## Lesson Title
Westward Expansion – The Final Chapter for Native Americans

## Teacher
David B. Wingard

## Grade Level
Fourth Grade

## Duration of Lesson
Three Days, Forty Minutes per Day

### Lesson Topic
The Effects of American Expansion on Native Americans

### SC Standards and Indicators
4-5: The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery.

4-5.4: Summarize how territorial expansion, related land policies, and specific legislation affected Native Americans, including the Northwest Ordinance of 1787 and the Indian Removal Act.

### Common Core Strategy(ies) addressed
B.1: Active Historical Inquiry
B.4: Geographical Skills
B.6: Primary Source Analysis
B.11: Multiple Perspectives

### Academic Vocabulary
- ordinance, territorial expansion, land acquisition, land policies, ancestral lands, Northwest Ordinance of 1787, Indian Removal Act of 1830, President Andrew Jackson, resistance, Five Civilized Tribes, Cherokee nation, Trail of Tears, contract labor, Seminole tribe, evacuate, reservations, broken treaties, Indian wars, massacre, Civil War

### Lesson Materials Needed (attached at end of lesson)
See attachments
Sticky Notes for student questions
“Photo Analysis Worksheet” (www.archives.gov)
“Written Document Analysis Worksheet” (www.archives.gov)
Document Analysis Packet, Map Activity, Essay Directions, and Rubric
SMART Board or overhead projector for images

### Content Narrative
Students need to understand that America’s territorial expansion began shortly after the Constitutional Convention. They need to understand the hypocrisy of philosophies contained in the Declaration of Independence such as “all men are created equal”. They need to have a solid background on the oppression and discrimination of any individual who was not wealthy, white, and male. Students will recall the early treatment of the Native Americans by the first Europeans who settled in the New World, including their enslavement as well as the diseases that wiped out over 90% of the indigenous human population. This knowledge serves as a basis for why Natives would have deep disgust, distrust, and disdain for any expansionist Americans. They should be familiar with the phrase Manifest Destiny and know that it means a god-given right to dominate, control, and exploit the
land of North America all the way to the Pacific Ocean. Students should have a geographical background and be able to locate the Pacific Ocean, the Rocky Mountains, the Great Plains, the Mississippi River, the Ohio River Valley, the 13 colonies, and the Appalachian Mountains. Students should remember the area known as the Northwest Territory and teachers need to make sure that students do not confuse this region with the Pacific Northwest, a common misconception for many fourth graders. They should recall that the Northwest Territory became part of the United States when Britain ceded it after the Revolutionary War. They might also recall that this disputed territory was the reason for the French and Indian War and ultimately one of the leading causes for the taxation that drove colonists to Revolution against England. Students should have experience studying the various conflict and attempts at cooperation between settlers and Native Americans. They should understand the dominating preconceived notion about Native Americans from the point of view of white Americans was that they were savage, uncivilized people. They should also know that the feeling was mutual from the point of view of the Natives toward the Americans. Students by now understand that the federal government of the United States has power to exercise over others and will take any action necessary to obtain objectives that serve its national interests. Having a firm grasp on these concepts, students should conclude that the Native Americans should be very afraid of the encroachment of the whites and be able to infer that drastic conflicts will soon ensue. Students should recall from the beginning of the year that various cultural groupings of Native Americans lived in North America and that each cultural group had its own identity. By making inferences, they should understand that these groups encountered expansionist Americans at different times in US history.

Lesson Set

Content Objective(s) Students will summarize the treatment of the Native Americans by the US government; explain that this treatment resulted in tragic effects for the Native Americans, including genocide and massive relocation efforts; and compare this treatment to the treatment of Native Americans by early European settlers. Students will locate the ancestral lands of the Native Americans and trace the paths on which they were relocated to reservations west of the Mississippi River. Students will analyze the effects of the Trail of Tears on Native Americans and interpret the attitudes of President Andrew Jackson towards Natives.

Literacy Objective(s) Social Studies Literacy Skills for the Twenty-First Century:
Students will identify cause-and-effect relationships.
Students will identify the locations of places, the conditions at places, and the connections between places.

