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# AP<sup>®</sup> United States History

## Sample Student Responses and Scoring Commentary

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#### **Long Essay Question 3**

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## 2019 SCORING GUIDELINES

### Question 3 — Long Essay Question

Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.

Maximum Possible Points: 6

Points	Rubric	Notes
<b>A: Thesis/Claim</b> (0–1)	<p><b>Thesis/Claim:</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> <li>• “Overall the debate of slavery had a tremendous impact on causing the Civil War as sectionalism and debates over state’s rights arised.”</li> <li>• “Although tangential debates over issues such as state vs. federal power may have contributed to the divide between the North and the South and thus the outlook of the Civil War, the primary cause of the Civil War was the tension over slavery.”</li> <li>• “Throughout the mid-1800’s, debates rose on the institution of slavery which eventually led to the Civil War: social arguments were made such as whites were superior to blacks; the south argued that slaves were economically beneficial due to the stable labor force; and most importantly, political divisions between the North and the South greatly caused the Civil War.”</li> </ul>

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**Question 3 — Long Essay Question (continued)**

<b>B: Contextualization (0–1)</b>	<p><b>Contextualization:</b> Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to the ways in which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> <li>• Origins of slavery in the British colonial economy</li> <li>• Virginia and Kentucky Resolutions/Compact Theory</li> <li>• The United States Constitution’s treatment of slavery</li> <li>• Ban on the international slave trade in 1808</li> <li>• Britain banned the slave trade in 1807 and abolished slavery in its colonies in 1833.</li> <li>• Implications of the Missouri Compromise</li> <li>• Southern economic reliance on slavery</li> <li>• Cotton gin</li> <li>• Southern concerns about protectionist trade policies, rebellions by enslaved people, and propaganda</li> <li>• The Civil War (1861–1865)</li> <li>• Debates over states’ rights after the Civil War</li> <li>• Sharecropping in the South</li> <li>• Reconstruction</li> <li>• Black Codes/Jim Crow</li> <li>• Populism</li> <li>• World War I and World War II</li> </ul>
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**Question 3 — Long Essay Question (continued)**

<b>C: Evidence (0–2)</b>	<p><b>Evidence:</b> Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p><b>OR</b></p> <p><b>Supports an Argument:</b> Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <ul style="list-style-type: none"> <li>• Abolitionist movement</li> <li>• Nullification Crisis (1832–1833)</li> <li>• Nat Turner</li> <li>• Harriet Tubman</li> <li>• Sojourner Truth</li> <li>• Compromise of 1850</li> <li>• Stephen Douglas</li> <li>• Frederick Douglass</li> <li>• Underground Railroad</li> <li>• <i>Dred Scott v. Sandford</i> (1857)</li> <li>• Free Soil Party</li> <li>• Gag rule</li> <li>• William Lloyd Garrison</li> <li>• Cotton economy/Southern agriculture</li> <li>• Northern industrialization/urbanization</li> <li>• Wilmot Proviso (1846)</li> <li>• Kansas–Nebraska Act (1854)</li> <li>• Fugitive Slave Act (1850)</li> <li>• <i>Uncle Tom’s Cabin</i> (1852)</li> <li>• Abraham Lincoln</li> <li>• Mexican–American War (1846–1848)</li> <li>• Republican Party</li> <li>• John Brown</li> <li>• Bleeding Kansas</li> <li>• James K. Polk</li> <li>• Texas</li> <li>• Crittenden Compromise</li> <li>• Brooks/Sumner caning (1856)</li> <li>• Manifest Destiny</li> <li>• Sectionalism</li> <li>• Secession (South Carolina)</li> <li>• Second Great Awakening</li> <li>• Ostend Manifesto (1854)</li> <li>• Popular Sovereignty</li> <li>• Andrew Jackson</li> <li>• John C. Calhoun</li> <li>• Filibusters</li> </ul>
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**Question 3 — Long Essay Question (continued)**

