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**Sample Task Set**  
**Louisiana Economy during the Antebellum Period**  
**Grade 8**

**Standard 2—Key Events, Ideas and People:** Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

**Standard 7—Global Awareness:** Students interpret the role of Louisiana in a global society.

**Standard 10—Interdependence and Decision Making:** Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world.

**GLE 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

**GLE 8.7.2** Evaluate the role and importance of Louisiana ports and products in the international economy.

**GLE 8.10.3** Describe historical factors influencing the economic growth, interdependence, and development of Louisiana

Read and study the sources about the economy of Louisiana during the antebellum period. As you read the four sources, think about the factors that influenced the economic growth of agriculture and the port of New Orleans in Louisiana during the antebellum period. After you read the sources, answer questions 1–5.

**Source 1**

**Port City of New Orleans (1858)**

by Adrien Persac

This painting of the port of New Orleans in the 1850s shows many boats, including steamships, traveling up and down the Mississippi River and docked at piers. It also shows smoke rising from the chimneys of buildings, some of which housed manufacturing companies.



Source: *The Historic New Orleans Collection.*

**Source 2**

**Sugar Production in Louisiana (1823–1854)**

This table shows amounts of sugar, in hogsheads (hhds), that were produced in Louisiana between 1823 and 1854 for domestic use and export. A hogshead is a large barrel, at least four feet high, that holds between 1,400 and 1,700 pounds of sugar.

<b>Year</b>	<b>Amount of Sugar Produced in Louisiana (in hogsheads)</b>
1823	30,000 hhds
1839	119,947 hhds
1844	204,913 hhds
1852	236,922 hhds
1854	448,324 hhds

*Source: U.S. Census Bureau.*

Source 3

**Manufacturing in Louisiana, Selected Parishes (1860)**

The table shows the major types of manufacturing in Louisiana in 1860 for parishes that had at least fourteen manufacturing establishments. Only seven of the forty-eight parishes in the state had fourteen or more manufacturing establishments in 1860.

Manufacturing by Parish	Major Types of Manufacturing	Manufacturing Establishments	Number of Employees	Annual Value of Products
<b>Caddo</b>	Gas, Lumber, Carriages, Cotton gins, Marble and stone works	38	245	\$672,100
<b>Carroll<sup>1</sup></b>	Lumber, Blacksmithing	87	291	\$195,839
<b>Claiborne</b>	Agricultural implements, Lumber, Cotton gins, Blacksmithing	52	147	\$154,500
<b>Lafourche</b>	Machinery, Cooperage <sup>2</sup> , Lumber, Sashes <sup>3</sup> and doors	22	102	\$149,150
<b>Orleans</b>	Boots and shoes, Men's clothing, Bread, Cooperage, Cordage <sup>4</sup>	1,232	5,568	\$11,373,265
<b>Pointe Coupee</b>	Lumber, Bread, Cooperage, Blacksmithing	28	53	\$90,800
<b>St. James</b>	Lumber, Sugar refining, Cooperage, Bread	20	72	\$170,794
<b>All of Louisiana</b> <i>(above parishes plus all others)</i>		1,744	8,789	\$15,587,473

<sup>1</sup>Carroll Parish was divided into East Carroll Parish and West Carroll Parish in 1877.

<sup>2</sup>**Cooperage:** barrel making

<sup>3</sup>**Sashes:** frames for holding glass panes in windows

<sup>4</sup>**Cordage:** rope making

Source: U.S. Census Bureau.

**Source 4**

**Value of Exports by Leading States (1800–1850)**

**(in Millions of Dollars)**

The table shows the monetary value, in millions of dollars, of exports from leading states between 1800 and 1850.

<b>State</b>	<b>1800</b>	<b>1810</b>	<b>1820</b>	<b>1830</b>	<b>1840</b>	<b>1850</b>
Louisiana	N/A*	1.9	7.6	15.5	34.2	38.1
Massachusetts	11.3	13.0	11.0	7.2	10.2	10.7
New York	14.0	17.2	13.2	19.7	34.3	52.7
Pennsylvania	11.9	11.0	5.7	4.3	6.8	4.5
Maryland	12.3	6.5	6.6	3.8	5.8	7.0
Virginia	4.4	4.8	4.6	4.8	4.8	3.4
South Carolina	10.7	5.2	8.9	7.6	10.0	11.4

\*In 1800, Louisiana was still a French colony.

