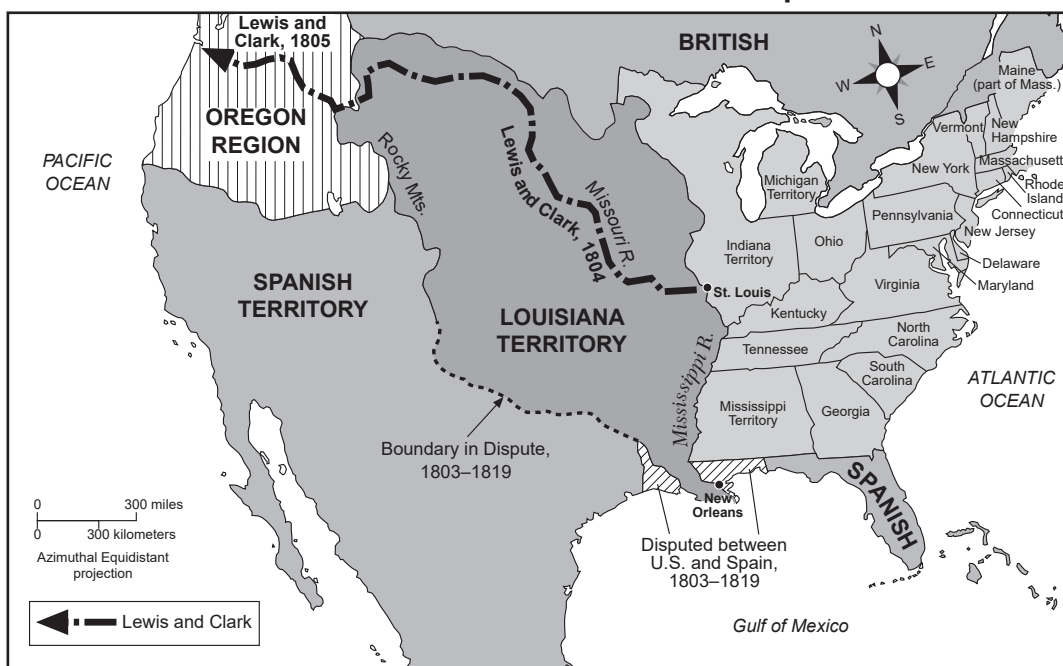
Examples: Federalists and Pickering changed from broad to strict interpretation of Constitution; attacked huge sum being paid for desolate wilderness; expressed concern that French title to Louisiana not clear and attempt to occupy region would involve United States in war with Spain; urged that purchase was unconstitutional/general government did not have power to acquire foreign territory; went to special session of Congress determined to defeat Louisiana treaty on constitutional grounds; Federalists attacked on constitutional grounds

Score of 0:

- Incorrect response
Examples: changed from strict to broad interpretation of Constitution; expressed concern that attempt to occupy would involve United States in war with Great Britain; refused to attend special session of Congress called by Jefferson; France obtained Louisiana from Spain
- Vague response
Examples: Timothy Pickering; about-face; stood alone; concern among some; voices of New England Federalism; they met to change things
- No response

Document 5a

The Louisiana Purchase and Western Exploration



Source: Joyce Appleby et al., *The American Journey*, Glencoe McGraw-Hill, 2003 (adapted)

Document 5b

. . . Most people had a mental picture of what a normal country size should be. They were accustomed to smaller ones, as in Europe. The United States suddenly seemed in danger of becoming clumsily huge, as a giant would appear among men. Nearly nine hundred thousand square miles of almost virgin territory was emptiness indeed, and at first, it had seemed to fill hardly at all. Most of it was still a wilderness, largely uninhabited and not yet demanding much governance; this was not an immediate concern, only a fear for the future. But for a time, the fear was shared by many Americans. . . .

The enormous expanse to the north and west of New Orleans, the key city that had been the primary object of the Louisiana Purchase, meant that thirteen new states would eventually be created, in whole or in substantial part, from the eight hundred seventy-five thousand square miles that had been bought. These, ascending from the Gulf of Mexico to the Canadian border, are Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Iowa, Nebraska, Minnesota, South Dakota, North Dakota, Colorado, Wyoming, and Montana. Their movement into statehood would take most of the nineteenth century, but during that period, there was little question that the people of the east were part of the process. Even those who never planned a trip to the west coast thought of it as part of their country, and most would have fought to defend it. . . .

Source: Charles A. Cerami, *Jefferson's Great Gamble*, Sourcebooks, 2003 (adapted)

35 Based on these documents, what is *one* impact of the Louisiana Purchase on the United States?

Score of 1:

- States an impact of the Louisiana Purchase on the United States, based on these documents
Examples: doubled size of United States/changed size of United States; part of southern boundary disputed with Spain; gave United States the port of New Orleans; many Americans feared it was too big/still wilderness/largely uninhabited; nearly nine hundred thousand square miles of virgin territory; it gave United States land between Canada and Gulf of Mexico; it would mean 13 new states eventually created (Louisiana; Arkansas; Oklahoma; Missouri; Kansas; Iowa; Nebraska; Minnesota; South Dakota; North Dakota; Colorado; Wyoming; Montana); most people thought of it as part of their country; most would fight to defend it; it led to boundary disputes with Spanish; it extended United States from Ohio River west to Rocky Mountains; Lewis and Clark expedition explored lands west of Mississippi River; exploration of northern part of Louisiana territory

Score of 0:

- Incorrect response
Examples: it went to Pacific Ocean; caused problems with France; gave United States more land on Atlantic; totally uninhabited
- Vague response
Examples: Spain owned Florida; provided mental picture; clumsily huge; took much of 19th century
- No response

Document 6

Many historians have written about the Louisiana Purchase and its impact.

The Louisiana Territory was the great unknown. There were fewer facts [than] fantasy about it. What was clear at the time of the Louisiana Purchase was that it had put America on the road to becoming a truly continental power. . . .

Historian Henry Adams wrote: “The annexation of Louisiana was an event so portentous [considerable] as to defy measurement; it gave a new face to politics, and ranked in historical importance next to the Declaration of Independence and the adoption of the Constitution—events of which it was the logical outcome; but as a matter of diplomacy it was unparalleled, because it cost almost nothing.” The Louisiana Purchase changed America’s shape and destiny—but also affected international relations. . . .

Although the Louisiana Purchase provided the structure for the nation’s expansion, it also provided the seeds for its potential destruction. Historian Sean Wilentz wrote: “Over the coming decades, the consequences of the Purchase would indeed disturb public opinion over constitutional issues connected to the expansion of slavery—and help rip the country to pieces.” . . .

Source: “The Louisiana Purchase: Aftermath,” The Lehrman Institute online (adapted)

36 Based on this document, state *one* impact of the Louisiana Purchase on the United States.

Score of 1:

- States an impact of the Louisiana Purchase on the United States, based on this document
Examples: put America on road to becoming continental power; according to historian Henry Adams it gave new face to politics and ranked in historical importance next to Declaration of Independence/adoption of Constitution; as matter of diplomacy was unparalleled; changed America’s shape/destiny; affected international relations; provided structure for nation’s expansion; provided seeds for potential destruction of United States; divided public opinion over constitutional issues connected to expansion of slavery; provided seeds for Civil War

Score of 0:

- Incorrect response
Examples: led to adoption of Constitution; destroyed international relations; unified public opinion over constitutional issues; stopped nation’s expansion
- Vague response
Examples: portentous event; put America on a road; provided seeds; had consequences; it was connected; logical outcome; made things better/made things worse
- No response

United States History and Government
Content-Specific Rubric
Civic Literacy Essay (Question 37)
June 2025

Historical Context: Purchase of the Louisiana Territory

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is the *purchase of the Louisiana Territory*.

