

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents.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 the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

Task: Using the information from the documents and your knowledge of United States history, 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

Choose **two** issues mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of* **and** of those *opposed to* the issue. In your discussion, include *at least one* argument on **each** side of the issue.

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union...

Source: Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

1. According to Gordon S. Wood, what were **two** weaknesses of the national government under the Articles of Confederation that led to the Constitutional Convention? [2]

(1) _____

Score

(2) _____

Score

Document 2

John Jay of New York wrote *The Federalist*, Number 4, in support of ratification of the Constitution. This is an excerpt from that publication.

But whatever may be our situation, whether firmly united under one national government, or split into a number of confederacies, certain it is, that foreign nations will know and view it exactly as it is; and they will act toward us accordingly. If they see that our national government is efficient and well administered, our trade prudently regulated, our militia properly organized and disciplined, our resources and finances discreetly managed, our credit re-established, our people free, contented, and united, they will be much more disposed to cultivate our friendship than provoke our resentment. If, on the other hand, they find us either destitute of [lacking] an effectual government (each State doing right or wrong, as to its rulers may seem convenient), or split into three or four independent and probably discordant [quarreling] republics or confederacies, one inclining to Britain, another to France, and a third to Spain, and perhaps played off against each other by the three, what a poor, pitiful figure will America make in their eyes! How liable would she become not only to their contempt but to their outrage, and how soon would dear-bought experience proclaim that when a people or family so divide, it never fails to be against themselves.

Source: John Jay, *The Federalist*, Number 4, November 7, 1787

- 2 Based on this excerpt from *The Federalist*, Number 4, state **one** argument used by John Jay to support ratification of the Constitution. [1]

Score

Document 3a

... The first question that presents itself on the subject is, whether a confederated government be the best for the United States or not? Or in other words, whether the thirteen United States should be reduced to one great republic, governed by one legislature, and under the direction of one executive and judicial; or whether they should continue thirteen confederated republics, under the direction and controul [control] of a supreme federal head for certain defined national purposes only?...

In a republic of such vast extent as the United–States, the legislature cannot attend to the various concerns and wants of its different parts. It cannot be sufficiently numerous to be acquainted with the local condition and wants of the different districts, and if it could, it is impossible it should have sufficient time to attend to and provide for all the variety of cases of this nature, that would be continually arising....

These are some of the reasons by which it appears, that a free republic cannot long subsist [survive] over a country of the great extent of these states. If then this new constitution is calculated to consolidate the thirteen states into one, as it evidently is, it ought not to be adopted....

Source: *Antifederalist Papers*, Brutus Number 1, October 18, 1787

3a Based on this document, state **one** argument the Antifederalists used to oppose ratification of the Constitution. [1]

Score

Document 3b

There is no declaration of rights; and the laws of the general government being paramount [superior] to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefits of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states....

There is no declaration of any kind for preserving the liberty of the press, the trial by jury in civil cases, nor against the danger of standing armies in time of peace....

Source: George Mason, "Objections to the Constitution," October 7, 1787

3b According to George Mason, what is **one** argument against ratifying the new Constitution? [1]

