

This document contains the answer keys, rubrics, and Scoring Notes for items on the Grade 8 Social Studies Practice Test. For support on how to use sample student work, refer to the [LEAP 2025 Social Studies Practice Test Guidance](#). Additional Practice Test resources are available in the [LDOE Practice Test Library](#).

Session	Set	Sequence	Item Type	Key	Alignment
1	The Reconstruction Era in Louisiana	1	MC	C	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
1		2	MC	D	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
1		3	MC	C	8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels
1		4	MC	B	8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions
1		5	MS	B, D	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
1		6	TEI	see TEI key	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
1	Louisiana Statehood	7	MC	B	8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history
1		8	MS	A, C	8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana
1		9	MC	C	8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions
1		10	MC	D	8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions
1		11	MC	A	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
1		12	CR	see rubric	8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana


Session	Set	Sequence	Item Type	Key	Alignment
1	Progressivism in Louisiana	13	MC	A	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
1		14	MC	C	8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels
1		15	MC	B	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
1		16	MC	D	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
1		17	MC	C	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
1		18	MS	A, D	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
1	The Fishing Industry in Louisiana	19	MS	B, C	8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana's geographic features
1		20	MC	C	8.9.2 Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources
1		21	MC	B	8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world
1		22	MC	C	8.5.1 Describe how natural phenomena impact the physical environment of Louisiana
1		23	TEI	see TEI key	8.5.1 Describe how natural phenomena impact the physical environment of Louisiana
1	Historic Native Americans of Louisiana	24	MC	B	8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history
1		25	MS	A, B	8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict
1		26	MC	C	8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana
1		27	MC	D	8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities

Session	Set	Sequence	Item Type	Key	Alignment
2	Louisiana during the Civil War	28	MC	C	8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy
2		29	MC	B	8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana's history
2		30	MC	A	8.7.1 Explain how the United States and world foreign policy have affected Louisiana
2		31	MC	B	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
2		32	ER	see rubric	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
3	Sharecropping in Louisiana	33	MC	A	8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities
3		34	MC	B	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
3		35	MC	D	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
3		36	MS	A, E	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
3		37	MC	C	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
3		38	CR	see rubric	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras

Session	Set	Sequence	Item Type	Key	Alignment
3	Colonial Settlers in Louisiana	39	MC	A	8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana's inhabitants from French colonization to statehood in 1812
3		40	MC	C	8.7.1 Explain how the United States and world foreign policy have affected Louisiana
3		41	MC	D	8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict
3		42	MC	B	8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana
3		43	MS	A, D	8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana
3		44	TEI	see TEI key	8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana
3	Stand-Alone Items	45	MC	D	8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras
3		46	MC	B	8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras
3		47	MC	B	8.2.8 Investigate and describe the impact of World War II on Louisiana's social, political, and economic systems
3		48	MC	D	8.4.3 Explain ways in which inventions and technological advances have affected Louisiana's culture
3		49	MC	A	8.5.1 Describe how natural phenomena impact the physical environment of Louisiana
3		50	MC	B	8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world
3		51	MC	C	8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups
3		52	MC	D	8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues
3		53	MC	A	8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels
3		54	MC	B	8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy
3		55	MC	B	8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana
3		56	MC	B	8.9.1 Analyze the role of specialization in Louisiana's economy

**Session 1 Item 6**

Drag and drop **four** phrases into the correct columns of the chart to show the actions taken by people in Louisiana to resist Reconstruction and the ways the federal government responded to this resistance. There are **two** correct answers for **each** column of the chart.


**?**

Actions Taken by Louisiana Citizens to Resist Reconstruction	Federal Government Responses to Resistance by Louisiana Citizens

interfered with African Americans' voting rights

refused to allow carpetbaggers to enter the state

divided the South into five military districts to ensure the states ratified and enforced the Fourteenth Amendment


enacted Black Codes to restrict the activities of African Americans and control the workforce

gave money to formerly enslaved African Americans to buy land


passed constitutional amendments to protect the rights of African Americans

OK

Scoring for Session 1 Item 6


?

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interfered with African Americans' voting rights	passed constitutional amendments to protect the rights of African Americans
enacted Black Codes to restrict the activities of African Americans and control the workforce	divided the South into five military districts to ensure the states ratified and enforced the Fourteenth Amendment
refused to allow carpetbaggers to enter the state	gave money to formerly enslaved African Americans to buy land



Two points = four phrases in the correct columns  
 One point = three or two phrases in the correct columns  
 Zero points = one or zero phrases in the correct column

**Scoring for Session 1 Item 12**

Based on the sources and your knowledge of social studies, identify **two** different challenges faced by Louisiana as it became a state and explain why **each** challenge had to be overcome in order for Louisiana to be admitted to the Union as a state.

<b>Scoring Information</b>	
<b>Score Points</b>	<b>Description</b>
2	Student's response correctly identifies <b>two</b> different challenges faced by Louisiana as it became a state and correctly explains why <b>each</b> challenge had to be overcome in order for Louisiana to be admitted to the Union as a state.
1	Student's response correctly identifies <b>one</b> challenge faced by Louisiana as it became a state and correctly explains why that challenge had to be overcome in order for Louisiana to be admitted to the Union as a state. OR Student's response correctly identifies <b>two</b> different challenges faced by Louisiana as it became a state, but it does <b>not</b> correctly explain why either challenge had to be overcome in order for Louisiana to be admitted to the Union as a state. OR Student's response does <b>not</b> correctly identify any challenges faced by Louisiana as it became a state, but correctly explains <b>two</b> reasons why challenges had to be overcome in order for Louisiana to be admitted to the Union as a state.
0	Student's response is blank or does <b>not</b> correctly identify any challenge faced by Louisiana as it became a state nor explain why the challenge(s) had to be overcome in order for Louisiana to be admitted to the Union as a state.