Task:

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Scoring Notes:

1. This civic literacy essay question has a minimum of **four** components (describing the historical circumstances surrounding the purchase of the Louisiana Territory, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address the purchase of the Louisiana Territory may focus on efforts by individuals, groups, governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address the purchase of the Louisiana Territory may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the purchase of the Louisiana Territory may be on the United States, on American society, or on both the United States and American society.
7. The discussion of the impact of the efforts to address the purchase of the Louisiana Territory may focus on immediate or long-term results.
8. The same or similar information may be used to address more than one aspect of the task as long as the information is relevant to the aspect of the task being addressed.
9. The explanation of efforts to address the purchase of the Louisiana Territory may include the discussion of the impact of the efforts on the United States and/or on American society.
10. In the response the use of language that appears in a document should not be penalized.
11. The response may discuss efforts to address the purchase of the Louisiana Territory and the impact of the efforts from different perspectives as long as the position taken is supported by accurate historical facts and examples.
12. For the purpose of meeting the criteria of using *at least four* documents in the response, Documents 5a and 5b may be considered separate documents **if** the response uses specific information from **each** document.
13. When scoring, the rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding the purchase of the Louisiana Territory, explaining *at least two* efforts to address the issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops **all** aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

*The term *create*, as used by Anderson, Krathwohl et al. in their 2001 revision of *Bloom's Taxonomy of Educational Objectives*, refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Purchase of the Louisiana Territory

Key Ideas from the Documents (This list is not all-inclusive.)

Historical Circumstances

Doc 1—Concerns of United States after winning independence from Great Britain in 1783 (presence of European power on western boundary; need for unrestricted access to Mississippi River)
Appalachian Mountains barrier to shipping goods eastward (building flatboat to float down Ohio and Mississippi Rivers to port of New Orleans was easiest way to ship produce; Spanish owning both sides of Mississippi River below Natchez was problem)
Signing of Pinckney Treaty with Spain in 1795 (provided right of navigation on Mississippi River and right of deposit of United States goods at New Orleans)
Signing of Treaty of San Ildefonso between Spain and Napoleon Bonaparte returning Louisiana to France

Doc 2—Jefferson asked Monroe and Livingston to spend \$9,375,000 to secure New Orleans and parts of Florida to consolidate United States position in southeastern part of continent
Sudden decision of Napoleon to sell entire Louisiana Territory to United States (saw Louisiana mainly as granary for most important holding, Saint-Domingue, and less useful when Saint-Domingue was in danger of being lost; needed funds for planned campaign against Britain)

Key Ideas from the Documents (This list is not all-inclusive.)

Efforts to Address

Doc 3—Negotiations to start with Great Britain and Spain about shared boundaries
Debate over whether and how such a large property purchase was allowed under Constitution
Strict, literal view of constitutional powers taken by Jefferson (specific powers reserved for president and executive branch needed to be spelled out in Constitution; ability to buy property from foreign governments not among powers listed in Constitution; constitutional amendment only way to conclude deal with France)
Belief of Jefferson's cabinet that constitutional amendment is not necessary
Assurance from Treasury Secretary Albert Gallatin to Jefferson that any potential deal with France permissible and implied under Constitution's treaty-making provision
Approval from Senate after two-day debate with 24-7 vote
Treaty signed October 31, 1803

Doc 4—Opposition to Louisiana Purchase from Federalists of New England led by Timothy Pickering (altering of philosophy from broad to strict interpretation of Constitution)
Concerns of New England Federalists about Louisiana Purchase (huge sum to be paid for desolate wilderness; French title to Louisiana not clear; attempt to occupy region could involve United States in war with Spain; purchase unconstitutional as government did not have power to acquire foreign territory)
Use of constitutional grounds to launch opposition to Louisiana Purchase by Pickering and fellow Federalists in Congress

Purchase of the Louisiana Territory

Key Ideas from the Documents (This list is not all-inclusive.)

Impact of Efforts

Doc 5—Control of Missouri and Mississippi Rivers gained by United States

Lewis and Clark sent to explore territory

Concerns of many people to adding nearly nine hundred thousand square miles of almost virgin territory to United States (would make United States much bigger than European countries; most of territory wilderness and uninhabited; fear of future governance; New Orleans primary object of Louisiana Purchase but included enormous expanse of land north and west of New Orleans)

Throughout most of 19th century, thirteen new states were created, stretching from Gulf of Mexico to Canadian border (Louisiana; Arkansas; Oklahoma; Missouri; Kansas; Iowa; Nebraska; Minnesota; South Dakota; North Dakota; Colorado; Wyoming; Montana)

Became an integral part of United States

Doc 6—Put America on road to becoming a truly continental power

Gave new face to American politics

Ranked in historical importance next to Declaration of Independence and adoption of Constitution of which it was logical outcome

As matter of diplomacy unparalleled as it cost almost nothing

Changed America's shape and destiny

Affected international relations

Provided structure for nation's expansion

Provided seeds for potential destruction of United States (constitutional issues connected to expansion of slavery; helped rip country to pieces)

Purchase of the Louisiana Territory

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Migration of large numbers of Americans to Kentucky and Tennessee in late 1700s
Dependence of northwestern and southwestern farmers on Mississippi River
Goals of Jefferson to avoid both war with France and alliance with Great Britain
Loss of French interest in Louisiana Territory as result of French inability to suppress slave rebellion in Saint-Domingue (Toussaint L'Ouverture)
French fear of American alliance with British that could take New Orleans by force
Avoidance of war with either United States or Great Britain important to France
Control of New Orleans and Mississippi River pivotal to American economic prospects
Belief of Jefferson that United States destined to expand "empire of liberty" westward
Forced removal of eastern Native American tribes possible with more available western land

Efforts to Address

United States preparation for war over right of deposit in New Orleans
Negotiations for all of Louisiana Territory after offer by French
Instructions to buy New Orleans and west Florida exceeded by Livingston and Monroe
Instructions by Jefferson to negotiate with British to establish alliance if negotiations with French fail
Agreement to purchase all of Louisiana Territory for \$15 million negotiated by Monroe and Livingston
Warning from Monroe and Livingston that constitutional amendment process was time-consuming and France could change its mind on sale
Evolution from strict interpretation beliefs to loose construction by Jefferson
Jefferson exercising implied power of president to protect country
Submission of Louisiana Purchase treaty to Senate for ratification

