

**Part II Short Essay Question  
Set 2  
Sample Student Papers**

**Regents Examination  
in United States History  
and Government (Framework)**

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**University of the  
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Department**



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**DRAFT RUBRIC FOR PART II**  
**SHORT ESSAY QUESTION—SET 2**

**Task: Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:**

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how *audience*, **or purpose**, **or bias**, **or point of view** affects this document’s use as a reliable source of evidence

**Document 1**

. . . On the 4th March next, this party (the Republican Party) will take possession of the Government. It has announced, that the South shall be excluded from the common [national] Territory; that the Judicial Tribunals shall be made sectional, and that a war must be waged against slavery until it shall cease throughout the United States.

The Guaranties of the Constitution will then no longer exist; the equal rights of the States will be lost. The slaveholding States will no longer have the power of selfgovernment, or self-protection, and the Federal Government will have become their enemy. . . .

We, therefore, the people of South Carolina, by our delegates, in Convention assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, have solemnly declared that the Union heretofore existing between this State and the other States of North America, is dissolved, and that the State of South Carolina has resumed her position among the nations of the world, as a separate and independent State; with full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do.

Source: South Carolina Ordinance of Secession, December 1860

**Document 2**

Abraham Lincoln First Inaugural Address, March 4, 1861

. . . Plainly, the central idea of secession, is the essence of anarchy. A majority, held in restraint by constitutional checks, and limitations, and always changing easily, with deliberate changes of popular opinions and sentiments, is the only true sovereign of a free people. Whoever rejects it, does, of necessity, fly to anarchy or to despotism. Unanimity is impossible; the rule of a minority, as a permanent arrangement, is wholly inadmissible; so that, rejecting the majority principle, anarchy, or despotism in some form, is all that is left. . . .

Why should there not be a patient confidence in the ultimate justice of the people? Is there any better, or equal hope, in the world? In our present differences, is either party without faith of being in the right? If the Almighty Ruler of nations, with his eternal truth and justice, be on your side of the North, or on yours of the South, that truth, and that justice, will surely prevail, by the judgment of this great tribunal, the American people. . . .

In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail *you*. You can have no conflict, without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to “preserve, protect and defend” it. . . .

Source: Collected Works of Abraham Lincoln Volume 4 (adapted)

**Content-Specific Rubric**  
**Short Essay Question—Set 2**

**Scoring Notes:**

1. This short essay question has *two* components (describing the historical context surrounding these two documents and analyzing and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 2** as a reliable source of evidence).
2. The description of historical context of both documents may focus on immediate or long-term circumstances or on immediate or long-term effects.
3. The discussion of reliability must focus on Document 2 although information from Document 1 may be included in the discussion.
4. The analysis of reliability of Document 2 may be considered from any perspective as long as it is supported by relevant information.

**Score of 5:**

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of Document 2 as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., *Historical Context*: discusses how the Republican Party’s 1860 platform pledged to end the expansion of slavery and Abraham Lincoln’s victory without a single electoral vote from the South prompted the secession of South Carolina; *Audience*: connects how President Lincoln’s conciliatory inaugural address aimed at both a Northern and a Southern audience promising no interference with existing slavery or no initiation of civil war against the South was reliable because it was consistent with his position before and during the 1860 campaign; *Point of View*: connects Lincoln’s strong belief that secession is not a legitimate option to his pledge to preserve, protect, and defend the Union, making his inaugural address a reliable document of the president’s core beliefs
- Integrates relevant outside information (see Relevant Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (see Key Ideas From Documents chart)

**Score of 4:**

- Develops *both* aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information), e.g., *Historical Context*: describes how Abraham Lincoln ran for president in 1860 on a platform to stop the spread of slavery and won without any Southern support, causing South Carolina to secede from the Union; *Purpose*: Lincoln’s speech was an attempt to reassure Southern citizens that the federal government would not be the aggressor and his pledge is reliable because the Civil War began when South Carolina fired on federal troops; *Point of View*: Lincoln’s address promises that the Union would not be the aggressor against the South but that as president he would preserve, protect, and defend the Union, making the address an accurate reflection of what he actually did and therefore a reliable document
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

**Score of 3:**

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes some relevant outside information
- Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies

**Note:** If only one aspect of the task is thoroughly developed in depth and if the response meets most of the other Score Level 5 criteria, the response may be a Score Level 3 paper.