Lesson Importance This lesson is important for students to understand because it reinforces the ideas associated with the greed of the first European explorers. The lesson also frames the attitudes of the US government towards the treatment of indigenous people, land, and slaves. The lesson also, for the first time in US history, begins to show a shift in the perception of the populous, especially on the institution of slavery. The Northwest Ordinance of 1787 abolishes slavery
in the region and sets a precedent for how the public perceives minorities as well as the criteria for admitting new states to the Union. The lesson is important because it sets the stage for many of the events that ultimately lead to the Civil War.

### Connections to prior and future learning

In third grade, students learned about Native American tribes inhabiting South Carolina, specifically the Cherokee, the Catawba, and the Yemassee. They learned about the unique cultural features of each group as well as the impact of geography on the formation of these identities.

| From SC Social Studies Third Grade Standards: |
| 3-2.1: Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee. |

From SC Social Studies Fourth Grade Support Documents:

Previously in grade four, students were taught about the territorial expansion during the colonial period and how the colonial hunger for land affected the Native Americans living on that land (4-2.4). In grade five and high school, students will explain the social and economic effects of westward expansion on Native Americans including the displacement of Native Americans (5-2.4) and summarize the impact on Native Americans (USHC-2.1).

### Anticipatory Set/Hook (Engage)

Project Robert Lindneux’s 1942 painting, “The Trail of Tears”, on the SMART Board and ask students to study the painting for two minutes. Use the “Photo Analysis Worksheet” from [www.archives.gov](http://www.archives.gov) to guide discussion.

Discuss what event they think the painting depicts in small groups. Discuss and share student ideas as a whole group.

Ask students to describe the people, objects, and activities in the painting. Students make inferences about the painting as teacher lists them on chart paper.

On sticky notes, students write questions that the painting raises in their minds. Share them out loud.

Introduce focus question and discuss: How did the policies of the US government affect the lives of Native Americans during Westward Expansion?

### Skill Development

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

| Introduce content components |
| Explain to students that they will learn about the effects of American Westward Expansion on the Native Americans. Explain that they will read, interpret, and analyze primary and secondary source documents; summarize the cause-and-effect relationships of the events in a five-paragraph essay; and create a map of the Trail of Tears. |

| “I do” Skill from objective introduce/explain/model |
| Teacher says, “today we will complete a Document Analysis Activity by reading, interpreting, and analyzing several documents related to Westward Expansion and its effects on Native Americans. You will write an essay and create a map of the force evacuation of Cherokee from their ancestral lands.” Introduce vocabulary words, discuss prior knowledge, and cite specific examples. Briefly review the Document Analysis Sequence with students and post it on |
the SMART Board: 1. Read documents independently. 2. Discuss them with a partner. 3. Answer the questions related to each document. 4. Develop a plan for drafting your five-paragraph essay (prewriting). 5. Draft essay.

Guided Practice
This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

“We do” Activity Description
Distribute the Document Analysis Packet and ask students to briefly preview its contents. Before reading and analyzing the documents in depth, discuss with the class what types of documents are contained in the packet. Classify the documents as primary source or secondary source documents. Complete analysis of Document 1 together.
Document 1: “Land Ordinance of 1785 (excerpt) – Read aloud the document and have students summarize and describe its meaning. Students answer questions about the document independently before sharing their responses with the class.
Review the Document Analysis Sequence one last time before releasing students to complete work independently or in small groups. Set expectations for working norms and voice levels.

Checking for Understanding- “Informal” Assessment
Circulate the room and monitor student progress, assessing difficulties with text and providing text support and vocabulary development when necessary. Encourage students to generate questions of their own when reading (sticky notes).
Provide students with copies of the Photo Analysis Worksheet and the Written Document Analysis Worksheet (www.archives.gov) to guide them with their interpretation. Conference with individuals and small groups to assess their comprehension of the documents and to determine whether or not they understand the perspective (point of view) of the writer.