Impact of Efforts

End of threat of Napoleon and France in North America
Uncharted land an inspiration for exploration (details about Lewis and Clark; Zebulon Pike)
Expansion of knowledge as result of Lewis and Clark's exploration of northern Louisiana Territory (science; maps; Native Americans; natural environment)
Motivation for further westward migration and settlement (missionaries; fur traders; pioneers)
Negative impact on Native Americans as Americans move west (unfair treaties; Trail of Tears)
Potential for development of natural resources (gold; silver; ores; forests; fertile land)
Expansion of national market as people move west
Increased support for national policies to further Manifest Destiny goals
United States claims to Oregon strengthened as settlement in Northwest increased
New spirit of national unity and nationalism
Continued loss of power at national level by Federalist Party
Divisive national debate over expansion of slavery into Louisiana Territory (Missouri Compromise; Kansas-Nebraska Act)
Stage set for future acquisitions of territory and more debates over expansion of slavery (Treaty of Guadalupe Hidalgo; Compromise of 1850)
Precedent set for acquisition of foreign territories and peoples

During the Jefferson Presidency, many changes were made to President Adams' Federalist policies and actions were taken that resulted in more power for the Democrat Republicans. Jefferson's decision to purchase the Louisiana Territory using a broad interpretation of the Constitution increased the power of the President and the country. He was able to buy such a vast piece of land from France because France lost interest in North America when they lost valuable land in the western Hemisphere, Haiti. France lost Haiti because of the Haitian Revolution, a slave uprising that made the island difficult to control. The Louisiana Territory that France held was a means of accessing Haiti, so without Haiti the territory was essentially useless to the French (Doc 2). As a result of this France was willing to give up the land for a small fee in comparison to what it was worth which would help finance Napoleon's war with the British. The United States wanted only New Orleans and parts of Florida but accepting the offer of the entire Louisiana Territory would give them greater access to the west, land beyond the Appalachian mountains granting them full access to the Mississippi River a valuable area important for trade (Doc 1). Thousands of farmers had already moved into the Mississippi and Ohio River valleys and needed to transport their goods to market. The timing of the purchase was complicated because of geographic distance and debates over the power of the President in relation to the Constitution because it was not directly stated in the constitution that Jefferson could purchase land and add it to the United States. Although the Louisiana purchase created political division caused by disagreement over how the constitution should be interpreted, its impacts shaped the future of the country. Expanding

our democracy westward increased the power of the country but was not a positive experience for everyone living in the West.

There was a lot of controversy over whether the President had the constitutional right to purchase land from foreign countries. During this time there were two major political parties, the Federalists and the Democratic-Republicans. The Federalists had believed in the use of implied powers and a looser interpretation of the constitution meaning what was not explicitly stated could still be allowed. Democratic-Republicans and Jefferson had long believed in a strict interpretation of the Constitution. So, it was shocking to many people when Jefferson who rejected the idea of Hamilton's Bank of the United States because of strict interpretation, suggested purchasing this territory. He first addressed this issue by stating that in order to buy Louisiana an amendment was needed allowing foreign land to be bought and then he changed his mind. (Doc 3) Since buying Louisiana was popular Democratic-Republicans in his Cabinet said an amendment wasn't necessary because Presidents have the right to make treaties. Federalists began to oppose the Purchase and began speaking out and rejected a loose interpretation stating that it was unconstitutional. They said it could lead to war with Spain, and was a waste of money for worthless land (Doc 4). Federalists in New England did not think they had much to gain economically or politically from the Purchase. They went to Washington to speak out against it at a special session of congress. This shows how polarizing the issue was and how political parties change their views depending on how the issue affects them.

Despite the controversy, the impacts of the Purchase were significant for American society. The vast amount of land that the United States

got grew the country exponentially making it large by size (Doc 6). Some people wondered if it would be too large to govern under the Constitution. Taking over and controlling such a large territory shows the increased power and dominance that the national government would have and the power the government would have over so many people. This territory became inhabited with settlers and eventually turned into states as a benefit of Manifest Destiny was to move westward. They also expanded because of a fundamental American belief that land was power. This meant that people going west challenged Native Americans for their tribal lands which led to Indian removal, reservations, and to wars that ended with Wounded Knee and increased government control over the lives of Native Americans. It also shaped the conflict of slavery as there were disagreements over slavery and statehood and the balance between slave states and non slave states in the Louisiana Territory (Doc 5). This furthered tension which was fixed temporarily when Missouri became a slave state and Maine became a free state in the Missouri Compromise. Adding more western territory to the United States after the Mexican-American War led ultimately to more conflicts over slavery, failed compromises and to the civil war. The impacts of Louisiana were everlasting in shaping the country in both positive and negative ways.

The United States future as a powerful and prosperous country was shaped by the Louisiana Purchase. Although initially people disagreed about its constitutionality it showed the strength of the nation that the system didn't collapse after such a divisive issue. In the end the Senate vote was 24 to 7 which showed national approval of the Louisiana Purchase and both sides could compromise and see the potential benefits of adding so much valuable land to the United States.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the purchase of the Louisiana Territory
- Is more analytical than descriptive (United States accepted offer of entire Louisiana Territory as would give greater access to land beyond Appalachians and full access to Mississippi; timing of purchase complicated because of geographic distance and debates over power of president; although Purchase created political division caused by disagreement over interpretation of Constitution it shaped future of country; although expansion of democracy westward increased power of country, not a positive experience for everyone already living in West; Jefferson first suggested an amendment and then changed his mind; Federalists in New England did not think they had much to gain economically or politically; Purchase polarizing and shows how political parties change views depending on how an issue affects them; some people wondered if, with Purchase, country too large to govern under Constitution; taking over and controlling such a large territory shows increased power and dominance of national government; Purchase shaped country in both positive and negative ways; although people disagreed about constitutionality, Purchase showed strength of nation that system did not collapse after such a divisive issue and both sides could compromise and see potential benefits)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (France lost interest in North America when lost Haiti because of a slave uprising; thousands of farmers already moved into Mississippi and Ohio river valleys and needed to transport their goods to market; Federalists had believed in use of implied powers and a looser interpretation of Constitution, meaning what not explicitly stated could still be allowed; Democratic-Republicans and Jefferson had long believed in strict interpretation, so shocking when Jefferson suggested Purchase; Purchase showed benefits of Manifest Destiny; people going west challenged Native Americans for their tribal lands which led to Indian removal, reservations, and wars that increased government control over their lives; also shaped disagreements over slavery, statehood, and balance between slave and non-slave states in Louisiana Territory; tension fixed temporarily when Missouri became a slave state and Maine a free state in Missouri Compromise; adding more western territory to United States after Mexican-American War led ultimately to more conflicts over slavery, failed compromises, and civil war)
- Richly supports the theme with many relevant facts, examples, and details (France willing to give up Louisiana to help finance war with Britain; United States wanted only New Orleans and parts of Florida; members of Jefferson's cabinet said an amendment not necessary as presidents have right to make treaties; Federalists rejected loose interpretation and opposed Purchase stating it was unconstitutional and went to Washington to speak out about it at a special session of Congress; Federalists said Purchase could lead to war with Spain; in the end Senate vote 24 to 7 for Purchase)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details support effective document usage. Analytical conclusions demonstrate a thoughtful understanding of the complexities associated with the Purchase and its aftermath.

