

DOCUMENT BASED QUESTION- SECTIONALISM

This question is based on the accompanying documents (1-10). This question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

Sectionalism is term used to describe a certain loyalty to the interests of one's own region or section of a country, rather than the nation as a whole. During the first half of the 19th century, sectionalism became an increasing problem in the United States of America. Eventually this division of loyalties contributed to the division of the nation during the Civil War.

Task: Using information from the documents and your knowledge of United States History and Government, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to answer:

Select THREE causes for sectionalism in the United States during the first half of the 19th century (labor, economy, population distribution, infrastructure, reform movements) and for each:

- Explain how EACH cause led to the sectional divide of the United States prior to the start of the Civil War.

NOTE: The rubric (scoring criteria) for this essay appears on the next page.

Document Based Question Scoring Rubric

Score of a 5:

- Shows a thorough understanding of the theme or problem
- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive
- Incorporates relevant information from a majority of the documents
- Incorporates substantial relevant outside information
- Richly supports essay with relevant facts, examples and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of a 4:

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical
- Incorporates relevant information from a majority of the documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of a 3:

- Develops all aspects of the task but with little depth or develops most aspects of the task in some depth
- Is more descriptive than analytical
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory and clear plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of a 2:

- Minimally develops all aspects of the task or develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak or isolated application or analysis
- Incorporates little relevant information from the documents *or* consists of primarily relevant information copied from the documents
- Presents limited relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/ or conclusion

Score of a 1:

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack introduction and/ or a conclusion

Score of a 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples or details; *OR* includes only the historical context and/ or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet *OR* is illegible; *OR* is a blank paper

Document 1

This chart provides information on the amount of goods shipped on the Erie Canal, the value of that material, and the tolls collected by New York State from 1836 through 1852.

Canal Statistics.

The following Erie Canal statistics are official from the Report of the Auditor of the Canal Department :

1. The total tonnage of all the property on the Canals, ascending and descending, its value, and the amount of tolls collected for the last seventeen years :

Year.	Tons.	Value.	Tolls.
1836.....	1,310,807	\$67,634,343	\$1,614,342
1837.....	1,171,296	55,809,288	1,292,623
1838.....	1,333,011	65,746,559	1,590,911
1839.....	1,435,713	73,399,764	1,616,382
1840.....	1,416,046	66,303,892	1,775,747
1841.....	1,521,661	92,202,929	2,034,882
1842.....	1,236,931	60,016,608	1,749,196
1843.....	1,513,439	76,276,909	2,081,590
1844.....	1,816,586	90,921,152	2,446,374
1845.....	1,985,011	100,553,245	2,646,181
1846.....	2,268,662	115,612,109	2,756,106
1847.....	2,869,810	151,563,428	3,635,381
1848.....	2,796,230	140,086,157	3,252,212
1849.....	2,894,732	144,732,285	3,268,226
1850.....	3,076,617	156,397,929	3,273,899
1851.....	3,582,733	159,981,801	3,329,727
1852.....	3,863,441	196,603,517	3,118,004

Canal Statistics, New York DailyTimes (1851-1857); 1853; ProQuest Historical Newspapers The New York Times (1851-2001)

1. How did the amount and the value of materials transported on the canal change between 1836 ad 1852? [1]

Score:

Document 2

The following is a painting of the West Point Foundry, built in 1817. This foundry produced cast iron for cannon shot and rifles.

"The Gun Foundry" by John Ferguson Weir- West Point/Cold Spring



source: <http://www.pchs-fsm.org/pchs-collectFrame.html>

2. How was this foundry an example of the North's economic make up? [1]

Score:

Document 3

This quotation is from Betty Lowe who was a former slave. Her story was written as a WPA project a part of the New Deal.

"I was born on a farm in Alexander County. My home is now in Jefferson. Father still owns the farm of one hundred and sixty acres. Our cash crops are corn, wheat, cotton and vegetables. Potatoes also grow well on our place. Most everybody tries to raise some apples. We have a big orchard, possibly three thousand trees. When the crop is good and we get them marketed right, they bring in a tidy sum of money."

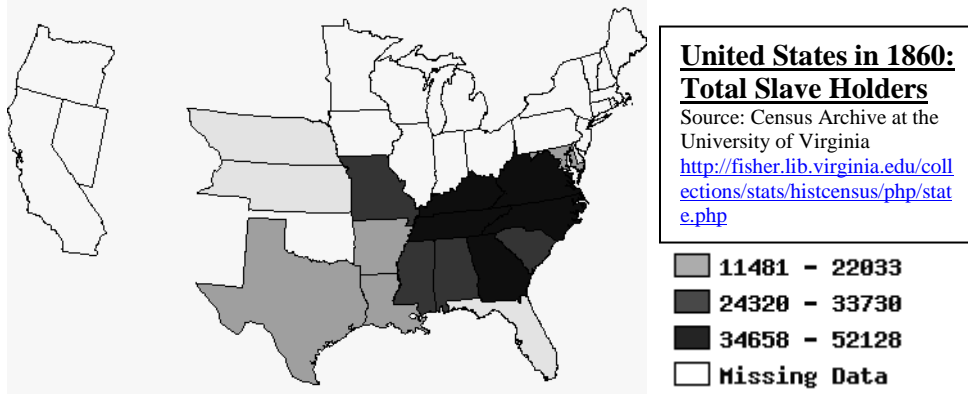
Source: Betty Lowe September 8, 1939 Betty Lowe (Cook & Waitress) Taylorsville, N. C., Ethel Deal, Writer
<http://memory.loc.gov/cgi-bin/query>