<p><b>D: Analysis and Reasoning (0–2)</b></p>	<p><b>Historical Reasoning:</b> Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p><b>OR</b></p> <p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining a nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none"> <li>• Explaining how the activism of abolitionists and policies of the Republican Party helped cause increased tensions between the North and the South</li> <li>• Tracing the long-term continuity/change in debates over the spread of the institution of slavery to the West from the 1830s to 1860</li> <li>• Developing the similarities/differences between Northern industrialization and Southern plantation agriculture</li> </ul> <p><b>OR</b></p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> <li>• Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing different arguments against slavery and different proposals for what to do about it</li> <li>• Explaining both short- and long-term causes by, for example, addressing the immediate effects of antislavery activism in the 1830s and long-term effects by the late 1850s</li> <li>• Explaining relevant and insightful connections within and across periods by, for example, comparing proslavery arguments from the 1830s to 1860 with arguments about Jim Crow from the 1880s to the 1900s</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes, for example, by considering Northerners’ and Southerners’ cultural notions about their unique regional identities</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, arguing convincingly with evidence that debates over slavery were secondary to debates about state sovereignty in the outbreak of the Civil War</li> </ul>
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**If response is completely blank, enter - - for all four score categories: A, B, C, and D.**

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## 2019 SCORING GUIDELINES

### Question 3 — Long Essay Question (continued)

#### Scoring Notes

##### Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

**Note: Student samples are quoted verbatim and may contain grammatical errors.**

#### A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible claim that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

##### **Examples of acceptable theses:**

- “In general, the hostilities were worsened through events like the Compromise of 1850, the Kansas-Nebraska Act, and Bleeding Kansas until a breaking point with the election of President Lincoln that led to southern secession and war.” *(The response makes a claim in response to the prompt and suggests an evaluative line of argument development.)*
- “The issue of slavery therefore did help lead to the Civil War, which is evident with the Compromise of 1850 and the Kansas-Nebraska issue, but it was not the sole reason for the war’s outbreak, for economic and sectional differences were a big factor as well.” *(The response makes a claim in response to the prompt and establishes the analytic categories for the argument.)*

##### **Example of unacceptable theses:**

- “Throughout our history, the US has grown and grown, expanded and expanded. Our culture tends to move with us as we go, but when the movement and expansion of slavery came into question, numerous issues arose.” *(This response attempts to establish a defensible line of reasoning, but it is vague.)*
- “Throughout the time period of 1830 until 1860 debate over slavery was the main issue in American civilization.” *(This response largely restates the prompt.)*

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## 2019 SCORING GUIDELINES

### Question 3 — Long Essay Question (continued)

#### B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to how debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.

#### Examples might include the following, with appropriate elaboration:

- Origins of slavery in the British colonial economy
- Virginia and Kentucky Resolutions/Compact theory
- The United States Constitution’s treatment of slavery
- Ban on the international slave trade in 1808
- Britain banned the slave trade in 1807 and abolished slavery in its colonies in 1833
- Implications of the Missouri Compromise
- Southern economic reliance on slavery
- Cotton gin
- Southern concerns about protectionist trade policies, rebellions by enslaved people, and propaganda
- The Civil War (1861–1865)
- Debates over states’ rights after the Civil War
- Sharecropping in the South
- Reconstruction
- Black Codes/Jim Crow
- Populism
- World War I and World War II

#### Example of acceptable contextualization:

- “...the political and economic status of slaves during the debates over slavery didn’t change the reality of lives for blacks after the Civil War. Southerners still argued for control over the Black population through the Black Codes and Jim Crow laws.” (*The response earned 1 point for contextualization because it establishes a historical pattern that relates to the main idea of the prompt.*)

#### Example of unacceptable contextualization:

- “Throughout the nineteenth century the economies of the North and the South became increasingly different.” (*While the response has the potential to provide underlying context to the prompt, it does not provide a clear explanation of what caused the economic differences nor how those changes relate to debates over slavery.*)

#### C. Evidence (0–2 points)

##### Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

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### Question 3 — Long Essay Question (continued)

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument, or a significant portion of it, in a broader context. Statements credited as **evidence** will typically be more specific information.