Upon the creation of the United States, it was a very young and small country. Our territory was limited to the East Coast, combining the 13 colonies into a single nation. With the formation of the country came a formation of a new government – they began with the Articles of Confederation, which failed, but proceeded to draft a Constitution. The Constitution attempted to provide a balance between federal power and state power, allowing for both to coexist. The Constitution set the basis for the foundation of the United States, and would be the determining factor in resolving a wide array of political issues in the country. One primary example of a political debate that took place was that of the Louisiana Purchase, which, as described in Document 2, began with the offering of the entire Louisiana Territory by Napoleon to the United States which included the Mississippi River which was important for our economy. His offer was instantly popular because the purchasing of the Louisiana Territory would eliminate Napoleon's influence in North America, giving us permanent control of the river and New Orleans. It would also give us room to expand our population and help build a national economy (Document 1). However, attempts to purchase this territory posed as an instant issue for Thomas Jefferson, as the Constitution doesn't specifically permit the president to make land purchases from foreign governments.

In order to tackle the issue at hand, people in different government roles made a variety of efforts. One example of an individual's efforts to address the constitutional issue of the Louisiana Purchase was made by President Thomas Jefferson, who proposed the sole solution would be to create a constitutional amendment (Document 3). Jefferson, as a Democrat Republican, believed in the strict interpretation of

the Constitution, as well as showing support for the rights of the state government as he did in his support for the Bill of Rights. He believed that it would be an overreach of power on behalf of the federal government if they were to have made that purchase. An example of a group's efforts to address this issue was made by New England Federalists, as discussed in Document 4. They decided it would be unconstitutional and supported the strict interpreters of the Constitution. They were in opposition to the acquisition of this territory, and their efforts included publicly speaking out against all of the negative effects that would result from the Louisiana Purchase. Some of their arguments included that it would be a waste of money for "desolate wilderness", as well as that it could lead to war with Spain. A third effort made in support of purchasing the territory was advocated by individuals in his cabinet such as James Madison who helped write the Constitution and who, in comparison to Thomas Jefferson, believed that it was a treaty-making right of the President. He saw it as an implied power. Supporters advocated for the purchase based on the security benefits of Napoleon not being on our western boundary and the desire to expand and benefit the country. They convinced Jefferson to accept their point of view and do what he really wanted to do which was to buy Louisiana.

The purchase of the Louisiana Territory led to widespread impact, with the most immediate effect being that the United States nearly doubled in size (Document 5a.) The map shows the Lewis and Clark Expedition, showing the vast amount of land that was gained and had to be explored. Consequently, the United States began to adopt a mentality rooted in Manifest Destiny, it being the God given right of

expansion and spreading of democratic wisdom.

Another less positive input would be the conflicts that resulted from the acquisition of the territory, since it contributed to massive debates over whether the new states would permit slavery or be free. This, in turn, alongside the further settlement into the west, contributed as attempts to resolve the issues at hand, including the Missouri Compromise, Kansas Nebraska Act, and so on. However, these attempts would fail leading to the eventual start of the Civil War. Finally, a last impact that the Louisiana Purchase had on the United States was that it led to increased conflict between the Native Americans and Americans. Since the Native Americans already lived there the encroachment on their territory by the Americans, led to fighting and a wide array of issues.

Overall, the Louisiana Purchase was one of the most impactful events in United States history, opening up a world of possibilities while also leading to issues that would practically tear the country apart. Despite this, it certainly posed a constitutional issue that led to the formation of many different opinions.

Anchor Level 4

The response:

- Develops all aspects of the task for the purchase of the Louisiana Territory but discusses historical circumstances less thoroughly than the other aspects of the task
- Is both descriptive and analytical (Constitution set basis for foundation of United States and would be determining factor in resolving wide array of political issues; Purchase would eliminate Napoleon's influence in North America; Purchase would give United States room to expand population and help build national economy; Purchase posed an instant issue for Jefferson as Constitution does not specifically permit president to make land purchases from foreign governments and he believed in strict interpretation; Jefferson believed Purchase would be overreach of power on behalf of federal government; New England Federalists believed Purchase unconstitutional and supported strict interpretation of Constitution; supporters advocated for Purchase based on security benefits of not having Napoleon on our western boundary and desire to expand and benefit country; supporters convinced Jefferson to accept their point of view and do what he really wanted to do which was to buy Louisiana)
- Incorporates relevant information from all of the documents
- Incorporates relevant outside information (Articles of Confederation failed; Constitution attempted to provide balance between federal and state power, allowing for both to coexist; Jefferson a Democratic-Republican believed in showing support for state governments as he did in his support for Bill of Rights; Madison helped write Constitution and saw Purchase as implied power; with Purchase United States began to adopt mentality rooted in Manifest Destiny—God-given right of expansion and spread of democratic wisdom; Purchase resulted in conflict as contributed to massive debates over whether new states would permit slavery or be free; attempts to settle question of slavery included Missouri Compromise and Kansas-Nebraska Act which would fail leading to Civil War; rapid encroachment on Native American lands led to increased conflict)
- Supports the theme with relevant facts, examples, and details (Napoleon offered entire Louisiana Territory to United States; Purchase would give United States permanent control of Mississippi and New Orleans; Jefferson proposed sole solution for Purchase would be to create a constitutional amendment; efforts of New England Federalists included publicly speaking out against all of negative effects that would result from Purchase; arguments of New England Federalists included that it was a waste of money for a “desolate wilderness” and could lead to war with Spain; Madison supported Purchase as part of treaty-making power of president; United States nearly doubled in size with Purchase; Lewis and Clark sent to explore territory)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Analytical statements support document interpretation and good conclusions. While relevant historical references are included in the impact of the Purchase, additional supporting facts and details would have benefited the discussion.

The Purchase of the Louisiana Territory ignited debate on the many civic and constitutional issues that come with acquiring new territory. The impacts of this event formed the basis of continuing United States' territorial expansion. Efforts by different groups, people, and governments to address these questions had different degrees of success.

The Louisiana Territory was a large section of the North American continent owned by the Spanish. While the United States negotiated their right to navigate on the Mississippi river from Spain, it was a long-time goal of Thomas Jefferson to own the territory surrounding the Mississippi river and the port of New Orleans. (Doc 1) Spain, looking to rid itself of the territory, ceded it to France in 1800 in exchange for a Spanish kingdom. (Doc 1) This worried the United States. Colonists had begun moving west almost as soon as they arrived in America. They defied the Proclamation of 1763 and after the United States gained its independence from Great Britain, many more Americans moved west of the Appalachians. One of its most important needs as more people moved west was to expand its trading routes, gain the port of New Orleans, and get control of the Mississippi River. Buying that property from France was one way to do that. (Doc 1) Facilitated by Jefferson, James Monroe and Robert R. Livingston were given discretionary spending powers to negotiate the purchase of New Orleans and parts of Florida from France. (Doc 2) Unbeknownst to them, Napoléon was already considering selling all of the Louisiana Territory to the United States because he needed money to fight a war with Great Britain more than he needed Saint Dominque. (Doc 2) Instability on that island and a growing threat of war with Great Britain drove

Napoléon to offer all of Louisiana for \$15 million dollars which was more than Monroe and Livingston were authorized to spend. When offered Louisiana, however, the American diplomats quickly left at the opportunity because it would increase the size of the country and give the United States control of the Mississippi. (Doc 2)

Though the deal was widely accepted, there was some skepticism. Jefferson was concerned that the purchase and incorporation of foreign territory was beyond the constitutional powers of the President.