3. What was a method used by the south to make money for their economy during the 1800's? [1]

Score:

Document 4

This is a population map of the total number of slave holders in the United States in 1860.



4. What parts of the United States utilized slave labor? [1]

Score:

Document 5

This is a posting for the purchase of indentured servants to bring to the United States as a source of labor.

*Just ARRIVED, at LEEDS Town,
the Ship JUSTITIA, with about one
Hundred healthy*

S E R V A N T S,

Men, Women, and Boys, among which are many Tradesmen, viz. Blacksmiths, Shoemakers, Tailors, House Carpenters and Joiners,, a Cooper, a Bricklayer and Plasterer, a Painter, a Watchmaker and Glazier, several Silvermiths, Weavers, a Jeweller, and many others.

The Sale will commence on *Tuesday* the 2d of *April*, at *Leeds Town*, on *Rappahannock River*. A reasonable Credit will be allowed, giving Bond, with approved Security, to

THOMAS HODGE.

I have an assorted Cargo of GOODS from *London*, suitable for the *Scafon* (about two Thousand Pounds Sterling worth) which I will lump off, on reasonable Terms, at a Credit with good Security.

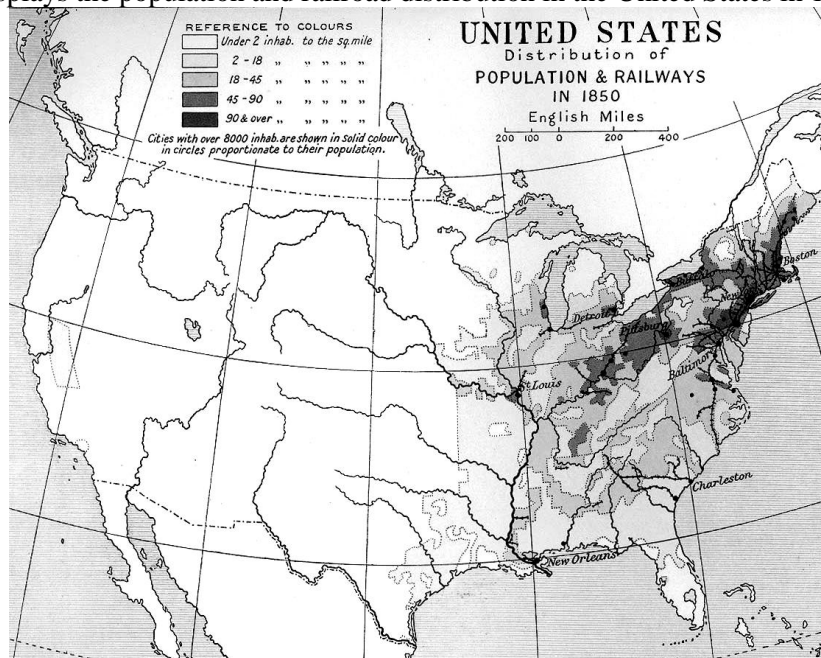
Source: <http://www.albany.edu/faculty/gz580/His316/justit3.gif>

5. Which part of the United States typically used indentured servants as a source of labor? [1]

Score:

Document 6

The following map displays the population and railroad distribution in the United States in 1860.