**Score of 2:**

- Minimally develops *both* aspects of the task *or* develops *one* aspect of the task in some depth
- Is primarily descriptive; may include faulty analysis
- Includes little relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include some inaccuracies

**Score of 1:**

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes minimal or no relevant outside information
- Includes few *or* no relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies

**Score of 0:**

Fails to develop the task; *OR* includes no relevant facts or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

### ***Key Ideas From Documents***

(This list is not all inclusive.)

**Document 1**—In a few months the Republican Party will take possession of the federal government  
South Carolina believes that the South will be excluded from the common national territory and a war against slavery will begin  
The equal rights and self-government of the states will be lost  
The federal government will become the enemy  
The convention declared that the union between South Carolina and the other states is dissolved  
The state of South Carolina resumed its position as a separate and independent state; South Carolina could levy war, conclude peace, make alliances, and establish commerce

**Document 2**—Secession is anarchy  
The only true sovereign of a free people is the majority that is restrained by checks and balances and can be changed according to popular opinion  
Be patient with the ultimate justice of the people and truth and justice will prevail  
The issue of civil war is in the hands of dissatisfied Southerners  
There will be no conflict unless the South is the aggressor  
Lincoln took an oath to preserve, protect, and defend the Union

### ***Relevant Outside Information***

(This list is not all inclusive.)

Southern support for States rights doctrine  
Westward expansion of slavery  
*Dred Scott* decision (1857)  
Lincoln-Douglas debates (1858)  
Several states seceded by March 1861  
Lincoln pledged to keep control of remaining federal property such as forts  
Any use of force against the Union would be considered a rebellion and met with force  
Southern attack on Fort Sumter (April 1861)

### ***Reliability of Document 2***

(This list is not all inclusive.)

**Reliable**—*Audience*: Lincoln’s speech reassuring the South that the federal government would not be the aggressor against them is reliable because the South Carolina Ordinance of Secession claimed that the state had the full power to wage war and South Carolina ended up being the aggressor when it attacked Fort Sumter

*Bias*: Lincoln’s First Inaugural Address is a reliable source of his core beliefs about the legality of secession and importance of preserving the Union

**Unreliable**—*Bias*: While Lincoln attempted to be conciliatory to the South, his strong personal opposition to slavery influenced his policy of not allowing slavery to expand which weakens the reliability of the source for evidence about the secession crisis

Directions: Read the sample paper and select where each response fits on this scoring continuum\*.

<b><u>Level 5</u></b>			
<b>Meets Criteria</b>			
<b>Scoring Criteria</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Thoroughly develops <i>both</i> aspects of the task in depth			
Is more analytical than descriptive			
Integrates relevant outside information			
Supports the theme with many relevant facts and/or examples from the documents			

  

<b><u>Level 4</u></b>			
<b>Meets Criteria</b>			
<b>Scoring Criteria</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Develops <i>both</i> aspects of the task in depth <i>or</i> may do so somewhat unevenly by thoroughly developing one aspect of the task in depth while developing the other aspect of the task in some depth			
Is both descriptive and analytical			
Includes relevant outside information			
Supports the theme with relevant facts and/or examples from the documents			

  

<b><u>Level 3</u></b>			
<b>Meets Criteria</b>			
<b>Scoring Criteria—Level 3</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Develops <i>both</i> aspects of the task in some depth			
Is more descriptive than analytical			
Includes some relevant outside information			
Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies			



<b><u>Level 2</u></b>			
<b>Meets Criteria</b>			
<b>Scoring Criteria—Level 2</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Minimally develops <i>both</i> aspects of the task <i>or</i> develops one aspect of the task in some depth			
Is primarily descriptive; may include faulty analysis			
Includes little relevant outside information			
Includes a few relevant facts and/or examples from the documents; may include some inaccuracies			

<b><u>Level 1</u></b>			
<b>Meets Criteria</b>			
<b>Scoring Criteria—Level 1</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Minimally addresses the task			
Is descriptive; may lack understanding or application			
Includes minimal or no relevant outside information			
Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies			

<b><u>Level 0</u></b>			
<b>Meets Criteria</b>			
<b>Scoring Criteria—Level 0</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Fails to develop the task <i>OR</i> Includes no relevant facts and/or examples <i>OR</i> includes only entire documents copied from the test booklet <i>OR</i> is illegible <i>OR</i> is a blank paper			

**Note:** If only one aspect of the task is thoroughly developed in depth and if the response meets most of the other Score Level 5 criteria, the response may be a Score Level 3 paper.