#### Examples of evidence used might include:

- Abolitionist Movement
- Nullification Crisis (1832–1833)
- Nat Turner
- Harriet Tubman
- Sojourner Truth
- Compromise of 1850
- Stephen Douglas
- Frederick Douglass
- Underground Railroad
- *Dred Scott v. Sandford* (1857)
- Free Soil Party
- Gag rule
- William Lloyd Garrison
- Cotton economy/Southern agriculture
- Northern industrialization/urbanization
- Wilmot Proviso (1846)
- Kansas–Nebraska Act (1854)
- Fugitive Slave Act (1850)
- *Uncle Tom’s Cabin* (1852)
- Abraham Lincoln
- Mexican–American War (1846–1848)
- Republican Party
- John Brown
- Bleeding Kansas
- James K. Polk
- Texas
- Crittenden Compromise
- Brooks/Sumner Caning (1856)
- Manifest Destiny
- Sectionalism
- Secession (South Carolina)
- Second Great Awakening
- Ostend Manifesto (1854)
- Popular Sovereignty
- Andrew Jackson
- John C. Calhoun
- Filibusters

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### Question 3 — Long Essay Question (continued)

#### Example of acceptably providing evidence relevant to the topic of the prompt:

- “The passage of the Kansas-Nebraska Act overturned previous precedent prohibiting the expansion of slavery north of 36°30”, and allowed the inhabitants of a territory to decide whether or not to permit slavery.” *(The response earned 1 point by citing evidence relevant to the topic, but it does not use that evidence to support an argument in response to the prompt, so it did not earn the second point.)*

#### Example of unacceptably providing evidence relevant to the topic of the prompt:

- “During the period of 1830–1860, the United States government passed legislation such as the 3/5 Compromise, the Alien and Sedition Act, and the Missouri Compromise to calm the slavery issue.” *(The response did not earn the point because the evidence presented is not directly relevant to the issues of slavery and the beginning of the Civil War, nor is it from the period.)*

OR

#### Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

#### Example of acceptable use of evidence to support an argument:

- “Radical abolitionists such as John Brown attempted to challenge slavery by arming enslaved people against slaveholders. Although Brown was unsuccessful, Southern leaders used calls by abolitionists to end slavery as a justification for threatening secession if antislavery laws were passed.” *(The response earned 1 point for historical evidence and 1 point for supporting an argument because it establishes a specific historical example as contributing to the outbreak of the Civil War.)*

#### Example of unacceptable use of evidence to support an argument:

- “Cotton production rapidly increased throughout the nineteenth century as a result of increased demand for textiles, and new technologies made growing cotton more profitable in regions with slaves.” *(The response cites evidence relevant to the topic, which would count for the first evidence point, but it does not use that evidence to support an argument about the relationship between debates over slavery and the origin of the Civil War.)*

### D. Analysis and Reasoning (0–2 points)

#### Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

#### Examples of using historical reasoning might include:

- Explaining how the activism of abolitionists and policies of the Republican Party helped cause increased tensions between the North and the South
- Tracing the long-term continuity/change in debates over the spread of the institution of slavery to the West from the 1830s to 1860
- Developing the similarities/differences between Northern industrialization and Southern plantation agriculture

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### Question 3 — Long Essay Question (continued)

#### Example of acceptable use of historical reasoning:

- “Although the movement was largely unsuccessful and was focused on issues of trade and taxation, the Nullification Crisis set the stage for later proslavery arguments. Those in favor of nullification argued that states had the right to override federal laws, and Southern states in particular argued that they could disregard any laws placing limitations on the rights of slaveholders.” (*The response earned 1 point because it connects the continuation of broader ideas behind nullification to the specific arguments regarding slavery that contributed to Southern secession and the beginning of the Civil War.*)

#### Example of unacceptable use of historical reasoning:

- “Uncle Tom’s cabin was so gruesome, graphic, and realistic that it shocked many northerners. Many people who read the book began to fight for the abolitionist movement.” (*The response did not earn the point because it did not frame or structure any argument that addresses the topic of the prompt.*)

OR

#### Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

#### Demonstrating a complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing different arguments against slavery and different proposals for how to address it
- Explaining both short- and long-term causes by, for example, addressing the immediate effects of antislavery activism in the 1830s and long-term effects seen by the late 1850s
- Explaining relevant and insightful connections within and across periods by, for example, comparing proslavery arguments from the 1830s to 1860 with arguments about Jim Crow from the 1880s to the 1900s
- Confirming the validity of an argument by corroborating multiple perspectives across themes, for example, by considering Northerners’ and Southerners’ cultural notions about their unique regional identities
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, arguing convincingly with evidence that debates over slavery were secondary to debates about state sovereignty in the outbreak of the Civil War

This understanding must be part of the argument, not merely a phrase or reference.

