

MULTIPLE CHOICE

The questions below refer to the following excerpt.

GENTLEMEN: I have your letter of the 11th, in the nature of a petition to revoke my orders removing all the inhabitants from Atlanta. I have read it carefully, and give full credit to your statements of the distress that will be occasioned by it, and yet shall not revoke my orders. . . . We must have peace, not only at Atlanta but in all America. To secure this we must stop the war that now desolates our once happy and favored country. To stop war we must defeat the rebel armies that are arrayed against the laws and Constitution, which all must respect and obey. . . . You cannot qualify war in harsher terms than I will. War is cruelty and you cannot refine it. . . . But you cannot have peace and a division of our country. . . . We don't want your negroes or your horses or your houses or your lands or anything you have, but we do want, and will have, a just obedience to the laws of the United States. . . . I want peace, and believe it can now only be reached through union and war, and I will ever conduct war with a view to perfect an early success. But, my dear sirs, when that peace does come, you may call on me for anything. Then will I share with you the last cracker, and watch with you to shield your homes and families against danger from every quarter. Now you must go, and take with you the old and feeble, feed and nurse them and build for them in more quiet places proper habitations to shield them against the weather until the mad passions of men cool down and allow the Union and peace once more to settle over your old homes at Atlanta.

Letter from General **William T. Sherman to the Atlanta mayor and city council, 1864**

31. Which of the following most directly resulted from the excerpt?
- A. The Confederacy was prevented from gaining full diplomatic support from European powers.
 - B. President Lincoln issued the Emancipation Proclamation.
 - C. The South's environment and infrastructure were increasingly destroyed.
 - D. The Confederacy faced considerable home front opposition to the mobilization of its society to wage the war.

ANS: C PTS: 1 OBJ: NAT-1.0 | WOR-2.0
TOP: History Practices and Skills: Analyzing Historical Evidence | History Practices and Skills: Causation MSC: Key Concept: 5.3.I

32. The message conveyed by the excerpt best reflects which of the following continuities in U.S. history?
- A. The application of effective economic and industrial strategies to warfare
 - B. Arguments over the proper relationship between the federal government and the states
 - C. Debates over how to properly interpret the Constitution
 - D. A popular commitment to advancing democratic ideals

ANS: A PTS: 1 OBJ: NAT-1.0 | WOR-2.0
TOP: History Practices and Skills: Analyzing Historical Evidence | History Practices and

Skills: Comparison | History Practices and Skills: Continuity and Change over Time
MSC: Key Concept: 5.3.I | Key Concept: 7.3.III

33. The excerpt would be most useful to historians analyzing
- A. the initiative and daring of Confederate leadership in the war.
 - B. how the purposes of the Civil War changed over time.
 - C. the strategies and leadership of the Union army.
 - D. how the struggle against slavery reunified the country.

ANS: C

PTS: 1

OBJ: NAT-1.0

TOP: History Practices and Skills: Analyzing Historical Evidence | History Practices and Skills: Contextualization

MSC: Key Concept: 5.3.I

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SHORT ANSWER

4. Answer (a), (b), and (c).

- a) Briefly explain why ONE of the following developments was the most significant factor contributing to the outbreak of the Civil War:
 - The Compromise of 1850
 - The *Dred Scott* decision
 - The presidential election of 1860
- b) Provide ONE example of specific historical evidence that supports your explanation in part (a).
- c) Provide specific historical evidence for why ONE of the other options is less convincing than your choice in (a) as the most significant factor in contributing to the outbreak of the Civil War.

ANS:

SCORING GUIDE

0-3 points

- A. The response explains ONE specific explanation of how one of the factors contributed to the outbreak of the Civil War.
 - 0-1 point
- B. The response explains ONE specific example of one of the factors described in part (a) that contributed to the outbreak of the Civil War.
 - 0-1 point
- C. The response explains ONE specific example of why one of the other factors that is less convincing than the choice in part (a) in contributing to the outbreak of the Civil War.
 - 0-1 point

SCORING NOTES

- A. Possible explanations of the most significant factor include:
 - a. The Compromise of 1850
 - The Fugitive Slave Act proves to be the most controversial part of the Compromise of 1850
 - Some northern states pass personal liberty laws
 - The Kansas-Nebraska Act repeals the Missouri Compromise and propels the nation toward civil war (1854)
 - A new Republican Party formed by Whigs, Free-Soilers, and abolitionists, all united in opposition to slavery (1854)
 - Violence erupts in Kansas (Bleeding Kansas) over the issue of slavery and the ratification of a new territorial constitution (1856)
 - John Brown kills proslavery settlers in Kansas (1856)
 - b. The *Dred Scott* decision
 - In his decision in *Dred Scott v. Sandford*, Chief Justice Roger Taney declares that blacks, both free and enslaved, are not U.S. citizens and that no territory has the right to prohibit slavery (1857)
 - Southern Democrats divide into moderates and “fire-eaters” in the late 1850s
 - c. The Presidential Election of 1860
 - Lincoln is elected president (1860)
 - The Crittenden Compromise fails (1861)