*\*This worksheet is designed to help you understand the specific scoring criteria detailed in the scoring rubric. It is important to remember that these criteria exist within a holistic scoring system that is intended to view the student's response in its entirety and then assign an appropriate score.*



*Directions:* Read the sample paper and check the appropriate Score Level for each Scoring Criteria\*.

**Score Level (Scoring Criteria)**

**Yes**

<b>• Bullet 1: Degree to which the task is accomplished</b>	
<b>Level 5:</b> Thoroughly develops both aspects of the task in depth	
<b>Level 4:</b> Develops both aspects of the task in depth <i>or</i> may do so somewhat unevenly by thoroughly developing one aspect of the task in depth while developing the other aspect of the task in some depth	
<b>Level 3:</b> Develops both aspects of the task in some depth	
<b>Level 2:</b> Minimally develops both aspects of the task <i>or</i> develops one aspect of the task in some depth	
<b>Level 1:</b> Minimally addresses the task	

<b>• Bullet 2: Degree to which the student uses analysis in the response</b>	
<b>Level 5:</b> Is more analytical than descriptive	
<b>Level 4:</b> Is both descriptive and analytical	
<b>Level 3:</b> Is more descriptive than analytical	
<b>Level 2:</b> Is primarily descriptive; may include faulty analysis	
<b>Level 1:</b> Is descriptive; may lack understanding or application	

<b>• Bullet 3: Degree to which accurate outside information is used in the response</b>	
<b>Level 5:</b> Integrates relevant outside information	
<b>Level 4:</b> Includes relevant outside information	
<b>Level 3:</b> Includes some relevant outside information	
<b>Level 2:</b> Includes little relevant outside information	
<b>Level 1:</b> Includes minimal or no relevant outside information	

<b>• Bullet 4: Degree to which document information is used in the response</b>	
<b>Level 5:</b> Supports the theme with many relevant facts and/or examples from the documents	
<b>Level 4:</b> Supports the theme with relevant facts and/or examples from the documents	
<b>Level 3:</b> Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies	
<b>Level 2:</b> Includes a few relevant facts and/or examples from the documents; may include some inaccuracies	
<b>Level 1:</b> Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies	

**Note:** If only one aspect of the task is thoroughly developed in depth and if the response meets most of the other Score Level 5 criteria, the response may be a Score Level 3 paper.

***\*This worksheet is designed to help you understand the specific scoring criteria detailed in the scoring rubric. It is important to remember that these criteria exist within a holistic scoring system that is intended to view the student's response in its entirety and then assign an appropriate score.***

In the Antebellum Era, sectionalism between the Northern and Southern states was steadily rising. The two regions were very different from each other, w/ the North having little to no slaves and being highly industrialized, compared to the South whose economy was based on agrarian plantation slave labor. Things like the Tariff of 1828/Tariff of Abominations really drove the South and the North apart because the tariff only benefitted the North @ the expense of the South. The South Carolina delegates actually made this tariff null/void w/in their borders and this started the whole Nullification Crisis where the South got their first taste of rebellion. They knew that the most divisive issue was the expansion of slavery. There were a number of failed compromises like the Compromise of 1850. When Lincoln was elected on the Republican platform to stop the spread of slavery (Doc 2), SC decided to leave the Union, and to make itself “a separate and independent state” (Doc 1). Once SC seceded, more and more Southern states quickly followed as America was catapulted into Civil War.