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**Scoring Notes:**

Challenges faced by Louisiana as it became a state and why each challenge had to be overcome in order for Louisiana to be admitted to the Union as a state:

- Some members of Congress feared the growing number and power of new states, which could prevent Louisiana from being admitted to the Union as a state.
- Louisiana's border disputes with Spain had to be resolved in order to establish clearly defined state boundaries and prevent future conflict(s) with Spain.
- Louisiana had to bring together diverse people and ideas to write a state constitution, which would then have to be approved by the U.S. Congress.
- Many people in Louisiana had previously lived under the laws of other countries and they had to write new state laws that would reflect U.S. laws.

Accept other reasonable responses.



## Student Responses for Session 1 Item 12

### Prompt

Based on the sources and your knowledge of social studies, identify **two** different challenges faced by Louisiana as it became a state and explain why **each** challenge had to be overcome in order for Louisiana to be admitted to the Union as a state.

### Response 1

Thomas Jefferson made the Louisiana purchase. What now? After President Jefferson made the Louisiana Purchase, the U.S. Congress "divides the Louisiana Purchase into the Territory of Orleans and the district of Louisiana," as states Source 1. But becoming a state is not easy. Louisiana must overcome many hardships before becoming a state.

The first problem that Louisiana must resolve is the border dispute in between Spanish Texas. Spain and the United States both border an area in between Texas and Louisiana. Tensions run high until they agree that the land will be neutral; belonging to neither one of them. As states passage 1, "U.S. and Spanish officers agree that the disputed area between the Territory of Orleans and Spanish Texas is a neutral ground and neither group would control it." This was the first hardship that Louisiana overcame.

The last difficulty that Louisiana faced was Congressional approval to become a state. This was important because without Congressional approval, Louisianians would not have the same rights and protection as citizens in the states. After petitions from the inhabitants of Louisiana, Congress approves Louisiana Statehood. "Congress approves the Statehood petition from the Territory of Orleans. This was a great success for the Territory of Orleans and ended their quest for statehood.

In conclusion, Louisiana statehood was a process and a struggle that was overcome. Although it faced Congressional dispute and high tensions from Spanish Texas, Louisiana was a state in the end.

### Score: 2

The response earns a score of 2. It accurately identifies two different challenges faced by Louisiana as it became a state, "The first problem that Louisiana must resolve is the border dispute in between Spanish Texas" and "The last difficulty that Louisiana faced was Congressional approval to become a state." The response provides complete and correct explanations of why each challenge had to be overcome in order for Louisiana to be admitted to the Union as a state.

**Response 2**

As Louisiana became a state, it had to face numerous challenges in order to be admitted to the Union as a state. Initially, Louisiana had to overcome the opposition of Congress and people in the House of Representatives. Numerous debates over Louisiana Statehood arose over accepting Louisiana as a state. They worried that the United States would become too large, and weaken the power of the original states. Fearing that by accepting too many states, there would be no limit to the boundaries of the United States, many people opposed the acceptance of Louisiana. This opposition had to be overcome in order for Louisiana to become a state, as Congress, the House of Representatives, and the Senate all had to approve of Louisiana's statehood petition for it to become a state. Finally, Congress approved Louisiana's statehood petition in February of 1811. In addition, Louisiana still had another challenge to face. Even though its petition had been approved by Congress, Louisiana still needed a state constitution to become an official state. Each state in the United States needed its own state constitution. Therefore, Louisiana delegates wrote a state constitution and sent it to Congress to be approved. Finally, on April of 1812, Congress and President Madison approved Louisiana's constitution and Louisiana officially became a state.

**Score: 2**

The response earns a score of 2. It fully and accurately identifies two different challenges faced by Louisiana as it became a state, "Louisiana had to overcome the opposition of Congress and people in the House of Representatives" and "Even though its petition had been approved by Congress, Louisiana still needed a state constitution to become an official state." The response includes accurate explanations of why each challenge had to be overcome in order for Louisiana to be admitted to the Union as a state.

### Response 3

Louisiana faced difficulties while becoming a state. Source 2 says, "Some related directly to the history, culture, laws and racial characteristics of the Territory of Orleans." The people thought it was a horrible idea for Louisiana to become a state because of its different lifestyle. Eventually the United States put away with this problem because of the benefits Louisiana had toward the country. Source 1 proves that it took two years for the state to be ratified into an official state. All of the problems that contradicted the decision of Louisiana to become a state did not outweigh the great possibilities.

#### Score: 1

The response earns a score of 1. It correctly identifies one challenge faced by Louisiana in becoming a state, "The people thought it was a horrible idea for Louisiana to become a state because of its different lifestyle," and it explains why that challenge had to be overcome in order for Louisiana to become a state.

### Response 4

one challenge is people worried about how big the United States would become.  
second is that there would territorial disputes over Louisiana

#### Score: 1

The response earns a score of 1. It correctly identifies two challenges that Louisiana faced as it became a state, "people worried about how big the United States would become" and "there would territorial disputes over Louisiana," but it does not explain why those challenges had to be overcome in order for Louisiana to become a state.

**Response 5**

Louisiana had to face the purchase and the Congress for approval. In source 1 the United States and France agree to the Louisiana Purchase. That was in 1803. Then Congress approves the statehood petitions from the Territory of New Orleans which is in Louisiana. These two challenges were easy sort of for Louisiana because we are a strong state and still are today.

**Score: 0**

The response earns a score of 0. In the response, the student attempts to address the prompt and to support his or her ideas with evidence from the sources. However, the response contains incomplete and flawed information about the challenges Louisiana faced as it became a state and why those challenges had to be overcome.