#### Examples of acceptable demonstration of a complex understanding:

- *The following response uses nuance to qualify the main thrust of the prompt, asserting that connections between the North and West also contributed to the Civil War. It makes an overall argument focused on westward expansion, but it shows complexity in arguing that northern industrialization was heavily reliant on that expansion and that an industrial North tied to the West threatened the South beyond the question of slavery. To support this argument, it uses evidence related to the more political aspects of westward expansion, such as the Kansas–Nebraska Act and the Lincoln–Douglas Debates, and evidence related to the more economic ties between the North and West, such as the Erie Canal and raw materials from the*

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### Question 3 — Long Essay Question (continued)

*West feeding the industrial factories of the North.* “While slave disputes were a major cause that led the U.S. into the Civil War to some extent, it was also the fact that the North and West were becoming increasingly connected during the expansion westward, which set conditions for industrialization which the South saw as a threat to their economy.”

- *The following response modifies the prompt to address both slavery and the Civil War as the effects of existing sectionalism, rather than debates over slavery as the cause of the Civil War. It addresses the Mexican-American War, the Compromise of 1850, the Kansas–Nebraska Act, and the Lincoln–Douglas debates to support a nuanced argument. This consideration of alternative views demonstrates a complex understanding of historical developments from 1830 to 1860. “In essence, rather than the debates over slavery being the main cause of the Civil War, the main cause was that the North and South were already divided and slavery is just the result.”*
- *The following essay argues that the differences in ideals and sectional interests, and the inability to compromise during this period, culminated in an irreversible divide. It identifies the reasons for sectionalism and for the change in the Northern goals in the Civil War, from preserving the Union to ending slavery. This corroborates the initial argument by demonstrating a causation relation, proving the thesis. “While issues such as tariffs that supported Northern manufacturing & hurt Southern economies played a role in creating sectional divide, it was slavery that truly led the United States into Civil War & the failing of several compromises; many problems that divided the North & South were revolved around slavery such as the Fugitive Slave Act & Dred Scott Decision, & with the election of republican Abraham Lincoln, the issues culminated into the secession of the South.” The essay continues, “The debate would eventually drive the union’s motive for the war, as Lincoln’s Gettysburg address would shift the focus of the war from unification to emancipating African Americans from the moral evils of slavery. This would be crucial, as the South would lose support from Britain & Europe as they did not want to support an immoral cause. Overall, the difference in ideals, sectional interests & inability to compromise during this period culminated in an irreversible divide between North & South and our nation’s only Civil War.”*

#### **Example of unacceptable demonstration of a complex understanding:**

- *The following response does not demonstrate a complex understanding. It attempts unsuccessfully to link several events across time periods on a theme of inequality. Ultimately, the chronological confusion and lack of relevant elaboration fail to make the connection. “In the case *Plessy vs Ferguson*, it was upheld that segregation was constitutional, which only added to heinous government decisions like the Three Fifths compromise, which only counted every 3 out of 5 slaves as human beings. This inequality angered many people, as they argued that every man is equal, as demonstrated in the Declaration of Independence. The neglect of egalitarianism seemed unconstitutional, but no one with government power bothered to make any changes.”*

Circle the question number that you are answering on this page.

3A

1 of 4

Mandatory

1

Circle one

2 or 3 or 4

Prior to the start of the Civil War in 1860 between the Union and the Confederate states, the United States was divided between North and South, over the issue of slavery. The constant conflict between sectional & federal interests. The debate over slavery truly began during the writing of the Constitution in the late 18<sup>th</sup> century, as America's foundational document of law never fully addressed the issue of enslavement for African Americans. It was not until 1820 that the issue of slavery was brought to the forefront & provided w/ a temporary solution, culminating in the Missouri Compromise which established the 36° 30' line for free & slave states as well as bringing balance in power for free & slave states alike in the House of Representatives & the Senate. While issues such as tariffs that supported Northern manufacturing & hurt southern economies played a role in creating sectional divide, it was slavery that truly led the United States into Civil War & the failure of several compromises; many problems that divided the North & South were revolved around slavery such as the Fugitive Slave Act & Dred Scott Decision, & with the election of Republican Abraham Lincoln, the issues culminated into the secession of the South.

Debates over slavery from 1830 to 1860 were mainly fueled by economic interests as well as political

Circle the question number that you are answering on this page.

3A

2 of 4

Mandatory

1

Circle one

2 or 3 or 4

Representation in the government. While the North had views of abolitionism that perceived slavery as a moral wrong, those in the South such as John C. Calhoun viewed it as a "positive good," producing free labor that would benefit the Southern agricultural economy. Additionally through lands that had been gained from the Mexican-American War & the Louisiana Purchase, through the Northwest Land Ordinance, the government had reached conflict on whether to add a state to the Union & whether it would be free or slave. States such as Texas and California with large populations could swing political representation heavily & cause imbalance. For this reason, while some advocated for free-soil ideals such as Wilmot for lands gained during the Mexican Cession, others in the South looked to convert those states to slave-permitting states in order to elevate the power of Southern Democrats & bring South greater financial gain. For this reason, even through compromise such as the one in 1850, the North & the South could not agree on a solution & constant agitation led to a Civil War.

Slavery was also a very pertinent issue during this time frame due to the inability of compromise to resolve issues paired with beliefs for Manifest Destiny. Americans had begun to migrate west in hopes

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Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b> or <b>4</b>
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3A  
3 of 4

of finding economic opportunity, a fierce population in those areas would increase & motivate the US to be involved in conflicts such as the Mexican-American War to gain land. To decide the slave or free state of these newly gained lands, resolutions such as the Henry Clay's Compromise of 1850 were enacted. It would strengthen fugitive slave laws & provide clarity to the Mexican Cession to appease the South while prohibiting slave trade in DC & admitting California as a free state to appease the North. An important decision from Clay & Stephen Douglas was the ~~the~~ Kansas Nebraska Act, which stated that slavery would be decided by popular sovereignty. This decision only heightened the issue, as violence & bloodshed ensued. Eventually, with the Dred Scott decision & Lincoln's election into office as a free-soil republican who sought to limit the expansion of slavery, the compromise fell apart, leading the South to secede from the Union & for the Union to start the Civil War in hopes of reuniting the <sup>divided</sup> country.

In conclusion, the sectional interests between the North & South were heavily revolved around the issue of slavery, as for the North which was a manufacturing economy, slavery was unnecessary & a moral evil. On the other hand, the Southern

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3A

4 of 4

Mandatory

1

Circle one

2 or 3 or 4

agricultural economy was nearly dependent on it. As sought to expand their power to other states, the debate would eventually drive the union's motive for the war, as Lincoln's Gettysburg address would shift the focus of the war from unification to emancipating <sup>African Americans</sup> slaves from the moral evils of slavery. This would be crucial, as the South would lose support from Britain & Europe as they did not want to support an immoral cause. Overall, the difference in ideals, sectional interests, & inability to compromise during this period culminated in an irreversible divide between North & South and our nation's only Civil War.

Circle the question number that you are answering on this page.

Mandatory <b>1</b>	Circle one <b>2 or 3 or 4</b>
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3B  
1 of 3

When the United States was first formed, major differences between the northern and the southern states quickly emerged. The Northern economy relied more heavily upon manufacturing and trade, while the Southern economy relied more upon agriculture. This was a result of the different climates and geographic features of each region. However, these differences created a large debate over a certain topic: slavery. Since the South had an agricultural economy, plantation owners relied heavily upon slaves to grow and harvest their crops. In the North, people heavily opposed slavery because they viewed it as inhumane and immoral. Leading up to the Civil War, slavery created great tension between the North and the South. Supreme Court decisions <sup>regarding slavery</sup> and slavery debates in Congress both played very important roles in the breakout of the Civil War.

Between 1830 to 1860, racism was rampant in the United States, and this racism transferred over into the Supreme Court. One Supreme Court case that caused major tension between the North and the South was the case of Dred Scott. In this case, Dred Scott sued for his freedom from slavery because he had traveled out of the South with his master into a free state, and he believed that since he had traveled into a free state, he was not legally bound to return to the master's plantation as was

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Mandatory 1	Circle one 2 or 3 or 4
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3B  
2 of 3

slave. His master argued that even though they had gone to a free state, Scott was still his slave because he did not break him from the bonds of slavery.