Lincoln’s inaugural message at the onset of the Civil war was a message of unity, and that he felt that the confederate states should stay in the union. The speech demonstrates Lincoln’s viewpoint that “the central idea of secession, is...anarchy” (Doc 2). This document was entirely built off Lincoln’s opinion that the will of the majority is greater than the will of the minority. This was his perspective despite winning only a plurality of the popular vote. However there are other viewpoints to consider: the South felt that they were being cheated out of their states’ rights and they were being silenced by the majority when they have a right to self government. Despite the South’s view of Lincoln’s position as biased, Lincoln’s speech is actually reliable because it represents his long held viewpoint against secession and his solemn oath to preserve the union.

## Anchor Level 5

### **The response:**

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *point of view* affects the use of Document 2 as a reliable source of evidence
- Is more analytical than descriptive (*Historical Context*: the two regions were very different from each other with the North having little-to-no slaves and being highly industrialized compared to the South whose economy was based on agrarian plantation slave labor; once South Carolina seceded more and more Southern states quickly followed as America was catapulted into Civil War; *Point of View*: the speech demonstrates Lincoln’s viewpoint that “the central idea of secession is the essence of anarchy”; despite the South’s view of Lincoln as biased, Lincoln’s speech is actually reliable because it represents his long-held viewpoint against secession and his solemn oath to preserve the Union)
- Integrates relevant outside information (Antebellum Era; sectionalism; Tariff of 1828/Tariff of Abominations; nullification crisis; Compromise of 1850; election of Lincoln; stop the spread of slavery; Civil War; plurality vote; States rights)
- Supports the theme with many relevant facts and/or examples from the documents (South Carolina secession; anarchy; right to self-government; solemn oath to preserve the Union; will of the majority)

**Conclusion:** The response fits the criteria for Level 5 because it thoroughly develops both aspects of the task, is more analytical than descriptive, and smoothly integrates both relevant outside information and ideas contained within the documents. Lastly, it does a good job explaining why Document 2 is reliable as Lincoln’s point of view.

For much of the early part of the 19<sup>th</sup> century, slavery was the main issue of debate in the United States. It was crucial to the southern economy, so most southern states wanted to keep the system in place. Many in the more industrial north, however, saw it as cruel and inhumane and wanted to do away with it. As America expanded westward under Manifest Destiny, new states were added to the union and the issue of which, if any, of these states should adopt slavery grew larger and larger. Compromises were made and failed, and tensions between north and south were higher than ever before at the time of the 1860 Presidential election. The winner of that election, Abraham Lincoln of the Republican party, was believed by many in the south to have an agenda to wipe out slavery entirely. Fearing a collapse of their way of life, South Carolina (a southern state) seceded from the union later that year, “We, therefore, the people of South Carolina... have solemnly declared that the Union heretofore existing between this State and the other States of North America, is dissolved...” (South Carolina Ordinance of Secession, 1860). Other southern states soon followed suit, and, faced with the collapse of his nation, Abraham Lincoln issued a response, “...Plainly, the central idea of secession, is the essence of anarchy...” (Collected Works of Abraham Lincoln, Volume 4).

Point of view affects Document 2’s use as a reliable source of evidence in a few ways. First, the author, Abraham Lincoln, does not want the southern states to secede from the union. Therefore, he frames secession as negatively as possible. He equates it to anarchy, writing, “Plainly the central idea of secession, is the essence of anarchy...” (Lincoln, 1861). Despite this, he still does not want war, so he seeks to make it clear that any conflict would be the fault of the seceded states. “You (seceded states) have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to ‘preserve, protect, and defend’ it...” (Lincoln, 1861). Thus, Lincoln frames himself as a defender of the union against anarchy. The document accurately reflects the personal views of Lincoln, thus making this a reliable source.

