

NYS Social Studies Frameworks Reference

7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.

Students will examine events of the early nation including Hamilton's economic plan, the Louisiana Purchase, the Supreme Court decision in *Marbury v. Madison*, and the War of 1812 in terms of testing the strength of the Constitution.

Level 4 NYS Performance Level Descriptor, Evidence-Centered Design

CLAIM 1: Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.

1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/ uses) of sources.

1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).

CLAIM 2 Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.

2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, geographic, economic, or political characteristics associated with the period(s).

2.2 Student identifies and describes related events in chronological sequence.

2.3 Student describes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.

CLAIM 3 Students can analyze how the context of time and place affect disciplinary- based issues and historical events, and also compare issues and events across time and place.

3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment) with minor inaccuracies.

3.3 Student compares and/or analyzes issues or events with some depth.

degree connected with government. In this
general devastation were included the Senate
25 House, the President's palace, an extensive
dockyard and arsenal, barracks for two or three
thousand men, several large storehouses filled
with naval and military stores, some hundreds
of cannon of different descriptions, and nearly
30 twenty thousand stand of small arms. There
were also two or three public rope works which
shared the same fate, a fine frigate pierced for
sixty guns and just ready to be launched,
several gun brigs and armed schooners, with a
35 variety of gunboats and small craft. The powder
magazines were, of course, set on fire, and
exploded with a tremendous crash, throwing
down many houses in their vicinity, partly by
pieces of the wall striking them, and partly by
40 the concussion of the air whilst quantities of
shot, shell, and hand grenades, which could not

otherwise be rendered useless, were thrown into
the river."

"The sky was brilliantly illuminated"

45 While Gleig's regiment was sacking the city, the
remainder of the British force marched into the
American capital as night approached:

"... the blazing of houses, ships, and stores, the
report of exploding magazines, and the crash of
50 falling roofs informed them, as they proceeded,
of what was going forward. You can conceive
nothing finer than the sight which met them as
they drew near to the town. The sky was
brilliantly illuminated by the different
55 conflagrations, and a dark red light was thrown
upon the road, sufficient to permit each man to
view distinctly his comrade's face.

...When the detachment sent out to destroy Mr.
Madison's house entered his dining parlor, they