The Supreme Court ultimately ruled in favor of the master and this greatly divided the U.S. Northerners felt that the ruling was cold and inhumane, while it reaffirmed Southern racism and support of slavery.

In Congress, tension regarding slavery was very prominent, especially when a new state joined the United States. With each state's admission came the question of whether it will join the Union as a free state or a slave state. Southerners frequently became worried when a free state was admitted because they feared creating an ~~instability~~ imbalance between free and slave states and getting overpowered by slave states in Congress. This tension built to the creation of the Missouri Compromise, which stated that slavery could not exist above Missouri's northern border. However, this caused problems when Missouri was admitted as a slave state, and these slavery debates were the impetus Southern states needed to start threatening secession. South Carolina was the first state to officially break from the Union and this set of free slave states quickly followed suit.

Between 1830 and 1860, slavery was a very controversial topic in the United States. Northern states

Circle the question number that you are answering on this page.

3B

3 of 3

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b> or <b>4</b>
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Called for the immediate abolition of slavery, while  
Southern states believed that it should stay put. The  
Civil War was a direct result of these tensions between  
the North and South, and these tensions were exacerbated  
by Supreme Court rulings about slavery and Congressional  
debates about slavery.

Circle the question number that you are answering on this page.

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b> or <b>4</b>
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3C  
1 of 2

The Civil War was the biggest hardship the US faced up until the war ended. Thousands of lives lost either fighting for the freedom of all men, or the bondage of those who are different. The war started with fear, but ended closer to hope. Many political groups and people wanted emancipation; during the 1830s-1860s was the hardest they had ever fought for it.

Debates over slavery occurred since the day the ships arrived on North American coasts. Once the declaration for independence was signed, they spoke of a gradual decline and equality amongst all men. During the 1800s the democratic party fought so hard to stay in office that they were able to keep slavery intact. The democratic party consisted of southerners, southern slave owners, and anyone who generally was pro-slavery. The republican party was against slavery, and the south and democrats knew that once a Republican gained office, slavery would slowly diminish.

No one expected a civil war, but it was bound to happen. Women helped protest slavery in the north and plantation owners stayed unscathed, unaware of the soon reality of Abraham Lincoln, republican, taking office in 1860, leading to secession, then war. The events leading up to the war were similar to Prohibition. People drank alcohol for so long with a lack

Circle the question number that you are answering on this page.

Mandatory <b>1</b>	Circle one <b>2</b> or <b>3</b> or <b>4</b>
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3C  
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of good drinking water, that once the change came they didn't know what to with themselves but rebel. Plantation owners used slaves for so long they couldn't bare to lose their money matters or profit.

These debates over slavery wouldn't disappear after the war, but evolve into things like ~~tests~~ tests, segregation and Jim crow laws. Science and progress proved that African Americans were equal to white men. They could learn, practice religion, and work, yet many brought up "social darwinism" and the fact that if not them then who? The argument of slavery is similar to that of men vs women. There is no physical limitation and doesn't have to have a barrier, yet there was no big change until suffrage.

Debates of slavery were not necessary ones and change should and could have occurred much sooner. No matter how soon it happened or what the change cost, the final goal was equality, and the first step couldn't have been reached without those who fought so hard for change.

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## Question 3 — Long Essay Question

**Note:** Student samples are quoted verbatim and may contain spelling and grammatical errors.

### Overview

- This question asked students to evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War. In general, students began with the Missouri Compromise (establishing contextualization) and then continued with other events such as the Nullification Crisis, the Compromise of 1850, and the Kansas–Nebraska Act. Few students extended their contextualization scope into the Civil War and Reconstruction periods.
- In part, responses were expected to demonstrate an ability to evaluate the many variables related to the onset of the Civil War.
- Responses were expected to demonstrate use of contextualization and argument development. Further, responses were expected to utilize causation, comparison, or continuity and change to frame or structure an argument that addressed the prompt.
- This question mainly addressed Key Concept 5.2.

### Sample: 3A

Score: 6

#### A. Thesis/Claim (0–1 points): 1

This response earned 1 point for the thesis. The opening paragraph provides context that develops a line of reasoning. A clear thesis statement appears at the end of the essay, making a defensible claim that “the difference in ideals, sectional interests, & inability to compromise during this period culminated in an irreversible divide.”