Closure
Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified
Determine, through questioning, if students can distinguish multiple perspectives from the documents. Have them write point of view statements on the Matrix at the end of the Document Analysis Packet. Students share responses to the questions after each document and develop a class consensus on the accuracy of the responses.

Independent Practice
“You Do” Day 1: Students complete documents 1-6. Day 2: Students complete documents 7-11 and complete the map activity on “The Trail of Tears” routes. They label the major geographic features as well
as any states on the map. Students begin prewriting to organize their essay.

Day 3: Students write their five-paragraph essay, using the focus question as a guide and the documents to support their claims.

**Summative/ “Formal” Assessment**

| Assessment | Five-Paragraph Essay (see attached Rubric and Essay Directions) |

**Differentiation**

| During Lesson | Provide support with historical context to students who do not have a solid background in early US history. Use scaffolding techniques to support struggling readers during document analysis. Allow students who struggle with complex text/vocabulary to dictate their answers to the Document Analysis Questions. Provide ruled paper for students who need it for organization. |
| Assessment | None |

**Reflection**

**Lesson Reflection** (What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson)

My students enjoy studying history, especially when we have an opportunity to analyze primary source documents. They are always amazed at the perspectives of individuals in history and often wonder why people (e.g. Andrew Jackson) with such poor character become so famous in US history. President Jackson’s blatant racism and hypocrisy were quite alarming to students during this lesson. Likewise, they were horrified to learn about the treatment of the Cherokee by Jackson, especially when the read accounts of how the Cherokee won the Battle of Horseshoe Bend for he and his soldiers. I did not include any eyewitness accounts of Horseshoe Bend because they were difficult to find or had copyright limitations. I did, however, allow students to explore the events using their I-Pads.

One mistake I made was the volume of documents. If I did this lesson in the future, then I would limit the documents to six or eight, depending on my students. I also would use fewer examples of legislation because my students found the text incredibly difficult to decipher. I had to provide a lot more text support than usual, just so my students could understand the central idea of many of the documents. A large portion of the lesson was guided.

When doing Document Analysis, students always enjoy the lesson thoroughly up the point of writing the essay. I really had to stretch student understanding to get them to support their main ideas in writing with relevant details from the documents, because the text level of the documents was so high. Overall, I believe my students have a better understanding of the effects of the US government on Native Americans. This type of critical thinking lesson and opinion writing will become more familiar for students as we move toward using the Common Core Standards, so I know I am doing my students a favor (and their future teachers) by creating rigorous lessons now.
### Materials Needed for Lesson

| Lesson Materials and Handouts | Attached below Links to “Photo Analysis Worksheet” and “Written Document Analysis Worksheet” (http://www.archives.gov/education/lessons/) |
THE EFFECTS OF WESTWARD EXPANSION ON NATIVE AMERICANS:
DOCUMENT ANALYSIS PACKET

Focus Question:
How did the policies of the United States government impact the lives of Native Americans during Westward Expansion?

Directions:
Read each document independently, then discuss each document with a partner or group members. Respond to the questions at the end of each document. For each document write a statement about the point of view of the originator of the document. After you have read, interpreted, and analyzed each document, begin working on your essay. You will find detailed directions for the essay requirements at the end of the packet. Also you may want to preview the rubric to understand the specific expectations I will use for grading your essay.

Documents:

Document 1: Excerpt from “An Ordinance for ascertaining the Mode of Lands in the Western Territory” (transcription)

Source: http://memory.loc.gov

“BE IT ORDAINED BY THE UNITED STATES IN CONGRESS ASSEMBLE,

THAT the territory ceded by individual states to the United States, which has been purchased of the Indian inhabitants, shall be disposed of in the following manner.—

A surveyor from each state shall be appointed by Congress or a Committee of the States, who shall take an oath for the faithful discharge of his duty, before the geographer of the United States, who is hereby empowered and directed to administer the same; and the like oath shall be administered to each chain carrier, by the surveyor under whom he acts.”