## Anchor Level 4

### **The response:**

- Develops *both* aspects of the task in depth but does so somewhat unevenly by describing the historical context surrounding the documents more thoroughly than analyzing how point of view affects Document 2 as a reliable source of historical evidence
- Is both descriptive and analytical (*Historical Context*: as America expanded westward under Manifest Destiny new states were added to the Union and the issue of which, if any, of these states should adopt slavery grew larger and larger; the winner of that election, Abraham Lincoln of the Republican Party, was believed by many in the South to have an agenda to wipe out slavery entirely; *Point of View*: despite this, he still does not want war so he seeks to make it clear that any conflict would be the fault of the seceded states; thus Lincoln frames himself as a defender of the Union against anarchy)
- Includes relevant outside information (industrial North; Manifest Destiny; compromises; 1860 presidential election; agenda to wipe out slavery)
- Supports the theme with relevant facts and/or examples from the documents (Republican Party; South Carolina Ordinance of Secession; anarchy; preserve, protect, and defend; fault of the seceded states)

**Conclusion:** The response meets the criteria for Level 4 because it provides a clear, concise, and analytical description of the historical circumstances surrounding the documents. However, the analysis of how point of view influences the reliability of Document 2 is not fully developed and the inclusion of long excerpts from the document weakens the response.

By the 1860s, tensions between Northern states and Southern states had reached their peak. Documents 1 and 2 are evidence of the severity of the situation, for they illustrate some of the causes of the Civil War that would break out in that decade.

Document 1 is the South Carolina Ordinance of Secession, which is a declaration of separation from the Union of the United States. South Carolina and many other southern states seceded following the election of Abraham Lincoln upon realization that their interests, particularly the preservation of slavery and the right to extend it to new states, was at risk. Tensions over the issue of the extension of slavery had been intensified by a number of events that occurred in the 1850s. The Compromise of 1850, in which California was admitted as a free state and new territories were agreed upon to utilize popular sovereignty to decide if they would allow slavery, was supposed to provide a solution, but practice of popular sovereignty had poor results. The event known as “Bleeding Kansas” would occur a few years later in which pro-slavery and anti-slavery advocates engaged in violence with each other over slavery in the territory of Kansas. Clearly, the issue would not be resolved through peaceful means.

Document 2 is the Inaugural Address of President Lincoln, in which he condemns the actions of the seceding states and asserts his commitment to preserving the Union. Lincoln’s election as president was the tipping point for the secession of the southern states and the start of the civil war. Lincoln was a Republican, so he was against the extension of slavery. Of course, he was a well-educated politician, but being a Republican meant that his interests were in direct contrast to those of the southern states. His disdain for secession and his claims of it as the “essence of anarchy” would have been disputed by southerners, who felt that their livelihoods were at risk. His view does not reflect or account for the perspective of southerners. Lincoln felt that preservation of the Union was the most important concern, whereas a southerner from a seceding state felt that they had no other choice to preserve their way of life. This is how the reliability of Document 2 is affected by the point of view of the speaker.



### Anchor Level 3

**The response:**

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: South Carolina and many other Southern states seceded following the election of Abraham Lincoln upon realization that their interests, particularly the preservation of slavery and the right to extend it to new states, was at risk; tensions over the issue of the extension of slavery had been intensified by a number of events that occurred in the 1850s; *Point of View*: Lincoln felt the preservation of the Union was the most important concern, whereas a Southerner from a seceding state felt that they had no other choice to preserve their way of life)
- Includes some relevant outside information (Compromise of 1850; popular sovereignty; California admitted as a free state; Bleeding Kansas)
- Includes some relevant facts and/or examples from the documents (South Carolina Ordinance of Secession; essence of anarchy)

**Conclusion:** The response best meets the criteria for Level 3. While it includes good descriptions of the historical context with some analysis, the response attempts to analyze the point of view of *both* documents instead of focusing on Document 2, for which there is no clear statement of its reliability, making the response no better than a Level 3 paper.

The historical context surrounding the two documents is the election of Abraham Lincoln as president. Document 1 is the secession of South Carolina and, although there were many events and tension leading up to the secession of the South, like the compromises of 1820 and 1850 and Harper's Ferry. The election of Lincoln was the final straw for the South to secede. Some didn't even have his name on their ballots. For document 2, the context is obviously his election because it is a part of his inaugural address, which the newly elected presidents give out when they take office.

The point of view in the document affects its use as a reliable source of evidence. The speech is giving from a Northerner's stand point to the southerners so it is only taking the consideration of one side making it biased against secession. Since the document is disregarding the South's side of the story, its hard to see this speech as a reliable source due to the fact that it is opinionated.