(Doc 3 This issue was thoroughly debated by the Federalists and the Jeffersonians. Jefferson believed a constitutional amendment was necessary to diffuse any confusion, but his cabinet, including James Madison, and his treasury secretary assured him that the deal was already permitted by the constitution. (Doc 3) A short debate concluded that the purchase could be allowed under the treaty ratification process in the constitution. (Doc 3) However, many federalists were still uneasy with the decision. They believed it was unconstitutional for the general government to have the power to purchase foreign territory and went to Congress during the debate over the Purchase to express that opinion. If the Federalists had won the debate and Louisiana was not purchased the expansion of slavery might not have ripped the country apart.

Because of its nuance and the debates it created, the Louisiana purchase drastically changed how Americans thought countries should look. Many initially feared that the creation of such a large country would cause it to be ungovernable. (Doc 5b) However, those who live in Eastern America quickly came to accept the new territory as part of their nation. Indeed, many who have never even thought of traveling

into western territories soon became fiercely patriotic and would have fought to defend it. (Doc 5b)

The Louisiana purchase was an event that helped mold America's image as a world power. Not only did it increase America's physical size, but also its international influence. An example of America's diplomatic success, the purchase set a high standard for the United States international relations.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for the purchase of the Louisiana Territory
- Is both descriptive and analytical (Purchase formed basis of continuing United States territorial expansion; after United States gained independence one of most important needs as more people moved west was to expand its trading routes, gain port of New Orleans, and get control of Mississippi River—buying that property from France one way to do that; unbeknownst to Jefferson, Monroe, and Livingston, Napoleon already considering selling all of Louisiana Territory to United States; Purchase widely accepted but some skepticism; issue thoroughly debated by Federalists and Jeffersonians; Jefferson believed constitutional amendment necessary to diffuse any confusion; many Federalists uneasy with Purchase; if Federalists had won debate and Louisiana not purchased, expansion of slavery might not have ripped country apart; Purchase drastically changed how Americans thought countries should look; many initially feared creation of such a large country would cause it to be ungovernable; many soon became fiercely patriotic and would have fought to defend Territory; Purchase helped America's image as a world power and increased America's international influence; set a high standard for United States international relations)
- Incorporates relevant information from all the documents
- Incorporates limited relevant outside information (longtime goal of Jefferson to own territory surrounding Mississippi River and port of New Orleans; colonists began moving west almost as soon as arrived in America; colonists defied Proclamation of 1763; after United States declared independence from Britain many more Americans moved west of Appalachians; instability on island of Saint Dominque and growing threat of war with Great Britain drove Napoleon to offer all of Louisiana for \$15 million dollars which was more than Monroe and Livingston authorized to spend but they quickly jumped at opportunity)
- Includes relevant facts, examples, and details (large section of North American continent owned by Spanish; United States negotiated right to navigate on the Mississippi with Spain; Spain looking to rid itself of territory, ceded it to France in 1800 in exchange for a Spanish kingdom; facilitated by Jefferson, Monroe and Livingston given discretionary spending powers to negotiate purchase of New Orleans and parts of Florida from France; Napoleon needed money to fight a war with Great Britain; Purchase would increase size of country and give United States control of Mississippi; Jefferson concerned Purchase and incorporation of foreign territory beyond constitutional powers of president; Jefferson's cabinet, including James Madison and his treasury secretary, assured him deal was permitted by Constitution under treaty ratification process; Federalists went to Congress during debate over Purchase to express their opinion; people who lived in eastern United States quickly came to accept new territory as part of their nation)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and some relevant outside history, especially in the treatment of historical circumstances. A more balanced approach, however, would have strengthened the discussion.

The Louisiana Purchase by the United States was the first step the newly established country took to become a continental nation, ranked among the great nations of the world. Previous to its purchase it had been difficult to move goods eastward due to the Appalachian Mountains. The Mississippi River naturally presented itself as an easy means of floating goods towards shipment through New Orleans, where it could then be sold. (Doc 1). It is also important to note that while the U.S. realized the importance of the resources the territory provided Napoleon shared a very different perspective, instead favoring having financial support for another war campaign with Britain, regarding the colony as being loss and less useful. (Doc2)

The purchase of Louisiana however had a big political and social impact as many questioned its constitutionality. While Jefferson took a strict, literal view of the constitution it meant that he constitutionally could not directly make the treaty and purchase the land as the power to do so was not directly delegated to general government, more specifically the Executive Branch. (Doc 3) While a compromise was later made by having the proposal be ratified by Senate, in a 24-7 vote to ratify, some still continued to challenge the Louisiana purchase. Such as the New England Federalist who not only argued that general government does not have the power to acquire foreign territory but also that it was a huge sum of money, \$9,375,000, to pay for a desolated wilderness. (Doc4)

And as stated by all who discussed the Louisiana purchase it had both a positive and negative impact showing that the original concerns of its constitutionality should have not been all that was in question when it came to expanding. While the Lewis and Clark expaditions took

away the fear of the west being just a desolated wilderness (Doc 5a) showing instead the beauty and success that could be found, causing people to go west and places they had previously otherwise never thought of (Doc 5b), the growth sparked conflict. The movement westward of people, property, and beliefs pushed into light the moral question of the expansion of slavery. Directly setting the stage for what would become the foundation of, what can be labeled as Americas biggest crisis, the civil war. (Doc 6) In the steps the government took when discussing the purchase was not extended to the impact it would have on the already existing states. The government seemed to have only discussed the now never switching perspectives to why or future forward thinking, of if what.

Anchor Level 2

The response:

- Develops all aspects of the task in little depth for the purchase of the Louisiana Territory
- Is primarily descriptive (Purchase first step newly established country took to become a continental nation to be ranked among great nations of the world; while United States realized importance of resources Territory provided, Napoleon had a very different perspective favoring having financial support for another war campaign with Britain; Napoleon regarded colony as being less and less useful; Purchase big political and social impact as many questioned its constitutionality; Jefferson felt he could not directly make the treaty and purchase the land as power to do so not directly delegated to executive branch; original concerns of constitutionality not all that should have been in question; Purchase pushed into light moral question of expansion of slavery)
- Consists of limited information from all the documents
- Presents little relevant outside information (Lewis and Clark expedition took away fear of west being just desolate wilderness, showing instead beauty and success that could be found; directly set state for America's biggest crisis, the Civil War)
- Includes relevant facts, examples, and details (previous to Purchase, difficult to move goods eastward due to Appalachian Mountains; Mississippi River naturally presented itself as an easy means of floating goods for shipment through New Orleans where it could then be sold; Jefferson took strict literal view of Constitution; proposal ratified by Senate in a 24 to 7 vote; New England Federalists continued to challenge Purchase arguing general government no power to acquire foreign territory and huge sum of money to pay for desolate wilderness; growth sparked conflict); includes an inaccuracy (\$9,375,000 paid for Purchase)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed, lack of supporting facts and details weaken the effort. The recognition that the impact was both positive and negative is thoughtful, but lacks development.

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address the issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is the purchase of Louisiana Territory.