Questions:

1. Who do you think published this document?

2. Who does the ordinance put in charge of the land’s “disposal”?

Document 2: Excerpts from “Northwest Ordinance (1787)” (transcription)

Source: www.ourdocuments.gov

Sec. 8. For the prevention of crimes and injuries, the laws to be adopted or made shall have force in all parts of the district, and for the execution of process, criminal and civil, the governor shall make proper divisions thereof; and he shall proceed from time to time as circumstances may require, to lay out the parts of the district in which the Indian titles shall have been extinguished, into counties and townships, subject, however, to such alterations as may thereafter be made by the legislature.
Art. 3. Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. The utmost good faith shall always be observed towards the Indians; their lands and property shall never be taken from them without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed, unless in just and lawful wars authorized by Congress; but laws founded in justice and humanity, shall from time to time be made for preventing wrongs being done to them, and for preserving peace and friendship with them.

Act. 6. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

Questions:

1. In the first section, to what do you think the phrase “Indian titles shall have been extinguished” refers?

2. In the second section, how does the US government perceive the “Indians”? What rights of the Indians does the government recognize?

3. How does the above perception represent a shift in attitude of the government?

4. How does the US government address the institution of slavery in the Northwest Territory (third section)?

Document 3: Excerpt from “Cherokee Muster Roll from the Battle of Horseshoe Bend, March 27, 1814” (transcription)

Source: www.nps.gov

“Muster Roll of the field and Staff of a Regiment of Cherokee Commanded by Colo. Gideon Morgan in the division Commanded by Major General Cocke & Jackson in the Service of the United States against the Hostile Creeks.”

Questions:

1. Why would the Cherokee fight alongside the US in a battle against other Native Americans?

2. How do you think the US government rewarded the military service of the Cherokee?

Document 4: Excerpt of “Letter from Catharine Brown at Fort Deposit, December 12, 1818” (transcription)
TO MR. AND MRS. CHAMERLIN, AT BRAINERD.
Fort Deposit, Dec. 12, 1818

My dearly beloved Brother and Sister;--

I am here amongst a wicked set of people, and never hear prayers or any godly conversation. O my dear friends, pray for me: I hope you do. There is not a day passes but I think of you and the kindness I received during the time I staid with you. It is not my wish to go to the Arkansas; but God only knows what is best for me. I shall not attempt to tell you what I have felt since I left you, and the tears I have shed when I called to mind the happy moments we passed in singing the praises of God. However, I bear it as well as I possibly can, trusting in our dear Saviour, Who will never leave nor forsake them that put their trust in him. It is possible that I may see you once more; it would be a great happiness to me if I don’t go to Arkansas; perhaps I may; but if I should go, it is not likely that we shall meet in this world again:--but you will excuse me, for my heart feels what I cannot express with my pen. When I see the poor thoughtless Cherokees going on in sin, I cannot help blessing God, that he has lead me in the right path to serve him.

O may we meet at last in the kingdom of our blessed Saviour, never more to part. Farewell, my dear brother and sister, farewell.

From your affectionate sister in Christ,
CATHARINE BROWN.

Questions:

1. What is Catharine’s opinion of the Cherokee and why does she have such an opinion?

2. What words does she use to describe the Cherokee?

3. What perspective does Catharine represent?

Document 5: Preamble of “The Cherokee Constitution of 1827” and Article I (transcription)

Source: www.cherokee.org

PREAMBLE

We, the People of the Cherokee Nation, in order to preserve our sovereignty, enrich our culture, achieve and maintain a desirable measure of prosperity and the blessings of freedom, acknowledging with humility and gratitude the goodness, aid and guidance of the Sovereign Ruler
of the Universe in permitting us to do so, do ordain and establish this Constitution for the
government of the Cherokee Nation.

**Article I. Federal Relationship**

The Cherokee Nation reaffirms its sovereignty and mutually beneficial relationship with the
United States of America.