## Anchor Level 2

### **The response:**

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: there were many events and tension leading up to the secession of the South; the election of Lincoln was the final straw; *Point of View*: the speech is given from a Northerner's standpoint to the Southerners so it is only taking the consideration of one side, making it biased against secession)
- Includes little relevant outside information (compromises of 1820 and 1850; Harper's Ferry; didn't even have his name on their ballots)
- Includes a few relevant facts and/or examples from the documents (election of Lincoln; secession of South Carolina; against secession)

**Conclusion:** The response fits the criteria for Level 2 because it is descriptive and fails to address the issues of slavery or States rights. The essay does a better job addressing the historical context than it does addressing the reliability of Document 2. For the response to earn a score of 3 it would have needed a better explanation why Document 2 is or is not a reliable source of evidence, and the student would have needed to include more document information to support this position.

The two documents are addressing the Civil War, a fight between North America, divided into 2 parts. North and South were fighting over the issue of slavery. In document one, the Republican wanted the South to be punished. They believed that North and South will fight until there will be no slavery. Document one also states that South Carolina was succeeding from the union. In document two, Abraham stated in his first inagural adress that the USA needed to reunite in order to be powerful, when they are divided, they are weak. Lincoln also states that he has to protect, preserve and defend the USA.

## Anchor Level 1

### **The response:**

- Minimally addresses the task
- Is descriptive (*Historical Context*: North and South were fighting over the issue of slavery; Lincoln also states that he has to protect, preserve, and defend the United States of America)
- Includes minimal relevant outside information (Civil War; North America; when they are divided they are weak)
- Includes a few relevant facts and/or examples from the documents (issue of slavery; Republican; South Carolina was seceding; Lincoln; protect, preserve, and defend)

**Conclusion:** The response meets the criteria for Level 1 because the historical context is only minimally addressed and Lincoln's purpose is not identified or discussed. Had the response addressed the reliability aspect of the task, incorporated some additional outside information, and included more information from the documents, it could have earned at least a score of 2.

Both documents 1 and 2 are during the time period of the Civil War. In this period, there were extremely high tensions between the North and the South because of States rights specifically regarding slavery. As a result the government created a bandaid effect where they made a worthless and controversial law every time arguments regarding slavery rose. But it didn't solve the problem whether slavery is right or not. We see this with the Missouri Compromise which made Missouri a slave state, Maine a free state and also created the 36°-30' line. This merely postponed the larger problem of slavery. Another law that increased tension was the Kansas-Nebraska Act which gave the power to the people by allowing them to vote whether slavery is legal in the Kansas Nebraska territory. This led to what is called Bleeding Kansas, a period of violent altercations in Kansas Nebraska territory as a result of Kansas-Nebraska Act. These are some of the cases/examples of how the federal government increased tensions between South and North.

Document 2 is a reliable piece of evidence because it represents Lincoln's point of view. This was written by Abraham Lincoln who, as President was against secession. As a result, his purpose is to support Northern ideals and thoughts. This is further seen in Lincoln's word choice in the speech. He states that people who support secession are also in support of anarchy. Anarchy has a negative connotation and in this case, is used to make the other side look bad and not "American." He further says that if war breaks out it will be the South's fault and not the North's. While Lincoln uses language that may offend the South, the document is reliable because Lincoln is trying to preserve the Union.

The outbreak of the Civil War with South Carolina's secession was a result of sectionalism caused by the North's industrial prosperity and the South's reliance on the agricultural plantation system. For years both sides struggled to ensure that their interests were represented in Congress. The Missouri Compromise of 1820 highlighted which areas can have slaves and which can't. The federal government later repealed this compromise with the Kansas-Nebraska Act and the policy of popular sovereignty.

Events took a violent turn in "Bleeding Kansas" when a radical abolitionist, John Brown, went on a massacre resulting in the deaths of some pro slave people. Following Brown's raid on Harper's Ferry to incite a slave rebellion in 1859 and the election of Lincoln in 1860, South Carolina decided it had no choice but to secede because the federal government had become their enemy (Doc 1). The South believed that the Federal government would back down and that they would receive Foreign help from their trading partner England. Neither of those happened and the Civil War broke out.