In 1783, the United States won its independence from Great Britain. Their biggest concern was having a European power on their western boundary. The U.S. also wanted more access to the Mississippi River. As they pushed west, they found the Appalachian Mountains which provided barriers to shipping goods eastward. The U.S. negotiated the Pinckney Treaty with Spain in 1795, which provided the right to store goods until export of U.S. goods at the port of New Orleans.

(Doc #1).

First consul of France, Napoléon Bonaparte, concluded the Treaty of San Ildefonso with Spain, which returned Louisiana to French ownership. But then Napoléon needed funds for another campaign against Britain so he decided to sell the entire Louisiana territory to the U.S. He had always seen the Louisiana territory as a granary for Saint Dominique. (Doc #2)

Federalists were opposing the Louisiana Purchase. They urged that the purchase of Louisiana Territory was unconstitutional because the general government didn't have the power to acquire foreign territory. If the U.S. attempts to occupy this region would involve the U.S. in a war with Spain. (Doc #4)

Anchor Level 1

The response:

- Addresses some aspects of the task for the purchase of the Louisiana Territory
- Is descriptive (biggest concern of newly independent United States was having a European power on their western boundary)
- Consists primarily of relevant information copied from Documents 1, 2, and 4
- Presents no relevant outside information
- Includes relevant facts, examples, and details (United States won independence from Great Britain in 1783; United States wanted more access to Mississippi River; Appalachian Mountains provided barriers to shipping goods east; United States negotiated Pinckney Treaty with Spain in 1795 which provided right to store goods until export at port of New Orleans; First Consul Napoleon of France concluded Treaty of San Ildefonso with Spain which returned Louisiana to French ownership; Napoleon needed funds for a campaign against Britain so he decided to sell entire Louisiana Territory to United States; Napoleon had always seen Territory as a granary for Saint Dominique; Federalists opposed Purchase saying it was unconstitutional because general government did not have power to acquire foreign territory; Federalists feared United States attempts to occupy region would involve country in war with Spain)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and no conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements of document information are employed in the treatment of historical circumstances; however, only the Federalist point of view is presented for efforts. While a basic understanding of the issue is demonstrated, general statements surrounding efforts lack supporting facts and details, which limits development.

The Louisiana Purchase, under Thomas Jefferson's presidential administration, will forever be remembered as one of the most defining moments in American history. The annexation of the territory doubled the country's land mass and cost practically nothing for the benefits it would reap in the future. However, such an action could not go uncontested and would prove to cause and be a precedent for future constitutional and civic issues.

With the spirit of Manifest Destiny beneath their wings, American citizens felt the need to continue to expand further westward, past the Appalachian Mountains and Mississippi River. These new settlements came with the need to find faster and easier ways to ship their goods. This led to negotiations with Spain to use the Mississippi River and their port in New Orleans which were successful. (Doc. 1). Unfortunately, after gaining that access in the Pinckney Treaty France became the new owners. Jefferson proceeded to send delegates to France to secure use of Mississippi and negotiate for New Orleans and parts of Florida (Doc. 2). At this time Napoleon was preparing for war and needed funds for his army. Because of this, he decided to sell the Louisiana Territory, which had become useless in his eyes but extremely valuable in others', the Americans. Napoleon was able to financially support his war with Britain and the U.S. gained a significantly larger plot of land than had been previously expected.

However, while the addition of the land was valuable, many found issue with the circumstances that came with the purchase. As a Democratic-Republican, Jefferson favored a strict interpretation of the Constitution which meant only doing exactly what it stated in order to limit federal power so as to not encourage tyranny. The purchase of

the Louisiana Territory went against those ideals. The power to acquire and hold land was not a power within the Constitution and raised many concerns, regarding the expanding of executive power. (Doc 3). Federalists, the opposite party to Jefferson's, also raised concerns. The purchase was unnecessary in their eyes and was not something that should have occurred (Doc 4). They reasoned that the land was mainly unexplored and it was risky to buy potentially desolate wilderness.

The purchase became constitutionally accepted by Jefferson, the contradiction of his ideals aside. The Purchase of Louisiana ended up being one of the nation's most important events. With Louisiana would come many new states in the Union and cause a shock to present citizens as the country was now larger than many countries in Europe. (Doc 5b). It would also serve to increase tensions regarding slavery in the future (Doc. 6). The states admitted beginning with Missouri would have different and conflicting viewpoints regarding the expansion of slavery. As more people got involved with that debate there would be more disagreements about how far west slavery could go. These disagreements would finally lead to southern states seceding from the Union and a civil war. Many Native Americans also faced many tribulations regarding their land and were often forced further and further west and on to reservations. The Louisiana Purchase represented a major change in the United States' history. With its benefits came many questions and interpretations of the Constitution. While that debate was resolved, it marked only the beginning of conflicting views about national issues and eventual compromises within the United States.

In the period surrounding the purchase of the Louisiana Territory from France, the United States was still a country figuring out its identity. Historically speaking, the country was not far removed from the American Revolution and the formation of the US Constitution. The Louisiana Purchase offered a chance to vastly expand American borders when France decided Saint Domingue was not as important as the need to focus their resources on political issues elsewhere as in war with Britain. Although the Louisiana Purchase set America on a path to become a strong global power, it also raised constitutional issues both short-term and long-term that threatened American unity.

For Jefferson a Democratic-Republican, guaranteeing access to the Mississippi River was politically and economically important. Isolated mid-western farmers needed to know they could use the river to ship their goods to New Orleans after Spain gave up control of the river to France (Document 1). Jefferson worried that he might have to fight a war with France to protect American rights to use the river. He was also interested in United States expansion even further westward to the Pacific Ocean. Owning the Louisiana Territory could begin the process in sending Lewis and Clark on their trip along the Missouri through the Oregon region to the Pacific Ocean would be a step toward Manifest Destiny (Document 5A). Accepting Napoleon's offer would be good for farmers, the expanding economy, and the Democrat-Republicans. At face value, the Louisiana Purchase seems like it should have been heavily favored, however, there were those who had both constitutional and logistical concerns about the purchase. Notably, Federalists like those in New England led by Timothy Pickering argued first that the federal government had no given power in the Constitution to

acquire foreign lands, and second that there was not much wealth to be gained from most of the territory (Document 4). Federalists had always believed in using a broad interpretation of the Constitution but now they were worried about what Louisiana would mean for them. Even though they claimed the territory was a “desolate wilderness” people might want to leave New England for new opportunities in the West which would not be good for New England or the Federalists politically. Based on their arguments, there were a decent number of people who opposed the purchase ideologically, although there were also many more who defended the purchase’s constitutionality. Although Jefferson himself originally took a strict view of the Constitution, members of his cabinet argued more broadly that the Constitution’s given power to make treaties included the ability to acquire foreign lands (Document 3). At first, Jefferson hoped to just buy New Orleans but after the Napoleon offer of the entire territory his thinking began to change. He felt America would be safer and be on its way to becoming a continental power. Turning the offer down would not be good for the country so he decided against an amendment when he became convinced the purchase was constitutionally justified. Although both sides of this constitutional argument are viewing the same document, there are significant differences in how different people interpret the same words.