**Session 1 Item 23**

Drag and drop **four** phrases from the list into the chart to show **two** correct causes and **two** correct effects of natural phenomena on the decline of the fishing industry in Louisiana.

**Causes**

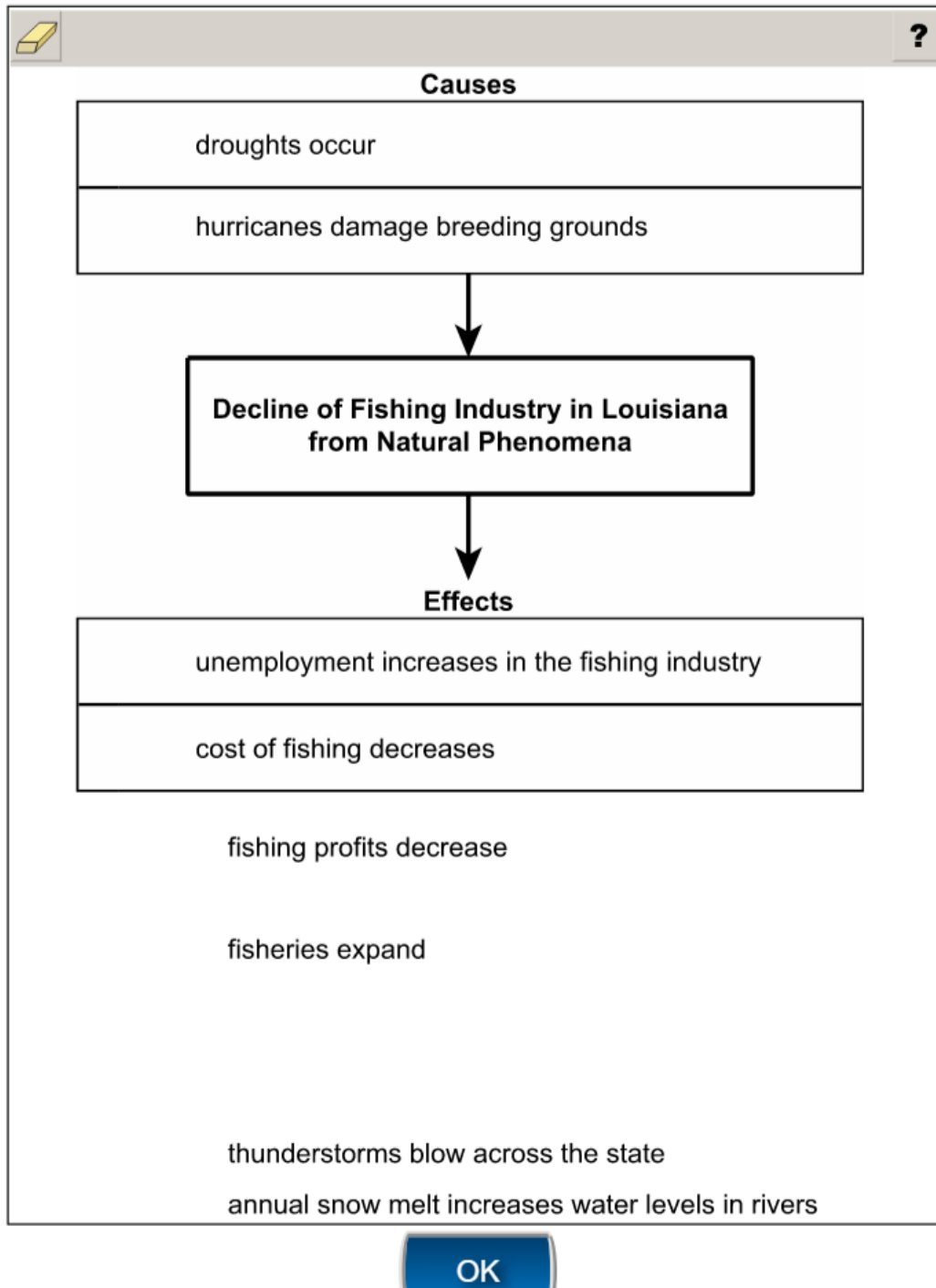
Decline of Fishing Industry in Louisiana from Natural Phenomena

**Effects**

- fishing profits decrease
- droughts occur
- fisheries expand
- hurricanes damage breeding grounds
- unemployment increases in the fishing industry
- cost of fishing decreases
- thunderstorms blow across the state
- annual snow melt increases water levels in rivers

OK

Scoring for Session 1 Item 23



Two points = four phrases in the correct positions  
One point = three or two phrases in the correct positions  
Zero points = one or zero phrases in the correct position

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**Scoring for Session 2 Item 32**

Based on the sources and your knowledge of social studies, analyze the social and economic effects of the Civil War on Louisiana and its people.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of social studies.
- Use evidence from the sources to support your response.
- Follow the steps on the Checklist as you write your response.

**Social Studies**  
**Extended-Response Checklist**  
**Grades 6, 7, 8**

**As you write your response, be sure to complete the following:**

- Show an in-depth understanding of the topic.
- Answer all parts of the question.
- Include ample, well-chosen evidence from the sources to support and develop your response.
- Include accurate and relevant factual information from your own knowledge, beyond the information that is given in the sources, to support your response.
- Communicate your ideas well and use logical reasoning.
- Write enough to fully answer the question. This will usually require more than one paragraph.

**Following the steps below will help you write a successful extended response.**

**Step 1: Planning and Writing**

- Read the question carefully.
- Think about what you will write before you begin.
- Answer **all** parts of the question.
- Include ample, well-chosen evidence from the sources to support your response.
- Include accurate and relevant factual information from your own knowledge to support your response.
- Communicate your ideas clearly.
- Organize your ideas in a logical order.
- Use paragraphs to separate different main ideas.

**Step 2: Proofreading**

- Review the checklist to make sure you have covered all the expectations.
- Reread your response.
- Revise if needed.
- Correct any errors you find.



## Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Content	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>thorough</b> knowledge of the social and economic effects of the Civil War on Louisiana and its people by incorporating ample, focused factual information from prior knowledge and the sources;</li> <li>Contains accurate understandings with no errors significant enough to detract from the overall content of the response;</li> <li>Fully addresses all parts of the prompt.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>general</b> knowledge of the social and economic effects of the Civil War on Louisiana and its people by incorporating adequate, factual information from prior knowledge and the sources;</li> <li>Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response;</li> <li>Addresses all parts of the prompt.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>limited</b> knowledge of the social and economic effects of the Civil War on Louisiana and its people by incorporating some factual information from prior knowledge and the sources;</li> <li>Contains some accurate understandings with a few errors that detract from the overall content of the response;</li> <li>Addresses part of the prompt.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>Reflects <b>minimal</b> knowledge of the social and economic effects of the Civil War on Louisiana and its people by incorporating little or no factual information from prior knowledge and the sources;</li> <li>Contains few accurate understandings with several errors that detract from the overall content of the response;</li> <li>Minimally addresses part of the prompt.</li> </ul>
0	The student's response is blank, incorrect, or does not address the prompt.

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> <li>• Develops a <b>valid</b> claim that effectively expresses a solid understanding of the topic;</li> <li>• Thoroughly supports the claim with well-chosen evidence from the sources;</li> <li>• Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
3	The student's response: <ul style="list-style-type: none"> <li>• Develops a <b>relevant</b> claim that expresses a general understanding of the topic;</li> <li>• Supports the claim with sufficient evidence from the sources;</li> <li>• Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
2	The student's response: <ul style="list-style-type: none"> <li>• Presents an <b>inadequate</b> claim that expresses a limited understanding of the topic;</li> <li>• Includes insufficient support for the claim but does use some evidence from the sources;</li> <li>• Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
1	The student's response: <ul style="list-style-type: none"> <li>• Does not develop a claim but provides evidence that relates to the topic, <b>OR</b> develops a substantially flawed claim with little or no evidence from the sources;</li> <li>• Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.</li> </ul>
0	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

### Scoring Notes for Claims Rubric

A response that develops a **valid** claim expresses a **solid** understanding of the social studies topic. The response is supported by **ample and well-chosen** evidence from the sources. The explanation is logical, organized, and cohesive, as demonstrated by connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. A **valid** claim shows a deep understanding of the complexity of social studies themes that is supported by convincing evidence. The analysis may include the ability to discuss cause-and-effect relationships; analyze the importance of and connection between source documents; classify patterns of continuity and change; evaluate differing perspectives; and provide in-depth interpretations of historical events, etc.

A response that develops a **relevant** claim expresses a **general** understanding of the social studies topic. The response is supported by **sufficient** evidence from the sources. The explanation is organized and includes connections, patterns, or trends among ideas, people, events, and contexts within or across time and place but fails to reach the valid level. A **relevant** claim shows an accurate understanding of social studies themes but is less complex and includes more generalized evidence. The explanation may identify cause-and-effect relationships; describe patterns of continuity or change; recognize perspectives on a single topic or theme; identify the importance of or connection between source documents; and provide general interpretations of historical events, etc.

A response that includes an **inadequate** claim expresses a **limited** understanding of the social studies topic and uses insufficient evidence from the sources to develop the claim. The explanation includes weak connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. An **inadequate** claim shows some understanding of social studies themes but is limited in its analysis and evidence. The explanation may include insufficient understanding of cause and effect relationships; little recognition of patterns of continuity or change; limited knowledge of perspectives on a single topic or theme; misconceptions regarding the importance of or connections between source documents; and limited interpretation of historical events, etc.

A response that develops a **substantially flawed** claim expresses **little** understanding of the social studies topic. The explanation, if present, may include vague or illogical connections, patterns, or trends among ideas, people, events, and contexts within or across time and place. It fails to reach the inadequate level for a variety of reasons. For example, the response may provide some evidence that relates to the topic, but is ineffective in supporting a claim, if one is made.

**Characteristics of a Strong Response**

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The Civil War had a significant economic impact on the state. The Union blockade prevented consumer goods and manufactured goods from reaching Louisiana through ports along the Mississippi River or in the city of New Orleans, which was one of the largest ports in the United States. The state had a small manufacturing base and relied on the import of many goods. The blockade devastated the city of New Orleans and the rest of the state, which also relied on exports. The blockade significantly hurt the state's ability to sell its major agricultural products, drastically limiting the export of cotton and sugar from Louisiana to international customers. Many people in New Orleans and throughout the state of Louisiana relied on earnings from the trade in sugar and cotton to survive and thrive. As a result, the people of Louisiana suffered, including the commercial and agricultural elite. In addition, agricultural production decreased as a result of the loss of enslaved laborers who fled to the Union forces.
- The Civil War affected Louisiana socially. The Union blockade and occupation of the Louisiana pulled resources away from the state. The Union seized resources, such as food, horses, and other supplies that could have been used to support Louisiana and its people. There were severe shortages throughout the state, which resulted in inflation for consumer goods. The people of Louisiana had to make sacrifices and adjustments, such as using substitute foods. For many Louisianans, starvation was a real threat, as the Union army either seized or destroyed food crops. Other Louisianans struggled to feed, clothe, and house themselves. Despite the difficult situation, the people of Louisiana, including many women, contributed to the war effort by gathering and making supplies for the men serving in the Confederate army. Poor white men were drafted into the Confederate army, while wealthy farmers with more than 20 slaves were exempt from service. This ensured that the wealthy maintained control over the economy and government in the state. However, the significant burdens caused by the war prompted some planters to leave Louisiana and move to Texas, often with their slaves. In some instances, the invasion and occupation of Louisiana by Union forces encouraged many enslaved people in Louisiana to escape to the Union army.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- There was a widespread impact from the battles and sieges of the war along the Mississippi River and Red River (Source 1).
- There was a deep feeling of determination on the part of Louisianans to defeat the Union, although the Confederacy had fewer soldiers and despite the lack of commitment to the Confederacy by some people (Source 2).
- Many Louisianans believed that the state was justified in its fighting based on the principles of states' rights (Source 2).
- Louisianans developed a strong sense of Southern unity (Source 2).
- The Union army and navy attacked major cities and ports in Louisiana (Source 1 and Source 3).
- There was significant devastation suffered as a result of the battles and sieges, such as the Battle of Port Hudson (Source 3).
- The Union captured the Mississippi River (Source 1 and Source 3).
- The U.S. blockade prevented Louisiana from adequately supplying its troops with weapons (Source 4).
- Louisiana had to survive economically by smuggling out export items (Source 4).