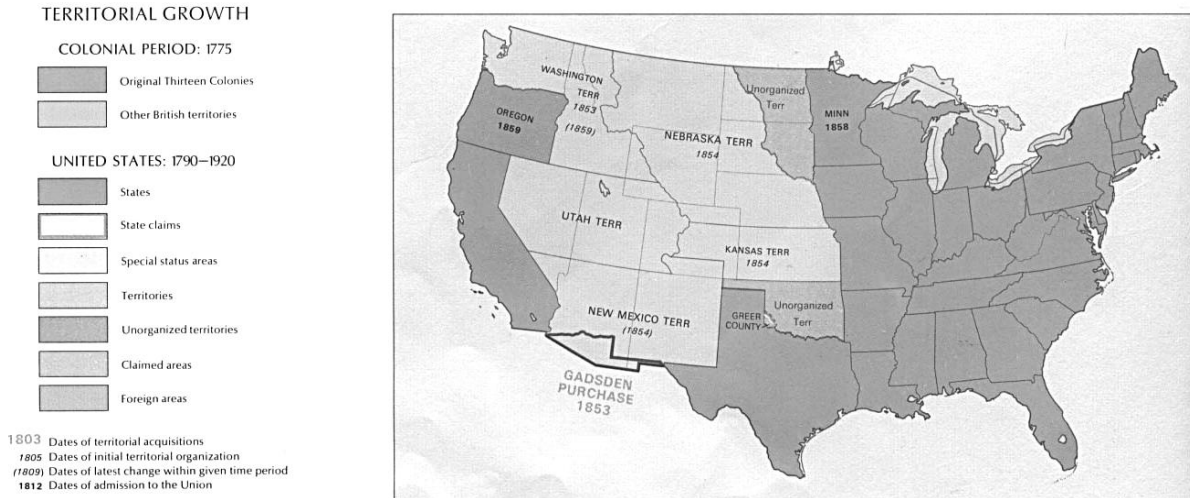


6. Where was the majority of the population found? Where were the majority of railroads found? [1]

Score:

Document 7

This map illustrates the territorial growth of the United States from 1790-1920.



7. Give an example of a method used to gain more territory for the United States. [1]

Score:

Document 8

This is an excerpt from John Brown's last speech before he was put to death.

I have, may it please the Court, a few words to say.

In the first place, I deny everything but what I have all along admitted, the design on my part to free the slaves. I intended certainly to have made a clean thing of that matter, as I did last winter, when I went into Missouri and there took slaves without the snapping of a gun on either side, moved them through the country, and finally left them in Canada. I designed to have done the same thing again, on a larger scale. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite slaves to rebellion, or to make insurrection.

I have another objection; and that is, it is unjust that I should suffer such a penalty. Had I interfered in the manner which I admit, and which I admit has been fairly proved (for I admire the truthfulness and candor of the greater portion of the witnesses who have testified in this case), had I so interfered in behalf of the rich, the powerful, the intelligent, the so-called great, or in behalf of any of their friends, either father, mother, brother, sister, wife, or children, or any of that class, and suffered and sacrificed what I have in this interference, it would have been all right; and every man in this court would have deemed it an act worthy of reward rather than punishment.

Source: <http://www.iath.virginia.edu/seminar/unit4/brown3.html>

8. For what reason was John Brown put to death? [1]

Score:

Document 9

The following editorial was written in the *Southern Press Review* in response to Harriet Beecher Stowe's novel, **Uncle Tom's Cabin**.

Mrs. Stowe may have seen, during her residence in Cincinnati, in the arrival and departure of emigrants, and in the trade and navigation of the Ohio and Mississippi, more families separated forever; she must know that from that single city more husbands, brothers, sons and fathers have gone voluntarily, as she calls it, from wives, mothers and children, and, in the pursuit of trade, met with untimely death by fevers and cholera on the river, or in the wilderness, leaving their families to suffer from want, their children to perish from neglect, than probably all who have been separated by the slave trade. Why don't she write a romance against emigration, and navigation and commerce? They are all permitted by our laws.

Source: *Southern Press Review* Unsigned 1852
<http://www.iath.virginia.edu/utc/reviews/rere27at.html>

9. What is one argument the writer uses against Stowe's novel concerning the conditions of life under slavery? [1]

Score:

Document 10

The following are quotes from Chief Justice Roger Taney's majority ruling in the case of *Dred Scot v. Sandford*.

"...if the plaintiff (Scott) claims a right to sue in a Circuit Court of the United States, under the provision of the Constitution which gives jurisdiction in controversies between citizens of different states, he must distinctly aver in his pleading that they are citizens of different states..."

"...can a Negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights...guaranteed by that instrument...?"

"The act of Congress, upon which the plaintiff relies (known to us as the Missouri Compromise), declares that slavery and involuntary servitude, except as a punishment for crime, shall be forever prohibited in all that part of the territory ceded by France, under the name of Louisiana, which lies north of thirty six degrees thirty minutes north latitude, and not included within the limits of Missouri. And the difficulty which meets us at the threshold of this part of the inquiry is, whether Congress was authorized to pass this law under any of the powers granted to it by the Constitution..."

Source: <http://www.enterstageright.com/archive/articles/0703/0703state.htm>

10. What does this ruling illustrate about the position of slaves and free blacks within the United States during the time period prior to the Civil War? [1]

Score:

Part B- Essay

Directions:

- Write a well- organized essay that includes an introduction several paragraphs and a conclusion.
- Use evidence from at least **6** documents to support your response.
- Include additional related information.

Historical Context:

Sectionalism is term used to describe a certain loyalty to the interests of one's own region or section of a country, rather than the nation as a whole. During the first half of the 19th century, sectionalism became an increasing problem in the United States of America. Eventually this division of loyalties contributed to the division of the nation during the Civil War.

Task: Using information from the documents and your knowledge of United States History and Government, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to answer:

Select **THREE** causes for sectionalism in the United States during the first half of the 19th century (labor, economy, population distribution, infrastructure, reform movements) and for each:

- Explain how **EACH** cause led to the sectional divide of the United States prior to the start of the Civil War.