Lincoln's First Inaugural address (Doc 2) presents a specific point of view that secession is anarchy. While he was willing to let slavery continue in the South, he could not both preserve the Union and allow South Carolina to secede. This document is reliable because it supports his basic beliefs regarding the Union and his role as President. Further, Lincoln is targeting a specific audience, "dissatisfied" fellow countrymen in the South. The South had the choice of rejecting anarchy and aggression (Doc 2), but instead they chose war.

During the Antebellum period slavery had been a highly debated issue in the United States. As exemplified by the Missouri Compromise, Compromise of 1850, and Wilmot Proviso, many approaches were taken to reach a middle ground between the free states and the slave states as the country expanded westward. The failure of these efforts coupled with the election of Lincoln led to secession.

Abraham Lincoln ran on a freesoil platform that opposed the expansion of slavery. Despite not winning the majority of the popular vote Lincoln won the electoral college and became president. Lincoln was viewed so poorly in the South that his name did not appear on many southern ballots. As a result of his victory, several southern states seeking to maintain slavery seceded from the Union led by South Carolina's declaration of secession. Lincoln responded to this Ordinance of Secession in his inaugural address using veiled threats such as his "solemn oath" to "preserve and protect" the United States. He also attempts to avoid Civil War by showing the Southern states that secession is wrong and an attempt at "anarchy".

Purpose is an important Factor for Lincoln in his inaugural speech. As Lincoln is a newly elected president of the entire nation during a tense political climate, his greatest challenge is to defend and preserve the Union to avoid for its collapse. Therefore, although Lincoln does not want the Union to deteriorate, it is also in his best interests to preserve it and appear in control. Therefore, his purpose is derived from necessity and his primary goal to preserve the Union. Therefore the document is a reliable source.



In Document 1 it talks about the things that are or should be taken out of the Governments regulations. South Carolina declares itself as its own seperate state and no northern government involved. In Document 2 it talks about your judgement shouldn't hurt you and just because the Government has alot of power over you doesn't mean you can't have your own opinions. When you say something to the Government, they do not like it because they don't want people questioning the Government. Point of view affects Document 2 because he's talking about people having opinions and being judgemental but the one that is saying those things is saying it with opinions. Using this document as a reliable source of evidence is more of sending a letter to get what they want from the Government or trying to send a message to the people or the Government. In Lincoln's adress he said to the South it's your choice and its in your hands to destroy the Government or to defend it. I think Document 2 would be a reliable Source for evidence.

From the early to late 1800s, as cities began to flourish in the North and Southern farmers were dependant on their plantations, the controversy of slavery began to arise. Many northerners wanted to abolish slavery while farmers in the South were reliant on the cheap labor for cash crops and exports. While the federal government attempted to keep the states together by creating the Missouri Compromise to distinguish between free and slave states, the Kanas-Nebraska Act quickly overturned it. And once the federal government started placing high taxes on exports, many Southern States threatened to secede, of which North Carolina became the first in 1860. When Republican Abraham Lincoln was elected around the same time he, he was fighting more for unity of the states rather than to abolish slavery. He was even open to the idea of allowing southern democrats to keep their slaves, but only until the Emancipation Proclamation was passed.

In Document 2, Abraham Lincoln's first inagural adress in 1861 was more specifically meant for the audience of southerners and state governments who wanted to secede from the Union. He is urging the people to allow the central government to rule their country and that they are willing to compromise. He does not want a civil war, and hopes for state governments to enforce unity regardless of the differences in slavery.

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### Practice Paper A—Score Level 3

#### **The response:**

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: there were extremely high tensions between the North and the South because of States rights, specifically regarding slavery; we see this with the Missouri Compromise which made Missouri a slave state, Maine a free state and also created the 36°30' line; *Purpose*: while Lincoln uses language that may offend the South, the document is reliable because Lincoln is trying to preserve the Union)
- Includes some relevant outside information (Civil War; Missouri Compromise; Missouri slave, Maine free; 36°30' line; Kanas-Nebraska Territory; Bleeding Kanas; Kanas-Nebraska Act)
- Includes some relevant facts and/or examples from the documents (anarchy; if war breaks out it will be the South's fault)