A strong response also includes important information beyond what is presented in the sources, such as:

- The drastic reduction in labor force to plant, tend, and harvest crops.
- The lack of money to buy necessary goods, such as flour, coffee, building materials, farming supplies, and transportation equipment.
- Women, children, and the elderly were left to take care of themselves after able-bodied men joined the army.
- The early capture of New Orleans devastated the economy of the state.
- The Union occupation of New Orleans and southern Louisiana made the population feel like prisoners in their own homes.
- Conscription into the military significantly affected on poor white men more than the wealthy planter class.
- The end of slavery posed tremendous challenges for the white planter class and offered hope to millions of formerly enslaved people.

### Student Responses for Session 2 Item 32

#### Prompt

Based on the sources and your knowledge of social studies, analyze the social and economic effects of the Civil War on Louisiana and its people.

#### Response 1

The Civil War had numerous, impactful social and economic effects on Louisiana and its people. It caused people in Louisiana to, as a social whole, rally against the Northerners for their rights of action and property. Moreover, the Civil War limited trade on the Mississippi River, hurting Louisiana's economy.

Initially, the Civil War greatly impacted the society of Louisiana and its social effects. Before the war, people were divided on the issue of secession. Some Louisianans wanted to secede, while others didn't. Later on, as the war progressed, they realized that they were already too involved in the war and began to fight as a whole for their "liberty of speech and action in [their] land" (Source 2). People of Louisiana came together, determined to fight for their rights to own slaves as property. Even others that were not initially Secessionists, began to join the war for their own reasons. Some people, such as Sarah Morgan Daveson in Source 2, wanted the Confederacy to win the war, maintain their freedom, and rejoin the Union. Evidently, the Civil War had a great impact on the social aspects of Louisiana.

Additionally, the Civil War changed the economic structure of Louisiana. During the war, the Union focused on capturing the Mississippi River in Louisiana, as seen by the sites of major civil war battles in Louisiana in Source 1. One of these attacks, the bombardment of Port Hudson by Admiral Farragut, "attacked the forts with his entire fleet" (Source 3) in order to capture the Mississippi River. The Mississippi River was quite valuable to the Northerners, because if they captured it, they would be able to access the Gulf of Mexico, and most importantly, control trade on the Mississippi River. After the Union managed to gain the Mississippi River, they began to implement blockade policies in Louisiana. Evidently, this would have a huge impact on Louisiana's economy. They prevented "the export of cotton and the smuggling of war material into the Confederacy" (Source 4) in Louisiana. Louisiana's economy was based upon agriculture, especially the production and trading of cash crops. Therefore, by limiting trading by Louisianans on the Mississippi River, the Union prevented the continual prosperity of the economy of Louisiana. This led to the eventual downfall of Louisiana's economy, and people in Louisiana lost their wealth. Clearly, the Civil War had a large impact on Louisianan economy.

**Content: 4****Claims: 4**

The response earns a score of 4 for content and a score of 4 for claims. It provides valid claims and effectively develops them with well-chosen evidence from the sources and clear lines of reasoning. A claim related to the social effects of the Civil War is introduced in the opening paragraph: “It caused people in Louisiana to, as a social whole, rally against the Northerners for their rights of action and property,” and reinforced in the second paragraph: “People of Louisiana came together, determined to fight for their rights to own slaves as property.” The response takes a similar approach with a claim related to the economic effects of the Civil War by introducing it in the first paragraph: “Moreover, the Civil War limited trade on the Mississippi River, hurting Louisiana’s economy,” and reinforcing it in the third paragraph, “the Civil War changed the economic structure of Louisiana.” The student effectively integrates quotes and paraphrases source material (e.g., “Some people, such as Sarah Morgan Daveson in Source 2, wanted the Confederacy to win the war, maintain their freedom, and rejoin the Union”). The response provides cohesive explanations of the connections among ideas, events, and people before, during, and after the Civil War, demonstrating a strong understanding of the topic. The response fully addresses all parts of the prompt and incorporates adequate, accurate information from outside content knowledge.



## Response 2

The Civil War had social and economic effects on Louisiana. The Civil War destroyed many southern homes and hurt the economy.

Louisiana got affected by the war economically. For example, Louisiana's main supply area, the New Orleans Port, was blocked and the blockade hurt the economy and soldiers. In source four it states, "Union forces established a blockade of Confederate ports designed to prevent exports." When the Union did this, Louisiana could no longer import and export through the Port of New Orleans. There was no longer making money through the selling of crops, which was their main money maker. Louisiana's economy then began to cripple because it was losing a lot of money due to the lack of buying, selling, importing, and exporting of goods. The Union not only put a blockade on major ports, but also took control of the Mississippi River shown in source one through the Anaconda Plan. The Anaconda Plan hurt Louisiana's economy because they were no longer able to use the Mississippi River to transport goods, soldiers, medical supplies, or weapons through Louisiana anymore. Louisiana could no longer use the Mississippi River for any aid in the war because they no longer had control over the river.