Score

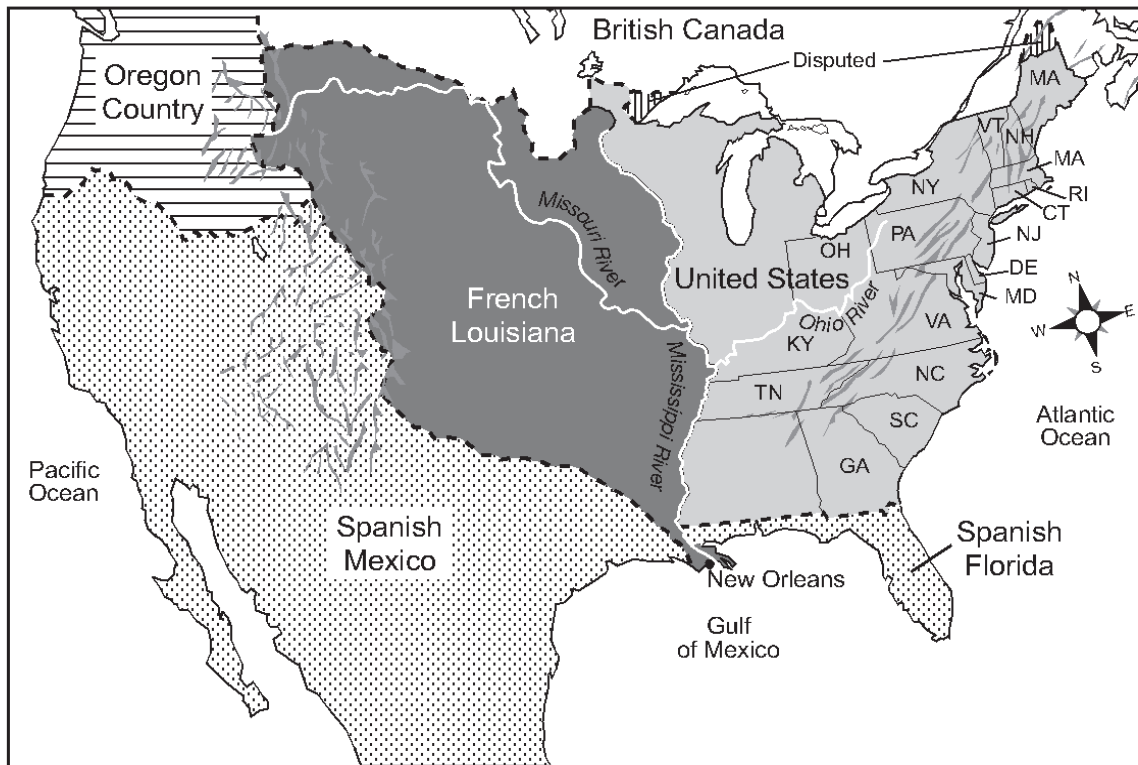
Document 4a

... There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility it will ere [before] long yield more than half of our whole produce and contain more than half our inhabitants. France, placing herself in that door, assumes to us the attitude of defiance....

Source: President Thomas Jefferson, Letter to Robert Livingston, 1802

Document 4b

United States in 1803



Source: Emma J. Lapsansky-Werner et al., *United States History*, Pearson Prentice Hall, 2008 (adapted)

4 Based on these documents, why was New Orleans important to the United States? [1]

Score

Document 5

... To acquire an empire of perhaps half the extent of the one we possessed, from the most powerful and warlike nation on earth, without bloodshed, without the oppression of a single individual, without in the least embarrassing the ordinary operations of your finances, and all this through the peaceful forms of negotiation, and in despite too of the opposition [despite the opposition] of a considerable portion of the community, is an achievement of which the archives of the predecessors, at least, of those now in office, cannot furnish a parallel....

Source: Senator John C. Breckenridge, November 3, 1803

5 According to Senator John C. Breckenridge, what is **one** reason he supports the purchase of the Louisiana Territory? [1]

Score

Document 6

... When news of the [Louisiana] purchase reached the United States, President [Thomas] Jefferson was surprised. He had authorized the expenditure of \$10 million for a port city, and instead received treaties committing the government to spend \$15 million on a land package which would double the size of the country. Jefferson's political opponents in the Federalist Party argued that the Louisiana purchase was a worthless desert, and that the Constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate. What really worried the opposition was the new states which would inevitably be carved from the Louisiana territory, strengthening Western and Southern interests in Congress, and further reducing the influence of New England Federalists in national affairs. President Jefferson was an enthusiastic supporter of westward expansion, and held firm in his support for the treaty. Despite Federalist objections, the U.S. Senate ratified the Louisiana treaty in the autumn of 1803...

Source: National Park Service

6 Based on this document, state *two* reasons the Federalist Party opposed the purchase of the Louisiana Territory. [2]

(1) _____

Score

(2) _____

Score

Document 7a

The expiring months of the [James K.] Polk Administration in 1848–49 gave a dark augury [sign] of the storms to come. Congress no sooner met in December than the agitation of the slavery question recommenced [began again]; and even when the surface of the political sea for a few days grew calm, beneath it all was commotion and intrigue. Polk in his last annual message dwelt upon the importance of promptly supplying Territorial governments for California and New Mexico. Three modes of settlement, he suggested, were open. One, which he preferred, was to carry the Missouri Compromise line to the Pacific; another, to let the people of the Territories decide the slavery question when they applied for admission; and the third, to lay the issue before the Supreme Court. But Northern free-soilers and Southern extremists could agree on none of the three....