**Conclusion:** The response fits the criteria for Level 3 because it is more descriptive than analytical. Additionally, the historical context is supported with important information about two major sectional compromises. The response does not reach a score of 4 because it is primarily descriptive and does not integrate information from Document 1.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how both *point of view* and *audience* affect the use of Document 2 as a reliable source of evidence
- Is more analytical than descriptive (*Historical Context*: the outbreak of the Civil War with South Carolina’s secession was a result of sectionalism caused by the North’s industrial prosperity and the South’s reliance on the agricultural plantation system; South Carolina decided it had no choice but to secede because the federal government had become its enemy; *Point of View*: while he was willing to let slavery continue in the South he could not both preserve the Union and allow South Carolina to secede; *Audience*: further, Lincoln was targeting a specific audience—“dissatisfied fellow countrymen” in the South)
- Integrates relevant outside information (sectionalism; industrial prosperity; plantation system; Missouri Compromise of 1820; Compromise of 1850; Bleeding Kansas; John Brown; Harper’s Ferry; trading partner England)
- Supports the theme with many relevant facts and/or examples from the documents (South Carolina secession; election of Lincoln; Lincoln’s First Inaugural Address; preserve the Union)

**Conclusion:** The response fits the criteria for Level 5 because it includes several well-chosen analytical statements and thoroughly develops both aspects of the task. The essay contains considerable relevant outside information about events prior to secession and integrates key examples from the documents. Further, the response articulately describes the connections in Document 2 between Lincoln’s point of view, his warning to the Southern audience, and the document’s reliability.

## Practice Paper C—Score Level 4

### The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: many approaches were taken to reach a middle ground between the free states and the slave states as the nation expanded westward; Lincoln was viewed so poorly in the South that his name did not appear on many Southern ballots; *Purpose*: as Lincoln was a newly elected president of the entire nation during a tense political climate his greatest challenge was to defend and preserve the Union to avoid its collapse; his purpose is derived from necessity and his primary goal to preserve the Union)
- Includes relevant outside information (Antebellum period; Missouri Compromise; Compromise of 1850; Wilmot Proviso; election of Lincoln; free soil; won the electoral college; his name did not appear on many Southern ballots; several Southern states seceded)
- Supports the theme with relevant facts and/or examples from the documents (South Carolina’s Declaration of Secession; inaugural address; solemn oath; preserve and protect; anarchy)

**Conclusion:** The response fits the criteria for Level 4 because while it includes a balanced discussion of both historical circumstances and purpose, it lacks the analysis and depth of a Level 5 paper.

## Practice Paper D—Score Level 1

### The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: South Carolina declares itself a separate state and no Northern government involved; *Point of View*: in Lincoln’s address he said to the South it’s in your hands to destroy the government or to defend it)
- Includes no relevant outside information
- Includes a few relevant facts and/or examples from the documents (South Carolina declares itself as its own separate state; in Lincoln’s address he said it’s your choice and it’s in your hands to go against the government or to defend it)

**Conclusion:** The response fits the criteria for Level 1 because it very minimally addresses the task; it is descriptive but lacks a focus on the task and only talks about the documents. In order to earn a score of 2 the response would have needed to address both aspects of the task, apply a better understanding of the documents, and integrate some outside information.

## Practice Paper E—Score Level 2

### The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: many Northerners wanted to abolish slavery while farmers in the South were reliant on the cheap labor for cash crops and exports; *Audience*: Abraham Lincoln’s First Inaugural Address in 1861 was more specifically meant for the audience of Southerners and state governments who wanted to secede from the Union); includes faulty analysis (federal government started placing high taxes on exports; when Republican Abraham Lincoln was elected around the same time)
- Includes little relevant outside information (plantations; cash crops; Missouri Compromise; Kansas-Nebraska Act); includes an inaccuracy (Emancipation Proclamation was passed)
- Includes a few relevant facts and/or examples from the documents (Republican Abraham Lincoln); includes an inaccuracy (North Carolina)

**Conclusion:** The response meets the criteria for Level 2 because it addresses both aspects of the task but includes faulty analysis and inaccuracies that prevent it from reaching a Level 3 score.