

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1607 to 1754.
- a) Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York).
 - b) Briefly describe one similarity between the economy of the Chesapeake colonies and the economy of the middle colonies.
 - c) Briefly explain one reason for a difference between the economy of the Chesapeake colonies and the economy of the middle colonies.

4. Answer (a), (b), and (c).
- a) Briefly describe ONE similarity between New Deal and Great Society programs.
 - b) Briefly describe ONE difference between New Deal and Great Society programs.
 - c) Briefly explain ONE reason for a difference between New Deal and Great Society programs.

END OF SECTION I

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
 - Describe a broader historical context relevant to the prompt.
 - Support an argument in response to the prompt using specific and relevant examples of evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
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2. Evaluate the extent to which ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

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

 4. Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Short Answer Question 3

Answer (a), (b), and (c). Confine your response to the period from 1607 to 1754.

- a) Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York).
- b) Briefly describe one similarity between the economy of the Chesapeake colonies and the economy of the middle colonies.
- c) Briefly explain one reason for a difference between the economy of the Chesapeake colonies and the economy of the middle colonies.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Question-Specific Scoring Guide

- ONE point for describing one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York)
- ONE point for describing one similarity between the economy of the Chesapeake colonies and the economy of the middle colonies
- ONE point for explaining one reason for a difference between the economy of the Chesapeake colonies and the economy of the middle colonies

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Short Answer Question 3 (continued)

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.

Examples of responses to (a) that would earn credit:

- Cash crops from the Chesapeake (such as tobacco) were typically shipped to England, while staple crops from the middle colonies (such as wheat) were typically shipped to the Caribbean.
- The fur trade more extensive in the middle colonies and less extensive in the Chesapeake.
- There was more diversity of trade in middle colonies (e.g., furs, various agricultural products), while trade was more narrowly focused on cash crops such as tobacco in the Chesapeake.
- The Chesapeake was more dependent upon slave plantation agriculture than the middle colonies.
- The middle colonies were more urban and had more port cities, while the Chesapeake was more rural and had fewer and smaller urban centers.
- The middle colonies were societies with slaves (i.e., not socially dominated by slavery), versus the Chesapeake, which was a slave society (i.e., socially organized around the principles of chattel slavery).
- Shipbuilding and lumbering were more prevalent industries in the middle colonies than they were in the Chesapeake region, which focused on cash crop agriculture.

NOTE: *Credited responses for (a) must address explicit differences between the Chesapeake and middle colonies. (e.g., A response like “The Chesapeake colonies had fertile soil and the middle colonies did not” is not sufficient to address the prompt.)*

NOTE: *In the Chesapeake colonies, the use of cotton as the only cash crop will not be accepted; however, tobacco with cotton will be considered as a minor error and can be considered for credit.*

NOTE: *The concepts of industrialization and the textile industry should not be accepted. The use of the term manufacturing must be used in conjunction with other activities that colonies were engaged in economically (e.g., farming, shipbuilding, lumbering, and fishing).*

NOTE: *The use of the geographical terms “the North” and “the South” can be used as long as additional specific information is given in the response to reference the middle or Chesapeake colonies.*

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Short Answer Question 3 (continued)

Examples of responses to (b) that would earn credit:

- Both the middle colonies and the Chesapeake engaged in export trade/the triangular trade.
- Both the middle colonies and the Chesapeake were part of a mercantilist system centered on Great Britain.
- Both the middle colonies and the Chesapeake exported raw goods to/imported finished goods from Great Britain.
- Both the economies of the middle colonies and Chesapeake were based on agricultural production for export.
- Both the middle and Chesapeake colonies had to pay taxes to England (the response must mention either the Navigation Acts or the mercantilist system).

Examples of responses to (c) that would earn credit:

- Waterways in the Chesapeake were suitable for transport of cash crops produced closer to the coast, while waterways in the middle colonies (e.g., the Hudson, Susquehanna, and Delaware Rivers), which included New Netherlands, were more readily navigable and went deeper into the interior of North American, facilitating regional commerce and the fur trade with Native Americans.
- The climate of the Chesapeake region was suitable for valuable cash crops that required a longer growing season as opposed to the cooler climate of the middle colonies that allowed for grain crops to be grown.
- Development of large-scale slavery in the Chesapeake facilitated cash crop production, as opposed to the smaller scale of slavery and a greater dependency on indentured servants and immigrant labor in the middle colonies.
- Virginia was founded by joint-stock company investors seeking profit on investments, while the middle colonies were founded by more diverse European settlers, including religious refugees and individuals seeking improved economic autonomy and opportunities.

NOTE: *Earning the point for (c) is not contingent on earning the point for (a).*

NOTE: *A credited response to (c) could be a reason for a difference established in (a). If the response in (c) is a continuation that addresses the same explicit difference established in (a), the response can earn credit if it only addresses one region.*

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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
A: Thesis/Claim (0–1)	<p>Thesis/Claim: 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"> • “Overall the debate of slavery had a tremendous impact on causing the Civil War as sectionalism and debates over state’s rights arised.” • “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.” • “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.”

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Question 3 — Long Essay Question (continued)

B: Contextualization (0–1)	<p>Contextualization: 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"> • 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
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Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: 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>OR</p> <p>Supports an Argument: 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"> • Abolitionist movement • Nullification Crisis (1832–1833) • Nat Turner • Harriet Tubman • Sojourner Truth • Compromise of 1850 • Stephen Douglas • Frederick Douglass • Underground Railroad • <i>Dred Scott v. Sandford</i> (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) • <i>Uncle Tom’s Cabin</i> (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)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: 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>OR</p> <p>Complexity: 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"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <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"> • 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 <p>OR</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • 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 • 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 • 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
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>		

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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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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.”*