Source: Allan Nevins, *Ordeal of the Union, Volume 1*, Charles Scribner's Sons, 1947

7a Based on this document, what were **two** ways President Polk proposed to address the issue of slavery in the territories? [2]

(1) _____

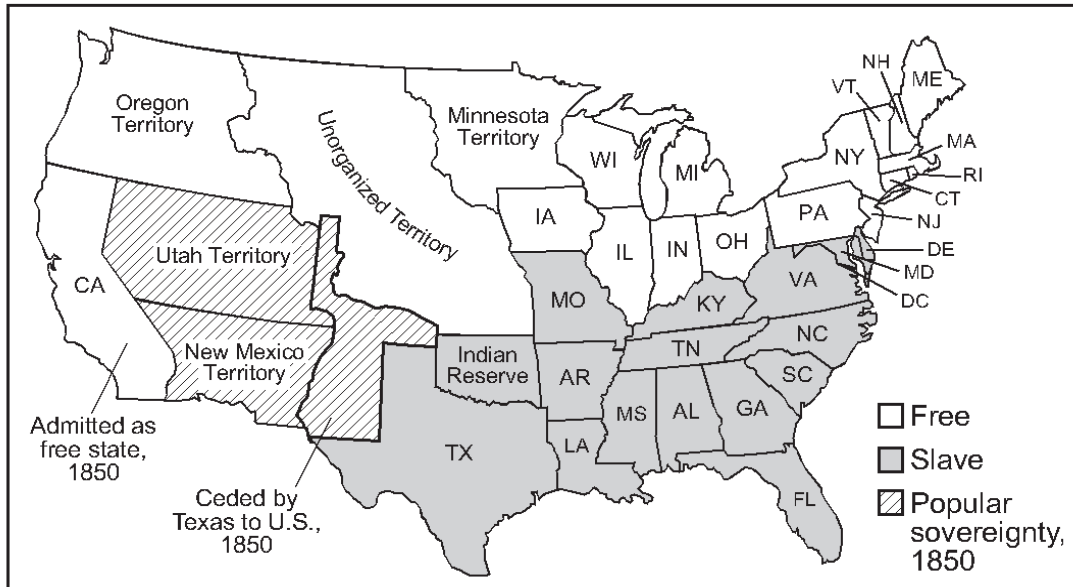
Score

(2) _____

Score

Document 7b

Effects of the Compromise of 1850 on the Territory
Gained from the Mexican Cession



Source: Thomas A. Bailey et al., *The American Pageant: A History of the Republic*, Houghton Mifflin, 1998 (adapted)

7b Based on this map, what is **one** way the Compromise of 1850 dealt with the issue of the expansion of slavery into the territory gained from the Mexican Cession? [1]

Score

Document 8

... It is not for them [the North], nor for the Federal Government to determine, whether our domestic institution [slavery] is good or bad; or whether it should be repressed or preserved. It belongs to us [the South], and us only, to decide such questions. What then we do insist on, is, not to extend slavery, but that we shall not be prohibited from immigrating with our property, into the Territories of the United States, because we are slaveholders; or, in other words, that we shall not on that account be disfranchised [deprived] of a privilege possessed by all others, citizens and foreigners, without discrimination as to character, profession, or color. All, whether savage, barbarian, or civilized, may freely enter and remain, we only being excluded...

Source: Senator John C. Calhoun, "The Southern Address," 1849

8 According to Senator John C. Calhoun, what is **one** reason Southerners should be allowed to take their slaves into the new territories? [1]

Score

Document 9

Excerpt from Republican Party Platform, 1860

That the normal condition of all the territory of the United States is that of freedom: That, as our Republican fathers, when they had abolished slavery in all our national territory [Northwest Territory], ordained that "no persons should be deprived of life, liberty or property without due process of law," it becomes our duty, by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.

Source: Republican Party Platform, May 17, 1860

9 According to this document, what was the position of the Republican Party in 1860 on the issue of expanding slavery into the territories? [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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

Task: Using the information from the documents and your knowledge of United States history, write an essay in which you

Choose *two* issues mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of and* of those *opposed to* the issue. In your discussion, include *at least one* argument on *each* side of the issue.

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme