

2024



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

## Sample Student Responses and Scoring Commentary Set 1

### **Inside:**

#### **Document-Based Question**

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

## Question 1: Document-Based Question, Slavery and US Society

7 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

Evaluate the extent to which the institution of slavery shaped United States society between 1783 and 1840.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which the institution of slavery shaped United States society between 1783 and 1840. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Slavery had a big impact on fighting the Civil War.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Slavery insulted many abolitionists, so United States society hurried up and got rid of it.”</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The institution of slavery shaped United States society.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Between the years 1783 and 1840 slavery dramatically shaped U.S. society as many Americans became abolitionists as a way of fulfilling the ideals of the American Revolution while other Americans attempted to protect slavery and expand the institution into the West.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Nothing was more important than the institution of slavery in shaping American society between the Revolutionary War and the mid-1800s. The ‘peculiar institution’ created a set of challenges for the United States, including debates over its constitutionality, possible expansion into western territories, and moral implications as Americans tried to reconcile it with the nation’s founding principles.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Slavery caused division between the North and the South.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to the institution of slavery in United States society between 1783 and 1840.</li> </ul>	
<p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The Spanish had colonies in Latin America.”</i></li> </ul> <p><b>Provide historically inaccurate contextualization</b></p> <ul style="list-style-type: none"> <li>• <i>“Most colonists fought in the American Revolution to protect their slaves from British abolitionists.”</i></li> </ul>	<p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Colonial labor systems</li> <li>• Colonial cash crop economy</li> <li>• American Revolution</li> <li>• Declaration of Independence</li> <li>• Second Great Awakening</li> <li>• 1800s reform movements</li> <li>• Market revolution</li> <li>• Transportation and internal improvements</li> <li>• Migration/westward expansion</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“During the colonial era, enslaved labor was used to develop a profitable transatlantic commerce in cash crops such as tobacco, indigo, and sugar.”</i></li> <li>• <i>“American colonists had a revolution but still kept slavery.”</i> [Minimally acceptable contextualization]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>[0-3 points]</b>	<b>Evidence from the Documents</b>		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the institution of slavery in United States society between 1783 and 1840.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>[Document 2]: <i>“After the American Revolution, antislavery sentiment developed in some places that led to gradual emancipation and the growth of the free African American community.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>[Document 1]: <i>“After the American Revolution, revolutionary ideology about natural rights led to the gradual emancipation of slavery in the North, even though slavery persisted and grew in other parts of the country, creating a political contradiction between free and slavery at the heart of United States society.”</i> [Uses evidence from Document 1 to support an argument about the contradiction of slavery in United States society despite revolutionary ideas about freedom]</li> <li>[Document 4]: <i>“Mathew Carey’s concerns about the Civil War over the admission of Missouri as a state showed that well before the outbreak of the Civil War, the growth of slavery produced tensions within the United States that endangered the unity of the republic.”</i> [Uses evidence from Document 4 to support an argument about the threats to national unity in American society produced by the growth of slavery]</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C</b> <b>[Continued]</b>	<b>Evidence beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to the extent to which the institution of slavery shaped United States society between 1783 and 1840.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Northern gradual emancipation</li> <li>• Constitutional compromises on slavery [e.g., Three-Fifths Clause, Fugitive Slave Clause]</li> <li>• Northwest Ordinance of 1787 / Southwest Ordinance of 1790</li> <li>• Banning of international slave trade in 1808</li> <li>• Missouri Compromise</li> <li>• Lowell mills/rise of Northern textile industry</li> <li>• Eli Whitney/cotton gin</li> <li>• Cotton/plantation economy</li> <li>• “Peculiar institution”/southern regionalism</li> <li>• Slavery as “positive good”</li> <li>• Nullification crisis</li> <li>• Gag rule</li> <li>• <i>Amistad</i> case</li> <li>• Slave insurance</li> <li>• Internal slave trade</li> <li>• Rebellions by enslaved people [e.g., Gabriel Prosser, Denmark Vesey, and Nat Turner]</li> <li>• Abolitionism</li> <li>• Underground Railroad</li> <li>• Sojourner Truth</li> <li>• Angelina and Sarah Grimké</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“The debates over tariffs during the Nullification Crisis, revealed the growing divide in United States society between the plantation economy in the South, which depended on slavery and opposed high tariffs, and the industrial economy North, which developed manufacturing and supported tariffs to protect against foreign competition.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth plantation economy in the South contributed to sectional divisions in United States society]</li> </ul>	

		<ul style="list-style-type: none"><li>• <i>“The increasing use of slave insurance in the South as slavery grew, often provided by northern businesses, showed that slavery helped create a national economy that linked all parts of United States society.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth of slavery contributed to increased regional connections within United States society]</li></ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li><li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li><li>• To earn this point, the evidence provided must be more than a phrase or reference.</li><li>• The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li></ul>	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  [0-2 points]	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“The point of the drawing in Document 7 is to show Americans that slavery was bad.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“In Document 4 the minister said that slavery was fine with him.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 2]: <i>“Banneker’s perspective as a free African American, through his appeal to American Revolutionary ideology, showed that African Americans personally understood the contradiction between the nation’s founding ideals and the persistence of slavery, and they sought to point this out as a strategy for promoting antislavery.”</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses activism by African American against slavery]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 5]: <i>“Garrison’s purpose of shaming northerners for their connections to slavery showed that the North benefited from slavery and not just the South.”</i> [Provides sourcing regarding the purpose of the document relevant to an argument that addresses the influence of slavery on both northern and southern society]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>[Document 1]: <i>“The situation of Cushing’s court decision, as he sought to apply the principles of the American Revolution to the new government of Massachusetts, showed the early beginnings of a divide between the North and South as northern states began to abolish slavery and southern states continued the institution and later grew it.”</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses the origins of sectional divisions in United States society over slavery]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>“The members of the Baptist Church in the South who were Furman’s audience showed that there was widespread disagreement in United States society over the meaning of basic ideas about liberty and religious principles, as some Americans using religious principles to defend slavery.”</i> [Provides sourcing regarding the audience of the document relevant to an argument that addresses how slavery divided United States society over ideas about liberty and religious values]</li> </ul>	



Row D [continued]	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that earn this point:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• A response may argue that the growth of slavery led to political tensions within United States society through debates over the westward expansion of slavery. The response then extends this argument through a discussion of the ways that economic development during the first half of the 1800s broke down along regional lines—with industrialization in the North and plantation agriculture in the South—and had a direct relationship to the institution of slavery. [Explains relevant and insightful connections across geographical areas]</li> <li>• A response may argue that the growth of slavery led to the development of different regional cultures in the United States. The response complicates this argument with a nuanced discussion of the ways that slavery bound the country closer together economically. [Explains multiple themes]</li> <li>• A response may argue that American revolutionary ideas about natural rights and liberty led many Americans to change their ideas about slavery to support abolition. It then qualifies its argument with evidence that racial ideology continued to justify discrimination and inequality in the United States despite the influence of the American Revolution. [Explains both continuity and change]</li> </ul>	
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> <li>• To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.</li> </ul>	