**Questions:**

1. What similarities do you notice in the Constitutions of the United States and of the
   Cherokee?

2. Why do you think the Cherokee try so hard to appease the government of the United States?

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**Document 6: President Andrew Jackson’s Message to Congress ‘On Indian Removal’ (1830) – [transcription]**

_Source: [www.ourdocuments.gov](http://www.ourdocuments.gov)_

“It gives me pleasure to announce to Congress that the benevolent policy of the Government,
steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white
settlements is approaching to a happy consummation. Two important tribes have accepted the
provision made for their removal at the last session of Congress, and it is believed that their
example will induce the remaining tribes also to seek the same obvious advantages...

It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy,
and enable those States to advance rapidly in population, wealth, and power. It will separate the
Indians from immediate contact with settlements of whites; free them from the power of the States;
enable them to pursue happiness in their own way and under their own rude institutions; will
retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually,
under the protection of the Government and through the influence of good counsels, to cast off their
savage habits and become an interesting, civilized, and Christian community...

The present policy of the Government is but a continuation of the same progressive change by a
milder process. The tribes which occupied the countries now constituting the Eastern States were
annihilated or have melted away to make room for whites. The waves of population and civilization
are rolling to the westward, and we now propose to acquire the countries occupied by the red men
of the South and West by a fair exchange, and, at the expense of the United States, to send them to
land where their existence may be prolonged and perhaps made perpetual…”

**Questions:**

1. How does President Andrew Jackson view State versus Federal power as described in this
document?

2. How does Jackson justify his decision to remove Indians?
3. What language does Jackson use to indicate that he feels white people are superior to other people?

**Document 7: Excerpt from “To the Cherokee Tribe of Indians East of the Mississippi River” by Andrew Jackson (1835) [transcription]**

Source: [www.teachushistory.org](http://www.teachushistory.org)

“MY FRIENDS: I have long viewed your condition with great interest. For many years I have been acquainted with your people, and under all variety of circumstances, in peace and war. Your fathers were well known to me, and the regard which I cherished for them has caused me to feel great solicitude for your situation. To these feelings, growing out of former recollections, have been added the sanction of official duty, and the relation in which, by the Constitution and laws, I am placed towards you. Listen to me, therefore, as your fathers have listened, while I communicate to you my sentiments on the critical state of your affairs.

You are now placed in the midst of a white population. Your peculiar customs, which regulated your intercourse with one another, have been abrogated by the great political community among which you live; and you are now subject to the same laws which govern the other citizens of Georgia and Alabama. You are liable to prosecutions for offences, and to civil actions for a breach of any of your contracts. Most of your people are uneducated, and are liable to be brought into collision at all times with their white neighbors. Your young men are acquiring habits of intoxication. With strong passions, and without those habits of restraint, which our laws inculcate and render necessary, they are frequently driven to excesses which must eventually terminate in their ruin. The game has disappeared among you, and you must depend upon agriculture and the mechanic arts for support. And, yet, a large portion of your people have acquired little or no property in the soil itself, or in any article of personal property which can be useful to them. How, under these circumstances can you live in the country you now occupy? Your condition must become worse & worse, and you will ultimately disappear, as so many tribes have done before you.

Of all this I warned your people, when I met them in council eighteen years ago. I then advised them to sell out their possessions East of the Mississippi and to remove to the country west of that river. This advice I have continued to give you at various times from that period down to the present day, and can you now look back and doubt the wisdom of this council? Had you then removed, you would have gone with all the means necessary to establish yourselves in a fertile country, sufficiently extensive for your subsistence, and beyond the reach of the moral evils which are hastening your destruction. Instead of being a divided people as you now are, arrayed into parties bitterly opposed to each other, you would have been a prosperous and a united community. Your farms would have been open and cultivated, comfortable houses would have been erected, the means of subsistence abundant and you would have been governed by your own customs and laws, and removed from the effects of a white population. Where you now are, you are encompassed by evils, moral and physical, & these are fearfully increasing.”

**Questions:**

1. How is the tone of this letter different from Jackson’s speech to Congress?

2. What promises does Jackson make to the Cherokee if they choose to move to a new location?
Document 8: Painting – “American Progress” by John Gast (1872)
Source: www.loc.gov

1. Describe the activities of the Native American group in the bottom right corner of the painting.

2. How do you think the Native Americans felt about the Westward Expansion of American settlers based on their depiction in this painting?