Ultimately, however, the Louisiana Purchase was ratified by the Senate with those in favor of buying Louisiana winning the most votes – 24-7. It massively increased the size of America and served the country up for both growth and conflict in the future. Beyond the key city of New Orleans, thirteen new states would emerge over

time from this territory, encouraging American nationalism as the country's power grew (Document 5). However, expansion into the Louisiana Territory also led to sectionalism as Southern planters took their slaves with them. A constitutional disagreement over whether Congress could keep slavery out of the new West was temporarily settled by the Missouri Compromise. This began years of debate over slavery expansion, increasing sectionalism that ended in national division. At the same time the national economy was strengthened by new markets, railroads, and mining, which was significant for developing the large global influence that America would gain over time. Yet, it is also important to remember that what started as a constitutional disagreement would be the spark for achieving the dream of Manifest Destiny and causing another constitutional disagreement over slavery that "would help rip the country to pieces" (Document 6). Whether discussing the positives or negatives, the Louisiana Purchase undoubtedly impacted the lives of many American citizens in a profound way, and it was a major factor in how American history has developed since then.

Constitutional issues are present in every stage of American history, but in this case the result of a passionate constitutional debate was the purchase of a territory that "changed America's shape and destiny."

The United States purchased the Louisiana Territory. This purchase lead to many things. This purchase allowed the United States “unrestricted access to the Mississippi River”. (Document 1). It also kept afloat Saint Dominique colony.

Although the Louisiana purchase brought about many great things, people still saw issues with it. In Document 3 it says “there was a debate”, Jefferson’s cabinet disagreed. They debated whether the purchase was constitutional or not. Federalist were not in favor of the Louisiana purchase. The Federalist said it “was unconstitutional” (Document 4). The Federalist also believed it would lead to “war with Spain”. (Document 4). Both of these groups addressed the issue of the Louisiana Purchase.

There were many impacts of the Louisiana Purchase on the United States. One impact was the expansion of the Country “to the north and west” (Document 5b) The purchase also changed politics. Document 6 states “affected international relations”. The Louisiana Purchase greatly impacted the United States.

There is no doubt that the Louisiana Purchase was one of the largest turning points in United States history. It more than doubled the size of the country, gave it unrestricted access to an extremely important part, and paved the way for the US to become a world power. Despite this, the Louisiana Purchase also created a wide array of issues; the effects of which would be felt hundreds of years into the future.

When Napoleon gained control of the Louisiana Territory it put in danger America's use of the Mississippi River. President Jefferson's idea was to buy New Orleans but Napoleon offered the river and the entire Louisiana Territory. This would not only benefit farmers who were to Jefferson the backbone of the nation but it also would help avoid a possible war. Boundaries were unknown but the territory could be a step towards America reaching the Pacific Ocean.

Before the United States went through with the purchase of the Louisiana territory, there were already concerns. Many people, including the US President at the time, held strict views on the constitution. They believed the federal government only had the powers explicitly stated in the constitution. The ability to purchase land from other governments was not one of them. President Jefferson proposed an amendment to the constitution to circumvent this, but was assured by his cabinet and his Treasury Secretary that purchasing the land was permissible under the Constitution's treaty-making provisions. In the end the Senate voted on ratifying the treaty, and agreed with a vote of 24-7. Seven Federalist Senators voted against the treaty because they believed the purchase was unconstitutional.

Another issue raised in opposition to the Louisiana Purchase was the ability to govern it. Almost nine-hundred-thousand square miles in

size, it was mostly empty and untouched land. This was a good thing for the purpose of resources and expansion, but it brought up many issues revolving around how its governance would be handled. On top of this, there were some concerns that the French title to the Louisiana territory was not clear, as it had recently been acquired by France from Spain. Some thought that the purchase of the land could lead to conflict or even war with Spain.

Finally the largest, and what would soon prove to be the most important issue, was how the new territory would be governed. The purchase of the Louisiana territory led to the creation of 13 additional states, and with almost every single one the topic of slavery was highly debated. The southern plantation economy was reliant on slavery, and there were fears in the south that if there were more free states than slave states, and thus more anti-slavery representation in the government, slavery may be abolished. One of the ways to address this issue was the Missouri Compromise, in which all new states admitted into the US from the Purchase would be slave or free states based on whether they were above or below the compromise line, which ran south of Missouri and went west. While this was a temporary fix, as new territory was acquired and new states created, tensions continued to rise. When President Abraham Lincoln was elected and opposed the extension of slavery a number of Southern states seceded from the Union which began the Civil War. While not the sole direct cause, the Louisiana Purchase was one of the first steps towards the civil war. It led to the escalation of an already existing issue, and proved that a peaceful resolution was likely impossible.

Overall, the Louisiana Purchase is an extremely important part of

American history. It, for all of its issues, was the key factor that led the United States to become the world power that it is today. Because of this I would say that it was one of, if not the most important events in United States history.

The Louisiana Purchase allowed the United States to gain more territory and power. The impact it had on the United States was good and bad. But without the Louisiana purchase the United States wouldn't be what it is today.

America benefited greatly from the Louisiana purchase. They gained tons of land and that brought power. "What was clear at the time of the Louisiana Purchase was that it had put America on the road to becoming a truly continental power." (Document 6). It led to a new face for politics, and it changed our destiny. The purchase cost almost nothing for what we got with it. "The enormous expanse to the north and west of New Orleans, the key city that had been the primary object of the Louisiana purchase, meant that thirteen new states would eventually be created..." (document 5b). Within this purchase, we got the city of New Orleans which was geographically important. The United States had lots of good come out of the Louisiana Purchase.

There was a couple bumps in the way when trying to purchase the Louisiana territory. Lots of people felt it wasn't ok to buy land from foreign governments. "Other voices of New England Federalism urged that the purchase was unconstitutional, that the general government did not have the power to acquire foreign territory" (document 4). Federalism groups believed getting this territory would result in a war with Spain. They didn't like the idea of the Louisiana territory. There was another talk about the size of property, if it was too big to purchase. "And there was a debate about whether and how such a large property purchase was allowed under the constitution." (document 3). Jefferson wanted to make an amendment to sort it out but Madison didn't think

it was necessary. Overall the Louisiana Purchase was a little difficult but worth it.