Document Summaries		
Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. William Cushing, <i>Quock Walker v. Nathaniel Jennison</i> court decision, 1783	<ul style="list-style-type: none"> <li>Describes legal reasoning for emancipating enslaved person Quock Walker</li> <li>Declares that the principles of the new Massachusetts state constitution dictate the end of slavery in the state</li> </ul>	<ul style="list-style-type: none"> <li>Revolutionary ideas about natural rights and liberties led some Americans to begin to oppose the institution of slavery. [situation]</li> <li>Cushing sought to interpret how the revolutionary principles of the Massachusetts state constitution applied to the existing institution of slavery, determining that it must end. [purpose]</li> </ul>
2. Benjamin Banneker letter to Thomas Jefferson, 1791	<ul style="list-style-type: none"> <li>Seeks to equate the situation of enslaved people in the United States to the situation of Americans when they were in the British empire</li> <li>Chastises Jefferson for not applying the revolutionary principles he declared in 1776 to the situation of enslaved people</li> </ul>	<ul style="list-style-type: none"> <li>Some Americans appealed to racial ideology to justify the continuation of slavery despite the principles of liberty espoused during the American Revolution. [situation]</li> <li>As a free African American in a skilled profession, Banneker sought to use the principles of the United States to show that free African Americans were equal to White Americans and that slavery should end. [point of view]</li> </ul>
3. Mathew Carey, <i>Considerations on the Impropriety and Inexpediency of Renewing the Missouri Question</i> , 1820	<ul style="list-style-type: none"> <li>Describes sectional conflict between the North and South over the westward expansion of slavery</li> <li>Argues that Americans should not agitate against slavery to maintain national harmony</li> </ul>	<ul style="list-style-type: none"> <li>Carey sought to encourage Americans to prioritize national unity over activism against slavery. [purpose]</li> <li>As the United States expanded west of the Mississippi River, debates arose over where slavery should exist. [situation]</li> </ul>
4. Richard Furman, <i>Exposition of the Views of the Baptists</i> , 1823	<ul style="list-style-type: none"> <li>Claims that antislavery activists are ignorant of the threat of slave rebellion</li> <li>Argues that slavery is morally supported by Christian religious beliefs, despite the contrary claims of abolitionists</li> </ul>	<ul style="list-style-type: none"> <li>The growth of slavery in the southern United States provoked the development of an abolitionist movement in the North and moral arguments against slavery. [situation]</li> <li>Furman developed arguments that Southern church members could use in defense of the institution of slavery. [audience]</li> </ul>
5. William Lloyd Garrison, <i>Genius of Universal Emancipation</i> newspaper article, 1829	<ul style="list-style-type: none"> <li>Describes the involvement of a Massachusetts ship owner in trafficking enslaved people</li> <li>Argues against Northern participation in slavery through the domestic slave trade</li> </ul>	<ul style="list-style-type: none"> <li>The domestic slave trade was a major contributor to the growth of slavery in the United States after the end of the international slave trade and involved some financial support from northern businessmen. [situation]</li> <li>Garrison sought to inform Massachusetts readers of the actions of this ship owner so as to shame him among his fellow citizens. [audience]</li> </ul>
6. Jarena Lee, <i>Religious Experience and Journal of Mrs. Jarena Lee</i> , 1836	<ul style="list-style-type: none"> <li>Describes participation in an antislavery society meeting</li> <li>Connects Christianity to the antislavery movement</li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the nineteenth century a growing free African American population in the North led to an expanding antislavery movement. [situation]</li> <li>Lee use religious justifications to explain why slavery was immoral and why her faith and work in the antislavery movement would be successful. [point of view]</li> </ul>

AP® United States History 2024 Scoring Guidelines

7. American Anti-Slavery Almanac image, 1840	<ul style="list-style-type: none"><li>• Depicts an enslaved man breaking the chains of the slave state only to be chained by a figure representing the free state</li></ul>	<ul style="list-style-type: none"><li>• The image criticizes the passage of a law that allowed enslaved people to be brought into New York state. [point of view]</li><li>• Northern abolitionists gained increasing support for their cause in response to laws and court rulings that strengthened slavery. [situation]</li></ul>
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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

With the victory of the American colonists in the Revolutionary War, the new nation was immediately tangled in an internal conflict over the nature of slavery. A resolution was thought to be found in the Compromise of 1808 when pro and anti-slavery politicians agreed to ban the importation of slaves from overseas until 1828; despite this, tensions between abolitionists and slaveholders were not resolved. From 1783 to 1840, slavery deeply shaped American society both politically through creating moral debates and religiously through disagreements over its Biblical legitimacy.