Document 9: Santana, Chief of the Kiowas

“A long time ago this land belonged to our fathers: but when I go up to the river I see camps of soldiers here on its bank. These soldiers cut down my timber: they kill my buffalo: and when I see that, my heart feels like bursting: I feel sorry.”

Questions:

1. How are the soldiers taking advantage of the land?

2. Why do you think soldiers are on Chief Santana's land?

Document 10: Excerpts from “The Homestead Act” (1862) [transcription]
AN ACT to secure homesteads to actual settlers on the public domain.  Be it enacted, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first of January, eighteen hundred and sixty-three, be entitled to enter one quarter-section or a less quantity of unappropriated public lands, upon which said person may have filed a pre-emption claimed....Provided, that any person owning or residing on land may, under the provision of the act, enter other land lying contiguous to his or her said land, which shall not, with the land already owned and occupied, exceed in the aggregate one hundred and sixty acres.

**Questions:**

1. What were the conditions needed for a person to own land according to this act?

2. Why was the US government trying to give land to people?

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**Document 11: Excerpt from "Chief Joseph of the Nez Pierce, upon his surrender to the US government troops, September 1877"**

Source: **www.americaslibrary.gov**

"Hear me, my chiefs! I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever."

**Question:**

1. Why do you think Chief Joseph surrenders to the US troops?
“The Trail of Tears” Map

Source: www.nps.gov
Use the map on the previous page to trace the Trail of Tears route on the Map.

Draw and label the Mississippi River and the Appalachian Mountains. Label the states of the ancestral lands of the Cherokee as well as the states through which they traveled and were eventually relocated.

From which states were the Cherokee removed?

To which states were the Cherokee relocated?

By what methods did they travel?
ESSAY DETAILS

Focus Question:
How did the policies of the United States government impact the lives of Native Americans during Westward Expansion?

Directions:
- Write a well developed, five-paragraph essay, including an introduction with a hook and a strong opinion statement which mentions your main ideas; a body with three main idea paragraphs; and a conclusion.
- Include evidence from the documents and use at least three specific examples to support each main idea.
- Review your essay with a peer to make sure it is clear, informative, and interesting.
- Use the Rubric below to evaluate your essay and the essay of your peer.
- Write your final copy on loose notebook paper and include a relevant title.

Rubric:

4
There is one clear topic contained in your essay.
Supporting details are clear and are supported by references to specific documents.
The introduction contains a hook, a strong opinion statement, and mention of the main ideas.
The body contains three main ideas, each supported by at least three specific examples.
The conclusion relates to the topic of your essay.
The essay includes smooth transitions between paragraphs.
Your essay contains a clear purpose and demonstrates awareness of an audience.
There is a variety of sentence structure and the essay contains few grammatical, spelling, or punctuation errors.
The essay is visually appealing and appears neatly written.

3
There is one clear topic contained in your essay.
Supporting details are clear and are supported by some references to specific documents.
The introduction contains a hook and a weak opinion statement.
The body contains three main ideas, each supported by at least two specific examples.
The conclusion is simply constructed.
The essay includes little evidence of smooth transitions.
Your essay contains a purpose but there is little audience awareness.
There is some variety of sentence structure and the essay contains several grammatical, spelling, or punctuation errors.
The essay is neat in appearance.

2
There is one clear topic contained in your essay but it is difficult to identify.
Supporting details are not clear and are rarely supported by references to specific documents.
The introduction contains a hook and a weak opinion statement.
The body contains two main ideas, each supported by at least one specific example.
The conclusion is end abruptly.
The essay includes little evidence of smooth transitions.
Your essay contains an unclear purpose.
There is little variety of sentence structure and the essay contains a lot of grammatical, spelling, or punctuation errors.
The essay is difficult to decipher.

1
There is no clear topic. The main ideas have no connection to the documents. The organization is poor.
The sentences are simple and repetitive. There are grammatical, spelling, and punctuation errors throughout the essay. The essay is sloppy in appearance.