*Source: U.S. Census Bureau.*

**Item 1: Multiple Choice**

Based on Source 1 and Source 4, which statement **best** describes Louisiana's economy during the antebellum period?

- A. Louisiana's economy was focused on exporting manufactured goods.
- B. Louisiana's agricultural products were rarely exported to other countries.
- C. Louisiana had one of the largest railroad networks in the United States for the export of goods.
- D. Louisiana had one of the most important ports in the United States for the export of goods.

**Item 2: Multiple Choice**

Which statement describes the trend in sugar production shown in Source 2?

- A. It required a small workforce to support it.
- B. It was intended to support the needs of local consumers.
- C. It contributed to the growth of slavery in the state.
- D. It had difficulty finding export markets.

**Item 3: Multiple Choice**

Based on Source 3, which statement **best** describes the role of manufacturing in Louisiana's economy during the antebellum period?

- A. Manufacturing was small and mainly supported the local markets.
- B. Manufacturing was large and of more importance than the agricultural industry.
- C. Manufacturing was small and concentrated on creating military equipment.
- D. Manufacturing was large and focused on exports to international markets.

**Item 4: Multiple Select**

Based on Source 1, Source 2, and Source 4, which statements describe the importance of New Orleans to the economy of Louisiana during the antebellum period?

Select the **two** correct answers.

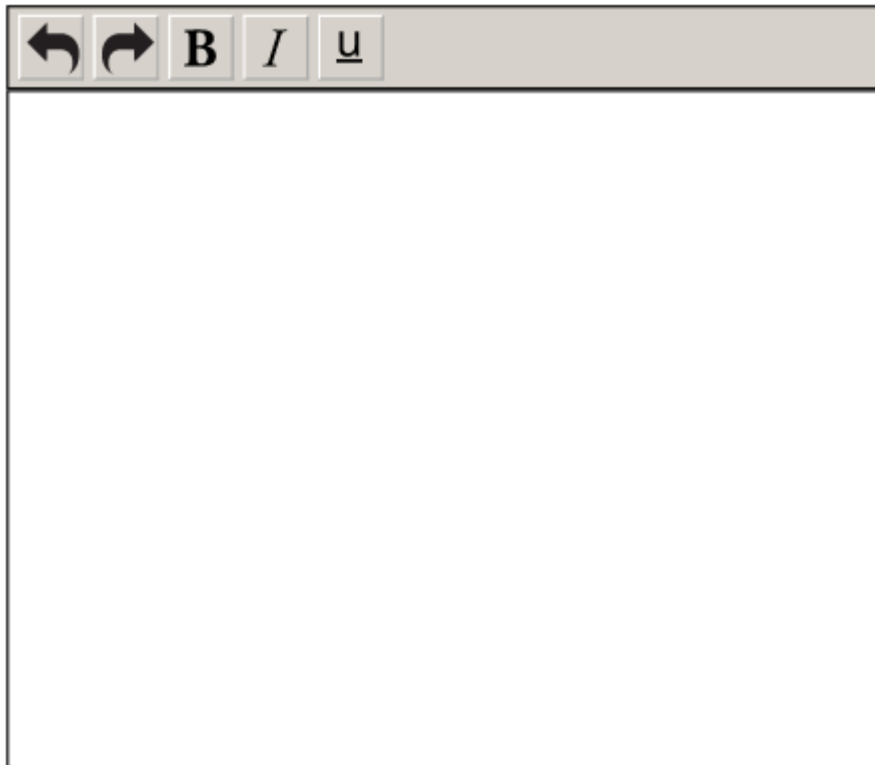
- A. It was a small port that focused on developing a fishing industry.
- B. It was a major port for exporting goods from the United States.
- C. It supplied agricultural products to the people of Louisiana.
- D. It was a leading manufacturing center in the state of Louisiana.
- E. It supplied oil to the United States from its vibrant whaling industry.

**Item 5: Extended Response**

Based on the sources and your knowledge of social studies, analyze the factors that influenced the economic growth of agriculture and the port of New Orleans in Louisiana during the antebellum period.

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.