#### B. Contextualization (0–1 points): 1

This response earned 1 point for contextualization. This response provides a plethora of contextual information from before the time period of the prompt. This contextual material includes a relevant reference to the Constitution, for example, by stating that it “never fully addressed the issue of enslavement for African Americans.” It also accurately identifies the Missouri Compromise as a “temporary solution” to balancing legislative power in Congress.

#### C. Evidence (0–2 points): 2

The second and third paragraphs provide multiple pieces of evidence, including John Calhoun, the Wilmot Proviso, Manifest Destiny, and the Compromise of 1850. These examples are relevant to the topic and earned 1 point for use of evidence. The explanation of the evidence supports the overall thesis, so the response earned the second point for evidence. It argues, for example, that the Compromise of 1850 failed to resolve the very conflict it attempted to address as “the North & the South could not agree on a solution & constant aggravation led to a Civil War.”

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### Question 3 — Long Essay Question (continued)

#### **D. Analysis and Reasoning (0–2 points): 2**

Throughout the response, causation structures the argument. Statements such as “[t]his decision only heightened the issue, & violence & bloodshed ensued” and “compromise fell apart” frame the development of the thesis. The thesis qualifies the prompt by adding economic factors to debates over slavery as causes of the Civil War. However, this argument is not developed enough to demonstrate a complex understanding of the period. Later the response does demonstrate a complex understanding of the development of the period by corroborating its argument across multiple themes, and it earned the point for complexity. It demonstrates differences between North and South along political and economic lines. It further corroborates this argument across time periods and other regions in the conclusion when it uses the evidence of Lincoln’s Gettysburg Address and a shift in “the focus of the war from unification to emancipation” to argue that the South became divided, not just from the North but also from Great Britain and that these divides continued after 1860. The response earned 2 points for analysis and reasoning.

**Sample: 3B**

**Score: 4**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned the point for the thesis. The thesis statement is the last sentence of the first paragraph. This statement makes a defensible claim that Supreme Court decisions and Congressional debates “played very important roles in the breakout of the Civil War.”

#### **B. Contextualization (0–1 points): 1**

Information in the first paragraph about the nature of the two economies and geographies of the North and the South earned 1 point for contextualization.

#### **C. Evidence (0–2 points): 1**

The response earned 1 point for evidence. The response has two pieces of evidence, one on Dred Scott in the second paragraph and the other on the secession of South Carolina. The Missouri Compromise example is outside the time period. The evidence is not used to support an argument, so the response did not earn the second evidence point.

#### **D. Analysis and Reasoning (0–2 points): 1**

In the second and third paragraphs, the response explains how and why the Dred Scott decision and the Missouri Compromise increased tensions. This earned 1 point for historical reasoning. However, the absence of corroboration, qualification, or modification of an argument prevented the response from earning the second point for complexity.

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### Question 3 — Long Essay Question (continued)

**Sample: 3C**

**Score: 1**

#### **A. Thesis/Claim (0–1 points): 0**

The response attempts to make a claim in the conclusion: “Debates of slavery were not necessary ones.” While this addresses the general topic of the prompt, it does not present a historically defensible claim. The response did not earn the thesis point.

#### **B. Contextualization (0–1 points): 0**

The response did not earn a point for contextualization. Information provided from before the time period, such as references to ships arriving “on North American coasts” and “the declaration for/of independence,” is not well developed. Other information from inside the time period is closely tied to the prompt rather than to a broader context. Information that is from after 1860 is also not relevant to the topic of the prompt.

#### **C. Evidence (0–2 points): 1**

The response states that “the republican party was against slavery” and uses the election of Lincoln as a factor “leading to secession, then war.” This earned 1 point for use of evidence. This response did not earn the second point for using evidence to support an argument because its claims, for example, that “once a Republican gained office, slavery would slowly diminish,” are insufficiently explained.

#### **D. Analysis and Reasoning (0–2 points): 0**

This response did not earn either the point for historical reasoning or complexity. It attempts to use a framework of change over time, but significant portions of the response fall outside of the time period of the prompt. There is no effort at complexity.