American society was dominated by the issue of slavery during the early years of the United States due to rising political debates on the morality of the system. On the issue, a note by justice William Cushing in 1783 stated that the institution of slavery was contradictory to the idea in state constitutions that perpetual enslavement of a rational creature was unjust (DOL 1). The purpose of the statement was to point out the hypocrisy in not extending basic legal rights to slaves, but despite such rhetoric being accepted among abolitionists, many southern slaveholders pushed back. When Missouri applied for statehood in 1920, these clashes came to light, with newspaper editor Matthew Carey stating that the ~~issue of whether a slaveholding state would be admitted to the Union~~ <sup>issue</sup> may decide whether the United States remained unified, or torn apart by internal conflict (DOL 4). The historical context of his comment is that Missouri wished to be a slaveholding state, and the political divide between free and slave states had become so defined that maintaining a balance of the two was the primary question when admitting new ones. ~~Political~~ <sup>Political</sup> ~~debates~~ were the subsequent continuation of <sup>political</sup> debates over slavery in the government and populace would dominate U.S. society for decades until the outbreak of the Civil War.

Page 2

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1 ●

Question 2 ○

Choose one Question 3 ○

Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

Slavery also dominated American society through creating religious disagreements over its role in Christianity. Many in the South retained the view that the Bible legitimized slavery, with Baptist leader Richard Furman of South Carolina stating <sup>in 1823</sup> that the conversion of both masters and slaves in the New Testament led both to retain their relationship while enjoying equality in spiritual matters, and as such scripture established the right to hold slaves (POC 4). The audience garnered by this reasoning were the conservative Christians of the U.S. and particularly the South, who stood firm on the opinion that slavery was a God-given right. However, Northern Christians thought differently. The early 1800s saw the rise of a prominent abolitionist movement in the New England states, ~~and among them was William Lloyd Garrison, a newspaper publisher. In an article published in 1828, he stated that slavery was~~ with some African Americans even taking ~~political~~ <sup>activist</sup> action such as Frederick Douglass, who helped ramp up progressive sympathy for the movement. However, the movement also took on religious tones, with one African American preacher named Jarena Lee affirming in 1836 that as all people of all races are all children of the same parent, God, the ~~abolitionist movement~~ <sup>right to freedom</sup> was also a God-given right (POC 6). The point of view was the new breed of abolitionist preacher, ~~who~~ <sup>one</sup> who saw abolitionism as a Christian cause. Such sentiment became common in the North and directly clashed with the religious views of the South, ~~and~~ <sup>and</sup> such religious contradictions led to debates that would deeply affect American society for years. The argument grows more complex when considering that such clashes contain striking similarities to the treatment of American Indians under early Spanish colonists in the Encomienda System. ~~Debates between the~~ Debates over whether the natives were savage, subhuman

Page 3

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

beasts or men equal to Christians as God's creations ~~between~~ ~~Spain~~  
between Spanish landowners and Bartolomeo de las Casas often dictated Spain's colonial policy, and this remarkable repetition of history serves to reinforce the importance of debates over slavery in the 1700s and 1800s. by highlighting just how much the oppression of supposed outsiders can affect a ~~other~~ society.

Page 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

In 1776, the British colonists declared their independence from Great Britain in the Declaration of Independence. They fought the Revolutionary War for the right to ~~the~~ govern themselves, and cease to be controlled by another people. When the Americans gained their independence, they celebrated their newfound freedom, but not all of the new Americans were free. Particularly in the South, a large portion of the population was enslaved. Ultimately, the institution of slavery ~~divided~~ divided America in the period 1783-1840 ~~by~~ ~~forcing Americans to~~ as Americans considered the institution in relation to Christian faith, ~~and~~ American principles, and canons.

Some Americans ~~do~~ came to believe that slavery was an unjust institution when considering biblical ~~teachings~~ teachings. For example, African American preacher Jeremiah Lee explained that "as we are all children of one parent [God], no one is justified in holding slaves." Lee explains that God loves all people, so slavery is not a practice in accordance with Christian principles.

Similarly, other Americans believed that slavery was inconsistent with American principles. William Cushing, chief justice of the Massachusetts

Page 2

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1 ●

Question 2 ○

Choose one Question 3 ○

Question 4 ○

Begin your response to each question at the top of a new page. Do not skip lines.