The Louisiana Purchase improved the country's size and power. The purchase was worth it for the money we spent and what we got out of it.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with some depth for the purchase of the Louisiana Territory
- Is both descriptive and analytical (Purchase will forever be remembered as one of most defining moments in American history; territory cost practically nothing considering benefits it would reap in future; Purchase served as precedent for future constitutional and civic issues; with new settlements came need to find faster and easier ways to ship goods; Louisiana had become useless in Napoleon's eyes but extremely valuable to others; United States gained significantly larger piece of land than previously expected; Jefferson favored strict interpretation of Constitution to limit federal power so as not to encourage tyranny; Purchase raised many concerns regarding expansion of executive power; in eyes of Federalists, Purchase should not have occurred; Federalists felt risky to buy potentially desolate wilderness)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (With spirit of Manifest Destiny beneath their wings, American citizens felt need to expand further westward; Jefferson a Democratic-Republican; new states admitted beginning with Missouri would have different and conflicting viewpoints regarding expansion of slavery; Purchase led to more disagreements about how far west slavery could go, which would finally lead to Southern states seceding from the Union and a civil war; Native Americans faced many tribulations regarding their land and often forced further and further west and onto reservations)
- Includes relevant facts, examples, and details (annexation of territory doubled country's land mass; Americans expanded past Appalachians and Mississippi River; negotiations with Spain to secure use of Mississippi and negotiate for New Orleans and parts of Florida; Pinckney Treaty with Spain gave United States access to Mississippi and New Orleans but unfortunately soon after France became new owners; Jefferson sent delegates to France to secure use of Mississippi and negotiate for New Orleans and parts of Florida; Napoleon preparing for war and needed funds for his army so decided to sell Louisiana Territory; Jefferson favored strict interpretation of Constitution which meant only doing exactly what it stated; power to acquire and hold land not a power within Constitution; Federalists reasoned Purchase largely unexplored; Purchase became constitutionally acceptable to Jefferson; Purchase led to many new states and a country larger than many countries in Europe)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and some analytical statements. Although important concepts are referenced, additional explanation and details would have strengthened the discussion.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the purchase of the Louisiana Territory
- Is more analytical than descriptive (In period surrounding purchase of Louisiana Territory United States still figuring out its identity; Purchase offered a chance to vastly expand American borders; France sold Louisiana to focus their resources on political issues elsewhere; although Purchase set America on path to become a strong global power, it also raised constitutional issues both short- and long-term that threatened American unity; Jefferson felt guaranteeing access to Mississippi politically and economically important; isolated midwestern farmers needed to know they could still use Mississippi to ship their goods to New Orleans after Spain gave up control of river to France; while at face value Purchase seemed like it should have been favored by America, there were those who had both constitutional and logistical concerns; decent number of people who ideologically opposed Purchase, although also some defended constitutionality of Purchase; Federalists worried what Purchase would mean for them as people might want to leave New England for new opportunities in West which were not good for New England or Federalists politically; Jefferson felt turning Purchase down not good for country so he decided against an amendment when he became convinced Purchase constitutionally justified; Purchase encouraged American nationalism as country's power grew)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Jefferson a Democratic-Republican; Jefferson worried he might have to fight a war with France to protect American rights to use Mississippi; Jefferson interested in expansion further westward to Pacific Ocean, a step toward Manifest Destiny; Federalists always believed in using broad interpretation of Constitution; Purchase led to sectionalism as Southern planters took their slaves with them; constitutional disagreement over whether Congress could keep slavery out of new West temporarily settled by Missouri Compromise; years of debate over expansion of slavery ended in national division; Purchase strengthened national economy with new markets, railroads, and mining)
- Richly supports the theme with many relevant facts, examples, and details (Federalists in New England led by Timothy Pickering argued federal government not given power in Constitution to acquire foreign lands; Jefferson took strict view of Constitution; Lewis and Clark traveled along Missouri River through Oregon region to Pacific; members of Jefferson's cabinet argued Constitution gave power to make treaties that included ability to acquire foreign lands; Purchase ratified by Senate by a vote of 24 to 7; beyond key city of New Orleans, thirteen new states would emerge from the territory)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. A critical appraisal of document information supports an analytical discussion of the Louisiana Purchase. Thoughtful conclusions support a good political and historical understanding of the constitutional issues surrounding the Purchase and its aftermath.

Practice Paper C—Score Level 1

The response:

- Minimally addresses all aspects of the task for the purchase of the Louisiana Territory
- Is descriptive (people saw issues with Purchase; Purchase affected international relations)
- Includes minimal information from Documents 1, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Purchase allowed United States unrestricted access to Mississippi River; Purchase kept colony of Saint-Domingue afloat; Jefferson's cabinet disagreed about whether Purchase constitutional or not; Federalists not in favor of Purchase as believed it would lead to war with Spain; with Purchase, country expanded north and west)
- Demonstrates a general plan of organization; includes a general introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. General statements that briefly refer to all aspects of the task demonstrate a basic understanding of the task. Lack of supporting facts and details and minimal explanation, especially in the treatment of impact, further weaken the effort.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the purchase of the Louisiana Territory, but discusses historical circumstances less thoroughly than the other aspects of the task
- Is both descriptive and analytical (gave unrestricted access to extremely important port; paved way for United States to become world power; Purchase created wide array of issues; effects of which would be felt hundreds of years into the future; Napoleon gaining control of Territory put America's use of Mississippi River in danger; Jefferson assured by Cabinet and Treasury Secretary that purchasing land permissible under treaty-making provisions of Constitution; many issues around how governance of Territory would be handled; some concerns that French title to Territory not clear as land recently acquired from Spain; Purchase led to escalation of already existing issue and proved that peaceful resolution likely impossible: Purchase key factor that led United States to become world power it is today)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Purchase would benefit farmers who to Jefferson were backbone of nation and would help avoid possible war; with almost every state created from this territory topic of slavery highly debated; southern plantation economy reliant on slavery; fears in South that if more free states than slave states—and thus more anti-slavery representation in government—slavery may be abolished; according to Missouri Compromise all new states admitted into United States from the Purchase would be slave or free based on whether above or below compromise line; Missouri Compromise a temporary fix and tensions continued to rise; when Lincoln who opposed extension of slavery elected president a number of Southern states seceded from Union beginning Civil War; while not sole direct cause of Civil War, Purchase one of first steps)
- Supports the theme with relevant facts, examples, and details (more than doubled size of country; Jefferson's idea to buy New Orleans but Napoleon offered river and entire territory; boundaries unknown but territory could be a step toward America reaching Pacific Ocean; many people including Jefferson had strict views on Constitution, believing federal government only had powers explicitly stated in Constitution and ability to purchase land from other governments not one of them; Jefferson proposed an amendment to Constitution; Senate ratified treaty with a vote of 24 to 7; seven Senators voted against treaty because believed it was unconstitutional; territory almost 900,000 square miles in size but mostly empty and untouched land; some thought Purchase could lead to conflict and even war with Spain; Purchase led to creation of thirteen additional states)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Analytical statements and good conclusions support document interpretation. The treatment of impact of the Purchase primarily focuses on the debate over slavery, effectively using relevant outside history.

Practice Paper E—Score Level 2

The response:

- Minimally addresses all aspects of the task for the purchase of the Louisiana Territory
- Is primarily descriptive (Purchase allowed United States to gain more territory and power; put America on road to becoming truly continental power; led to a new face for politics and changed our destiny; Purchase cost almost nothing for what we got with it; New Orleans primary object of Purchase; New Orleans geographically important; Federalist groups believed getting the territory would result in war with Spain; there was talk about whether size of territory was too big; Jefferson wanted to make an amendment but Madison did not think that was necessary; overall Purchase a little difficult but worth it)
- Consists primarily of relevant information copied from Documents 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (enormous expanse to north and west of New Orleans meant thirteen new states would eventually be created; lots of people felt not OK to buy land from foreign governments; voices of New England Federalism urged that Purchase unconstitutional)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states why the Purchase was important

Conclusion: Overall, the response fits the criteria for Level 2. Although the historical circumstances and efforts to support the Louisiana Purchase are only briefly mentioned, the treatment of efforts to oppose the Purchase and the impact demonstrate a limited understanding of the task. Although some good conclusions are included, additional supporting facts and details—and less repetition of and reliance on direct information copied from the documents—would have strengthened the effort.

The Chart for Determining the Final Examination Score for the June 2025 Regents Exam in U. S. History and Government will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.