Louisiana also got hurt socially by the Civil War. Many people's homes were destroyed during the war. Union soldiers would raid Confederate homes, burn buildings, and even raided the state capital once. Not only the Union soldiers raided homes though. Confederate homes were raided by Confederate soldiers also. They needed supplies that would help them in the war. Anything useful for the war was stolen by Confederates, and anything valuable was stolen by the Union. Once the war ended, Louisiana had trouble rebuilding its economy and destroyed towns. People not only had to deal with destroyed homes, but family loss. Many families had to face the end of the war without loved ones. In source two Sarah Dawson calls the war "the cause so many have died for."

The Civil War hurt Louisiana in many ways. Louisiana people had to face horror and destruction economically and socially. Destruction, loss, and fear ran through the state of Louisiana during and after the Civil War.

### **Content: 4**

### **Claims: 3**

The response earns a score of 4 for content and a score of 3 for claims. It develops the claims that "the blockade hurt the economy and soldiers," "[t]he Anaconda Plan hurt Louisiana's economy because they were no longer able to use the Mississippi River to transport goods," and "[m]any people's homes were destroyed during the war." The response offers logical reasoning and some well-chosen evidence from the sources to support the claims. To receive a score of 4 for claims, the response would need to provide clearer and more comprehensive explanations of the connection between the claims and the evidence from the sources. The response fully attends to all parts of the prompt, addressing both the economic and social effects of the Civil War on Louisiana. The response incorporates ample, accurate information from outside knowledge and gives many relevant examples.

### Response 3

During the Civil War had many social and economic effects of Louisiana. The social effects of the war are people were divided, families were seperated and lost relatives. The economical effects were poverty rate rose, shortage of money, and lack of resourses.

People were divided becuase of thier views on the war and slavery. For example mojority of the south was for slavery but there was always some people who were against it. They were also divided due to differant beliefs about the war. In Source 2 it says, "I was never a Secessionist, for I quietly adopted father's views on political subjects without meddling with them. But event father went over with his State . . ." Some people disagreed with others views on Secession. Another social effect was families were seperated becuase husbands and sons would die. For example, one family may be fighting on the confederate side and the other side of the family on the Union.

One economical effect was the poverty rate rose becuase things were being rashond and not enough money was being made for some families becuase the husbands and sons were off fighting. Another economical effect was there was a shortage of money in the economy. There was a shortage becuase money was being used for the military purposes. A third economical effect was there was a lack of resourses in the state. There was a lack of resoures because food, cloths, and supplies were being sent to the military. For example, When the andoconda plan was put in place the confederates were at a shordage of pretty much everything becuase the union cut them off to the outside world and the rest of the country. In Source 4, it says, "The blockade . . . was an important economic policy that successfully prevented Confederate access to weapons . . ."

### Content: 3

### Claims: 3

The response earns a score of 3 for content and a score of 3 for claims. It claims that "[t]he social and economic effects of the war are people were divided, families were seperated and lost relatives" and that "[t]he economical effects were poverty rate rose, shortage of money, and lack of resourses." The response uses relevant evidence from the sources and logical reasoning to support the claims. The explanations make connections between the events and context of the Civil War and the effects on Louisiana and its people. To earn a score of 4 for claims, the response would need to provide more precise and cohesive claims and explanations. The response addresses all parts of the prompt and incorporates ample information from outside knowledge. To receive a 4 for content, the response would need to integrate more evidence from the sources as well.

#### Response 4

The civil war effected Louisiana socially and economically. The economic effects of the civil war on Louisiana were when the union took control of the Mississippi River that cut off the trade of supplies and military weapons and ammo so the conderates could not fight back against the union. In source 4 it states, "During the civil war, Union forces established a blockade of the Confederate ports designed to prevent the export of cotton and the smuggling of war material into the Confederacy." After the union established the blockade on the Mississippi River the Confederacy has not been able to get goods in and out of the south causing the south's economy to go down and they will not be able to fight back with enough firepower.

The social effects of the civil war were people in Louisiana witnessed many horrifying events that people shouldn't be witnessing such as deaths and the effects of war. Source 3 states, "Never shall I forget the sight that then met my astonished vision vision. Shooting upward at an angle of forty-five degrees, with the rapidity of lightning, small globes of golden flame were seen sailing through the sky....The terrible missile." This quote comes from Admiral Farragut explaining his view of the battle, after a while he lost track wether they were winning the battle or losing and wether any of their vessals had been destroyed nor how many. Many men were out fighting in the war and many people were also captured during the war and a lot of soldiers also died.

#### **Content: 2**

#### **Claims: 3**

The response earns a score of 2 for content and a score of 3 for claims. It claims that "when the union took control of the Mississippi River that cut off the trade of supplies and military weapons and ammo so the conderates could not fight back against the union" and "people in Louisiana witnessed many horrifying events that people shouldn't be witnessing such as deaths and the effects of war." The response supports the claims with evidence from two of the sources and provides adequate explanations. To improve the response, the student could deepen the analyses. While the response shows a general understanding of the social and economic effects of the Civil War on Louisiana and its people without any major errors, it incorporates little information from outside knowledge beyond what is presented in the sources. To receive a score of 3 for content, the response would need to integrate more outside knowledge.

### Response 5

The Civil War had a major effect on Louisiana's economy and people. It had a major economic loss because of the blockade by the Union in the Gulf of Mexico. It effected the people because their houses were being raided by marauders and soldiers. That is why Louisiana suffered during the Civil Wae.

The state suffered from economic loss because of the blockade the Union created in the Gulf of Mexico. This effected Louisiana because they couldn't import and export with the rest of the world, meaning they either starved or bought supplies from the North. Louisiana also suffered economic loss because the other major ports in the South had been blockcaded. That is how Louisiana was effected economically.