Supreme Court, explained, ~~that~~ "I think the idea of slavery is inconsistent with our own conduct and state constitution." He states that the Constitution explains that "all men are born free and Equal;" and that slavery does not allow for this inherent equality. Thus, he explains, slavery is not an appropriate practice because it ~~is~~ is not consistent with the American principle of liberty and equality for all. Another individual with similar ideas, Benjamin Boulden, a free Blade, states that slavery stands in contrast to both Christian principles and ~~the~~ American principles. He explained that Americans rebelled from the British because they felt that they were in a state of slavery. He presents the American belief that all men are created equal and the Christian belief that God is loving to all. Thus, he contrasts these common beliefs with the "growing captivity and cruel oppression" of ~~Blacks~~ enslaved Black people. This serves to illustrate the clear contrast between belief and practice that existed in this time period.

Abolitionists during this time period expressed similar sentiments to these individuals. For example, ~~Benjamin Boulden~~ ~~Benjamin Boulden~~

Page 3

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0115106





Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

~~Protestant Preachers~~ <sup>William Lloyd Garrison</sup> argued for complete emancipation of all slaves without compromise. Harriet Beecher Stowe wrote Uncle Tom's Cabin, clearly presenting the cruelty of the institution of slavery through the story of a slave Tom and his wife and son Simon Legree. Abolitionists such as these grew increasingly strong in their beliefs that the institution of slavery was immoral and could not be tolerated.

However, other Americans believed slavery to be a moral and upright institution. For example, Richard Furman, a Southern Baptist church leader, explained that "the right of holding slaves is clearly established in the Holy Scriptures." He explained that many biblical societies engaged in the practice justifying slavery as an appropriate institution.

This position that slavery was allowable was held by many southerners because the Southern economy was supported by the institution. William Lloyd Garrison described a man, Francis Pickens, who "gathered up 'villains' from the ~~other~~ sale of slaves. This illustrates the economic benefits that many enjoyed because of slavery. ~~But~~ These

Page 4

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Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

benefits were another reason slavery was supported by some individuals during this period.

Ultimately, slavery divided the American public between pro- and anti-slavery commentators, justified by economics, religion, and American principles. As shown by an image in the American Anti-Slavery Almanac, the US ~~was~~ became divided into slave and free ~~state~~ states. This physical manifestation of ideological differences pushed the country towards conflict. As explained by Matthew Carey, a PA newspaper editor, "Generations are likely to spring from this discussion." This illustrated the common fear and later the reality that the issue of slavery, and particularly the issue of slave and free states, would create conflict.

The institution of slavery divided the American public, ultimately pushing America towards the Civil War. This ~~strongly~~ ~~and~~ conflict ultimately decided the slavery issue, but at the cost of many American lives.

Page 5

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0115106



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

When it comes to the idea of ~~United~~ United States history and the societies throughout there is a ~~lot~~ lot of change. What started as a conquest for gold, god, glory lead to a new nation. A nation that had slavery. The institution of slavery shaped the economy, laws, and the values held by people. The economy can be shown through the difference of the North-South. The laws can be seen through different acts and court cases of the time. And the values can be seen through the debates between people from both sides.

~~United States~~ The economy of the era can be split into two different views based on the split of the nation of the time. In the ~~the~~ North their economy was more focused on trading. They had access to different passage ways to connect to other countries. ~~then~~ While in the South their economy was focused on ~~the South~~ agriculture and the usage of slavery. When it came to the South their source of income heavily depended on cash crops. ~~and this~~ idea with this in mind it can be said that ~~they~~ anyone can make money and be prosperist in the South as long as they don't care how it's obtained. (Doc 5). This idea ~~can~~ shows the difference in the ~~the~~ South vs. the North.

Another way slavery shaped the U.S is through law. Many from this time period believed that slavery was necessary and important through religion and it showed through the laws of the era. Since the South was dependent on slavery to help push their economy many laws were set in place to keep the system intact. One being the ~~the~~ Fugitive Slave Act. This was the idea that if a slave was caught in another state then they must be returned to their masters. ~~This is the reason~~ It

Page 2

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Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

highlights the way slavery impacts the south and a drawing of this idea can be seen in document 7. Slavery also impacted the law ~~to~~ through the Supreme Court. With the case of Dred Scott.