A rectangular text entry box with a light gray border. At the top of the box is a toolbar with five icons: a left-pointing arrow, a right-pointing arrow, a bold letter 'B', an italic letter 'I', and an underlined letter 'u'. The rest of the box is empty, intended for the student's response.



## 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 factors that influenced the economic growth of agriculture and the port of New Orleans in Louisiana during the antebellum period, 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 factors that influenced the economic growth of agriculture and the port of New Orleans in Louisiana during the antebellum period, 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 factors that influenced the economic growth of agriculture and the port of New Orleans in Louisiana during the antebellum period, 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 factors that influenced the economic growth of agriculture and the port of New Orleans in Louisiana during the antebellum period, 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.

<b>Dimension: Claims</b>	
<b>Score</b>	<b>Description</b>
<b>4</b>	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>
<b>3</b>	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>
<b>2</b>	The student's response: <ul style="list-style-type: none"> <li>• Presents an <b>inadequate</b> claim which 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>
<b>1</b>	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>
<b>0</b>	The student's response is blank, incorrect, or does not address the prompt.

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### 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; 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; 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; 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.

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### **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.

- During the antebellum period, the economy of Louisiana was primarily focused on agriculture. Foreign and domestic demand for products from Louisiana greatly influenced the economic growth of agriculture in the state. Significant amounts of sugar, cotton, and other agricultural products were cultivated in Louisiana. Like many other southern states, Louisiana had a suitable climate for growing crops such as cotton and sugar cane, each of which were traded domestically and exported to foreign markets. For example, cotton was sold with textile manufacturers from the northeastern United States and Europe. The port of New Orleans experienced economic growth resulting from the exchange of agricultural products with Europeans.
- The economic growth of agriculture in Louisiana was influenced by the introduction of technological innovations including the cotton gin and the vacuum pan evaporator for refining sugar. Inventions such as these increased efficiency and reduced production costs for certain agricultural products. Plantation owners in Louisiana increased their profits by investing in these advancements and increasing the amount of cash-crops. In addition, plantation owners would have expanded their labor force by purchasing more enslaved workers, many of whom entered Louisiana at the port of New Orleans and were sold at auctions in nearby areas of the city.
- The location of the port of New Orleans on the lower Mississippi River influenced its economic growth during the antebellum period, developing the port into a center for international trade. The Mississippi River and its tributaries connect several regions of the United States. Manufactured goods from the northeast and agricultural goods from the Midwest and South were transported down the river to the port of New Orleans. Situated near the mouth of the Mississippi River and close to the Gulf of Mexico, the port of New Orleans was an ideal location for the export of these goods to Europe.

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

- The painting shows different types of ships on the Mississippi River and docked at the port of New Orleans. The sailing ships would have been used for international trade, and the steamships would have been used for river trade and for short-distance trade. The shipping activity suggests that trade was common at the port (Source 1).
- There was a dramatic increase in Louisiana sugar production over the years, from 30,000 hogsheads in 1823 to almost 450,000 hogsheads in 1854 (Source 2).
- Major manufacturing industries in Louisiana often served agriculture in the state, supplying both goods and services. For example, cotton gins were manufactured in Caddo and Claiborne Parishes, sugar refining took place in St. James Parish, and blacksmiths could be found in Carroll, Claiborne, and Pointe Coupee Parishes (Source 3).
- Cooperage was a major type of manufacturing in Lafourche, Orleans, Pointe Coupee, and St. James Parishes. The barrels produced by these manufacturers may have been used to make hogsheads that held sugar and other agricultural products (Source 2 and Source 3).
- There was a significant increase in the value of exports from Louisiana from 1800 to 1850. By 1850, Louisiana was second only to New York in the value of exports (Source 4).

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

- Describing agriculture in Louisiana during the antebellum period and the influence of foreign and domestic trade on its economic growth;
- Describing technological innovations, which may include tools, processes, and/or transportation, and how the innovations influenced economic growth of agriculture and the port of New Orleans;
- Describing the economic activities at the port of New Orleans and the effects of both foreign and domestic trade on the economic growth of the port;
- Describing the physical geography and its relationship with the economic growth of agriculture and the port of New Orleans;
- Describing the relationship between the plantation system and the economic growth of agriculture.