The people of Louisiana suffered during the Civil War because marauders and Confederate soldiers were raiding their homes in search of food and supplies. This caused many to not support the Confederacy since they were mstreating the people. Most citizens wanted the South to win and then go back to the Union. That is hiw the Civil War effected Louisiana's citizens.

In conclusion, Louisiana faced many hardships during the Civil War, economically and liestyle changes. This proves that the Civil War effected the state greatly.

### Content: 2

### Claims: 2

The response earns a score of 2 for content and a score of 2 for claims. It introduces and reiterates the claims that “[t]he state suffered from economic loss because of the blockade the Union created” and “[t]he people of Louisiana suffered during the Civil War because marauders and Confederate soldiers were raiding their homes.” The response presents acceptable claims, but follows each with limited analysis and development that are characteristic of a 2-point response. Some information from the sources and from outside content knowledge is incorporated into the response but it is weakened by a few inaccurate interpretations and understandings, such as that the blockade “effected Louisiana because they couldn’t import and export with the rest of the world, meaning they either starved or bought supplies from the North.”

**Response 6**

One social effect the Civil War had on the residents of Louisiana was the desire and quest to achieve freedom. A popular view of the war by the Confederates was, "Fight to the death for our liberty" Many of the citizens in the Louisiana society viewed the Civil War as an opportunity to prove their righteousness and gain freedom from the Union.

One economic effect the Civil War had on Louisiana and its people was the inability to productively trade goods due to the blockade by Union fleets. The purpose of the blockade was to, "[prevent] Confederate access to weapons." With the Union fleets disallowing commerce of major ports in Louisiana, the people of Louisiana had no way to export goods for money

**Content: 2**

**Claims: 1**

The response earns a score of 2 for content and a score of 1 for claims. It develops a substantially flawed claim related to the social effects of the war: "One social effect the Civil War had on the residents of Louisiana was the desire and quest to achieve freedom." The response to this component of the item is unclear and incomplete, and it does not directly answer the prompt. The response makes an acceptable claim about the economic effects of the Civil War: "One economic effect the Civil War had on Louisiana and its people was the inability to productively trade goods due to the blockade by Union fleets," and offers a brief quotation from Source 4 along with further explanation as support. Although the response incorporates little information from outside knowledge, it does show some knowledge of the social and economic effects the Civil War had on Louisiana and its people.

### Response 7

The Civil War caused many economic and social effects in Louisiana. One of those reasons were the blockade of Confederate ports. they did this so that the Confederacy could not get cotton and smuggle in war materials. "During the Civil War, Union forces established a blockade of Confederate ports...." This quote from the Excerpt from The Blockade of Confederate Ports, 1861-1865 shows that this blockade prevented the economic distribution along Confederate ports. Using my knowledge about the Civil War I know that Henry Seward later adopted this blockade method after the battle of Fort Sumter in 1861.

Louisiana's social connections were destroyed during this blockade also. How could they reach any outside allies when they couldn't get through the ports. they could not tell anybody what was going on the only thing they could have done was devise a plan through their failing economy which would result in a failed attempt that could do more harm than good.

**Content: 1**

**Claims: 1**

The response earns a score of 1 for content and a score of 1 for claims. It minimally addresses part of the prompt and demonstrates a marginal understanding of the social and economic effects of the Civil War on Louisiana and its people. While the first paragraph consists mostly of details from Source 4, the response does offer a weak analysis of the source that relates to the prompt by stating that "this blockade prevented the economic distribution along Confederate ports." In the second paragraph, the response presents the claim that "Louisiana's social connections were destroyed during this blockade also." Unfortunately, the disorganized explanation that follows the claim contains flawed reasoning and misinterpretations.

**Response 8**

Lousiana had faced many problems during the civil war, one problem was that for a period of time the union had stoped the confederates weapon and food supply due to the us blockade aganist the confederacy.

**Content: 1**

**Claims: 0**

The response earns a score of 1 for content and a score of 0 for claims. It minimally answers part of the prompt, expressing that the Union blockade prevented supplies from reaching Confederates. The response does not, however, present a claim that clearly addresses the social or economic effects of the Civil War on Louisiana and its people.

**Response 9**

The Civil War had a harshly negative impact on the social relationships between the north and south, as stated in Source 2, from A Confederate Girl's Diary, some southerners lived in fear, hoping that the south would win and have them simply return to the northern side. The Civil War didn't really have a very positive effect on the economy either, since the north utterly destroyed the south's, well, everything basically. Near the end of the Civil War, a man named William T. Sherman started a whopping twenty mile wide path of destruction across the south, destroying absolutely everything in their path, causing hundreds of thousands of dollars in damage.

**Content: 0**

**Claims: 0**

The response earns a score of 0 for content and a score of 0 for claims. It mentions economic and social effects of the Civil War, but it does not analyze the effects of the Civil War on Louisiana and its people. Thus, the response fails to address the prompt.



**Scoring for Session 3 Item 38**

Based on the sources and your knowledge of social studies, explain **two** different ways that the sharecropping system was similar to the institution of slavery in Louisiana.

Scoring Information	
Score Points	Description
2	Student's response correctly explains <b>two</b> different ways that the sharecropping system was similar to the institution of slavery in Louisiana.
1	Student's response correctly explains <b>one</b> way that the sharecropping system was similar to the institution of slavery in Louisiana.
0	Student's response is blank or does <b>not</b> explain ways that the sharecropping system was similar to the institution of slavery in Louisiana.