Lastly, The institution of slavery impacted societies values. In this era it's often seen as if the south and north are against each other. A lot of this has to do with the values of the time. Since the 2 sides economy was so different it led to a difference of values. The south needed slavery and it led to them wanting to keep the practice. While the north was moving into industries. With all this happening we see a push for different things. ~~the~~ In docs 1 & 2, It shows how the birth of the nation leads to ~~the~~ African-Americans reaching out to try and gain from this new found freedom. Despite both groups believing in this idea it really only impacted the north in wanting to allow the emancipation of slaves.

To conclude, the ~~the~~ practice of slavery shaped how the economy was in the states, the way the people chose to govern, and the beliefs that people had. The beginning of this and slow shift in society ~~slowly~~ led to greater things in history. A great example of this can be seen ~~when~~ when women are starting to fight for their equal liberties.

Page 3

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0384720



## Question 1—Document-Based Question

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

### Overview

- This question required students to evaluate the extent to which the institution of slavery shaped United States society between 1783 and 1840. The content assesses knowledge of Periods 3 and 4 of the course framework, focusing on the influence of slavery on the United States.
- The intention of the question was to determine if students could evaluate the extent to which slavery affected society in various ways, including how it led to a growing divide in the country. The most frequent historical developments to address were the debates about the ideals and identity of the United States in relation to slavery, the growing regional division between the North and the South, and the moral debates surrounding the question of slavery.
- This question primarily focused on causation, contextualization, analyzing primary sources, and argument development.
- This question primarily addressed Topics 3.6, 3.11, 4.3, and 4.11 through 4.13.

### Sample: 1A

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 3**

**Analysis and Reasoning Score: 2**

**Total Score: 7**

### A. Thesis/Claim (0–1 points): 1

The response earned the point for thesis/claim because it responds to the prompt with a historically defensible claim that establishes a line of reasoning at the end of the first paragraph: “From 1783 to 1840, slavery deeply shaped American society both politically through creating moral debates and religiously through disagreements over its Biblical legitimacy.”

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

The response earned 1 point for contextualization because in the first paragraph the response describes the American Revolution, the ban on the international slave trade, and the “tensions between abolitionists and slaveholders.”

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned the point for using the content from Documents 1, 3 (mislabelled as Document 4), 4, and 6 to address the topic of the prompt.

**Question 1—Document-Based Question (continued)**

The response earned the point for using evidence from the documents to support an argument in response to the prompt. The response uses Document 1 to support an argument about the contradiction in the state constitution allowing slavery despite their ideals. The response uses Document 3 to support an argument about the slavery debate leading to disunion. The response uses Documents 4 and 6 to support an argument about the differing uses of religion to both defend and attack the institution of slavery.

**Evidence Beyond the Documents**

The response earned the point for using evidence beyond the documents. In paragraph three, the response supports its argument with a discussion of Frederick Douglass as an example of another abolitionist relevant to the time period.

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

The response earned the point for document sourcing because it explains the purpose of Document 1, discussing the hypocrisy between ideals of “basic legal rights” and state laws. Additionally, the response explains the historical situation of Document 3 of attempts to maintain the balance of slave and free states. The response accurately explains the audience of Document 4 as southerners sympathetic to slavery who sought biblical justification for the institution. As well, the response explains the point of view of Document 6 as that of an abolitionist minister using biblical justification to condemn the institution of slavery.

**Demonstrating Complex Understanding**

The response earned 1 point for demonstrating a complex understanding because it effectively explains how the point of view, purpose, historical situation, and/or audience of four of the documents supports an argument that responds to the prompt. The response also explains relevant and insightful connections across time periods when it draws a comparison between the treatment of enslaved people in the United States to the treatment of Native Americans under early Spanish colonists.

**Sample: 1B****Thesis Score: 1****Contextualization Score: 1****Evidence Score: 3****Analysis and Reasoning Score: 1****Total Score: 6****A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis/claim because it responds to the prompt with a historically defensible claim that establishes a line of reasoning at the end of the first paragraph: “Ultimately, the institution of slavery divided America in the period 1784–1840 as Americans considered the institution in relation to Christian faith, American principles, and economics.”

## Question 1—Document-Based Question (continued)

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

The response earned 1 point for contextualization because in the first paragraph the response describes the United States’ path to independence through the American Revolutionary War and the celebration of the ideal of freedom.

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned 1 point for using the content from all seven documents to address the topic of the prompt.

The response earned 1 point for using evidence from the documents to support an argument in response to the prompt. In paragraph two, Document 6 is used to support an argument that some Americans came to believe that slavery was an unjust institution in light of biblical teachings. In paragraph three, Documents 1 and 2 are used to support an argument that some Americans believed that slavery violated American principles. In paragraph four, Document 4 is used to show that other Americans viewed slavery as a “moral and upright institution.” In paragraph five, the response argues that abolitionists opposed slavery, and it uses Document 5 to support the argument. In paragraph six, the response argues that the United States became divided between slave and free states and supports this argument with Documents 7 and 3.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents because in the second sentence of paragraph four, it discusses William Lloyd Garrison as an abolitionist who advocated for complete emancipation of all slaves “without compromise” separate and apart from the response’s discussion of Document 5 in a later paragraph. Immediately following the discussion of Garrison, the response attempts to use an additional piece of evidence beyond the documents with a mention of *Uncle Tom’s Cabin*, but because the novel was published in 1852, after the period specified in the prompt, this does not contribute to the response earning the point.

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

#### Document Sourcing

The response did not earn the point for document sourcing. The response attempts to describe the point of view of Document 2, but it simply repeats information that is specified in the document. The response does not attempt to explain the sourcing of any other document.

#### Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding because it effectively uses seven documents to support an argument that responds to the prompt.

## Question 1—Document-Based Question (continued)

**Sample: 1C**

**Thesis Score: 1**

**Contextualization Score: 0**

**Evidence Score: 1**

**Analysis and Reasoning Score: 0**

**Total Score: 2**

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

The response earned 1 point for thesis/claim because it responds to the prompt with a historically defensible claim that establishes a line of reasoning in the last three sentences of the first paragraph: “The institution of slavery shaped the economy, laws, and values held by people. The economy can be shown through the differences of the North and South. The laws can be seen through different acts and court cases of the time, and the values can be seen through the debates between people for both sides.”

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

The response did not earn the point for contextualization. The response attempted contextualization with its reference in the first paragraph to “gold, god, and glory leading to a new nation,” but this is just a passing phrase or reference that does not sufficiently describe a historical context relevant to the prompt.

### **C. Evidence (0–3 points): 1**

#### **Evidence from the Documents**

The response did not earn the point for using the content of at least three documents to address the topic of the prompt. The content of Documents 7 and 2 are used to address the topic of the prompt, while Documents 5 and 1 are simply mentioned.

The response did not earn the point for using evidence from the documents to support an argument in response to the prompt. The response makes an argument about the economic impact of slavery upon the United States but does not actually use the content of Document 5 to support that argument. Document 7 is used to support an argument about the impact of the institution of slavery upon the law. The response cites Documents 1 and 2 together, but only uses content from Document 2 to support an argument about the way the institution of slavery impacts society.

#### **Evidence Beyond the Documents**

The response earned 1 point for using evidence beyond the documents relevant to an argument about the prompt. In the third paragraph, the response describes the Fugitive Slave Act as a law that required enslaved persons caught in one state to be returned to their masters. Although the most prominent iteration of the Fugitive Slave Act was passed in 1850, which is beyond the time period of the prompt, the response does not specify the 1850 law, and can therefore be interpreted as a



### **Question 1—Document-Based Question (continued)**

reference to the provision in Article IV of the United States Constitution or the Fugitive Slave Act of 1793. The response attempts to use an additional piece of evidence beyond the documents at the end of paragraph three with a mention of the Dred Scott case, but it does not earn the point because the case occurred in 1857, after the period specified in the prompt.

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

##### **Document Sourcing**

The response did not earn the point for document sourcing because it makes no attempt to explain how or why any document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

##### **Demonstrating Complex Understanding**

The response did not earn the point for demonstrating a complex understanding because it makes no attempt at sophisticated argumentation or effective use of evidence.