**Scoring Notes:**

Ways that sharecropping was similar to the institution of slavery in Louisiana:

- The sharecropping system in Louisiana was similar to the institution of slavery in that sharecroppers were often dependent on white landowners. The system of sharecropping did not allow sharecroppers to earn or save much money and regularly left sharecroppers permanently in debt.
- The sharecropping system in Louisiana was similar to the institution of slavery in that sharecroppers were required to work within a system similar to forced labor. Contracts with the landowners required sharecroppers to work the land for a year.
- The sharecropping system in Louisiana was similar to the institution of slavery in that sharecropping also involved the production of agricultural goods and the labor of sharecroppers was exploited to produce cash crops.
- The sharecropping system in Louisiana was similar to the institution of slavery in that sharecropping maintained a social system of segregation between whites and African Americans.
- The sharecropping system in Louisiana was similar to the institution of slavery in that sharecropping reinforced the unequal treatment of African Americans.

Accept other reasonable responses.

**Student Responses for Session 3 Item 38**

**Prompt**

Based on the sources and your knowledge of social studies, explain **two** different ways that the sharecropping system was similar to the institution of slavery in Louisiana.

**Response 1**

The sharecropping system was similar to the institution of slavery in Louisiana in that African Americans were under the behest of white landowners and that they did not own their own land.

Initially, the institution of slavery in Louisiana made African Americans the slaves of their white owners. This meant that the actions of the African Americans were completely controlled by their owners. Similarly, in the sharecropping system, white landowners were still in control of the African Americans. They had to toil under the white men, working on the plantations to grow crops and give up most of their earnings to the landowners. Therefore, in this way, the sharecropping system was similar to the institution of slavery in Louisiana.

Additionally, similar to the institution of slavery, the sharecropping system did not let African Americans own land. In slavery, African Americans were the slaves of white men and could not own land, as they lived and worked on their masters' lands. In similarity, the sharecropping system forced the African Americans to follow the contract and work on someone else's land (typically a white landowner's), as they did not have the money or resources to start and live on their own farms. Therefore, the sharecropping system was similar to the institution of slavery in that it prevented African Americans from owning and working on their own property.

**Score: 2**

The response earns a strong score of 2. It accurately and fully explains two different ways that the sharecropping system was similar to the institution of slavery in Louisiana, “that African Americans were under the behest of white landowners and that they did not own their own land.” Throughout the response, the student uses the sources and content knowledge acquired through instruction.

**Response 2**

One way the share cropping system is like the institution of slavery in Louisiana is that white men had power over African Americans. In Source 1 the text says, " vast majority of those African Americans lived in a state of subjection to white landowners." This says that most of the sharecroppers were black men who worked for white landowners. This relates to the slavery instution because, then African Americans also worked for white men.

Another similarity is that both sharecroppers and slaves gave up something. Source 2 ays that the sharecroppers owed more than they earned. This is because they had to give up their crops to have the landowner's land. The slaves gave up their freedom, without a choice, and had to work nonstop.

**Score: 2**

The response earns a score of 2. It correctly explains two different ways that the sharecropping system was similar to the institution of slavery in Louisiana, "white men had power over African Americans" and "both sharecroppers and slaves gave up something." The response is supported with evidence from the sources.

### Response 3

Sharecropping was more known as an African American job. They were the ones who sold their crops, to the landowners, for more land. The workers for sharecropping could not leave the business once they have started. If they were to stop, which is unlikely, they would always have a debt on the landowners. This was similar to the institution of slavery because the African Americans did not have many rights in the first place and if they left they would be in serious trouble.

#### Score: 1

The response earns a score of 1. It correctly explains one way that the sharecropping system was similar to the institution of slavery in Louisiana, “The workers for sharecropping could not leave the business once they have started. . . . This was similar to the institution of slavery because . . . if they left they would be in serious trouble.”

### Response 4

Sharecropping and slavery were the same in two different ways. They were also the same because they basically did not earn anything. They would earn money but would be in so much debt to the landowners they would have to continue working for them, so they made almost no money. This is how sharecropping and slavery are similar.

#### Score: 1

The response earns a score of 1. It explains one way that the sharecropping system was similar to the institution of slavery in Louisiana, “they basically did not earn anything.”

### Response 5

They both harvest things and crop land.

#### Score: 0

The response earns a score of 0. The student attempts to identify ways that the system of sharecropping was similar to the institution of slavery in Louisiana, but it does not provide any explanation. The response shows an incomplete understanding of the topic.

**Session 3 Item 44**

Complete the flow chart by dragging and dropping **four** correct statements from the list in chronological order from earliest to most recent to show how cultural groups contributed to the economic development of Louisiana.

The flowchart interface consists of a top header with a yellow eraser icon on the left and a question mark icon on the right. Below the header are four empty rectangular boxes arranged vertically, connected by downward-pointing arrows. Below these boxes is a list of six statements, each in its own rectangular box. At the bottom center of the interface is a blue button with the text "OK".

Great Britain hands over Louisiana to Spain.

Spain takes control of Louisiana from France and encourages immigration from Acadia, Ireland, and the Canary Islands.

France encourages American settlers to move to Louisiana.

New Orleans thrives with economic activity and becomes a major port on the Mississippi River.

Enslaved Africans and German colonists clear land and build much of New Orleans after their arrival.

New Orleans is founded by Bienville to serve as a commercial center in the Mississippi Valley.

OK

**Scoring for Session 3 Item 44**

?

New Orleans is founded by Bienville to serve as a commercial center in the Mississippi Valley.

↓

Enslaved Africans and German colonists clear land and build much of New Orleans after their arrival.

↓

Spain takes control of Louisiana from France and encourages immigration from Acadia, Ireland, and the Canary Islands.

↓

New Orleans thrives with economic activity and becomes a major port on the Mississippi River.

Great Britain hands over Louisiana to Spain.

France encourages American settlers to move to Louisiana.

OK

Two points = four statements in the correct positions  
One point = three or two statements in the correct positions  
Zero points = one or zero statements in the correct position