- Secessionists form the Confederate States of America with Jefferson Davis as its president (January 1861)
- Shots fired at Fort Sumter begin the Civil War (April 1861)
- B. Possible examples include:
 - a. The Compromise of 1850
 - The Fugitive Slave Act proves to be the most controversial part of the Compromise of 1850
 - Some northern states pass personal liberty laws
 - The Kansas-Nebraska Act repeals the Missouri Compromise and propels the nation toward civil war (1854)
 - A new Republican Party formed by Whigs, Free-Soilers, and abolitionists, all united in opposition to slavery (1854)
 - Violence erupts in Kansas (Bleeding Kansas) over the issue of slavery and the ratification of a new territorial constitution (1856)
 - John Brown kills proslavery settlers in Kansas (1856)
 - b. The Dred Scott decision
 - In his decision in *Dred Scott v. Sandford*, Chief Justice Roger Taney declares that blacks, both free and enslaved, are not U.S. citizens and that no territory has the right to prohibit slavery (1857)
 - Southern Democrats divide into moderates and “fire-eaters” in the late 1850s
 - c. The Presidential Election of 1860
 - Lincoln is elected president (1860)
 - The Crittenden Compromise fails (1861)
 - Secessionists form the Confederate States of America with Jefferson Davis as its president (January 1861)
 - Shots fired at Fort Sumter begin the Civil War (April 1861)
- C. Possible explanations for not being the most significant factor include:
 - a. The Compromise of 1850
 - Lincoln is elected president (1860)
 - The Crittenden Compromise fails (1861)
 - Secessionists form the Confederate States of America with Jefferson Davis as its president (January 1861)
 - Shots fired at Fort Sumter begin the Civil War (April 1861)
 - b. The Dred Scott decision
 - The Fugitive Slave Act proves to be the most controversial part of the Compromise of 1850
 - Some northern states pass personal liberty laws
 - The Kansas-Nebraska Act repeals the Missouri Compromise and propels the nation toward civil war (1854)
 - A new Republican Party formed by Whigs, Free-Soilers, and abolitionists, all united in opposition to slavery (1854)
 - Violence erupts in Kansas (Bleeding Kansas) over the issue of slavery and the ratification of a new territorial constitution (1856)
 - John Brown kills proslavery settlers in Kansas (1856)
 - c. The Presidential Election of 1860
 - The Fugitive Slave Act proves to be the most controversial part of the Compromise of 1850

- Some northern states pass personal liberty laws
- The Kansas-Nebraska Act repeals the Missouri Compromise and propels the nation toward civil war (1854)
- A new Republican Party formed by Whigs, Free-Soilers, and abolitionists, all united in opposition to slavery (1854)
- Violence erupts in Kansas (Bleeding Kansas) over the issue of slavery and the ratification of a new territorial constitution (1856)
- John Brown kills proslavery settlers in Kansas (1856)

PTS: 1

OBJ: NAT-2.0 | POL-1.0

TOP: History Practices and Skills: Analyzing Historical Evidence | History Practices and

Skills: Comparison MSC: Key Concept: 5.3.II

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DOCUMENT-BASED QUESTION

1. Evaluate the extent to which the Civil War and its aftermath brought about change in American political and social relationships between 1860 and 1880.

Document 1

Source: Abraham Lincoln, letter to Horace Greeley, August 22, 1862

As to the policy I “seem to be pursuing” as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be “the Union as it was.” If there be those who would not save the Union, unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help save the Union. I shall do less whenever I shall believe what I am doing hurts the cause, and I shall do more whenever I shall believe doing more will help the cause. . . .

I have here stated my purpose according to my view of official duty; and I intend no modification of my oft-expressed personal wish that all men every where could be free.

Document 2

Source: Thaddeus Stevens, speech delivered in Lancaster, Pennsylvania, September 7, 1865

We especially insist that the property of the chief rebels should be seized and appropriated to the payment of the national debt. . . . Give, if you please, forty acres to each adult male freeman. . . .

The whole fabric of southern society must be changed and never can it be done if this opportunity is lost. . . . How can republican institutions, free schools, free churches, free social intercourse exist in a mingled community of nabobs and serfs? If the South is ever made a safe republic let her lands be cultivated by the toil of . . . free labor. . . .

No people will ever be republican in spirit and practice where few own immense manors and the masses are landless. Small and independent landholders are the

support and guardians of public liberty.

Document 3

Source: Reverend James Sinclair, testimony before a Congressional Joint Committee, 1866

Question: What is generally the state of feeling among the white people of North Carolina towards the government of the United States?

Answer: That is a difficult question to answer, but . . . In my opinion, there is generally among white people not much love for the government. . . .

Question: How do they feel towards the mass of the northern people—that is, the people of what were formerly known as the free States?

Answer: They feel in this way: that they have been ruined by them. . . .

Question: How do they feel in regard to what is called the right of secession?

Answer: They think that it was right . . . that there was no wrong in it. . . .

Question: Is the Freedmen's Bureau acceptable to the great mass of white people in North Carolina?

Answer: No, sir; I do not think it is; I think most whites wish the bureau to be taken away. . . . They think that they can manage the negro better for themselves: that they understand him better than northern men do.

Document 4

Source: Susan B. Anthony, statement in court, June 1873

All of my prosecutors . . . not one is my peer, but each and all are my political sovereigns; . . . [I have been tried] by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women. . . . But [only] yesterday, the same man-made forms of law, declared it a crime . . . for you or me, or any of us, to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive as he was tracking his way to Canada. And every man or woman in whose veins coursed a drop of human sympathy violated that wicked law, reckless of consequences, and was justified in so doing. As then, the slaves who got their freedom must take it over, or under, or through unjust forms of law, precisely so, now, must women, to get their right to a voice in this government, take it; and I have taken mine [by voting], and mean to take it at every possible opportunity.

Document 5

Source: *Puck* magazine, May 12, 1880



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Document 6

Source: *Historical Statistics of the United States*

Year	Federal Expenditures for Rivers & Harbors (thousands of dollars)	Land Grants for Railroads (In Thousands of Acres)
1860	228	--
1861	172	--
1862	34	--
1863	65	30,877
1864	102	2,349
1865	305	41,452
1866	295	--
1867	1,217	23,535
1868	3,457	--
1869	3,545	--
1870	3,528	129
1871	4,421	3,253
1872	4,962	--
1873	6,312	
1874	5,704	
1875	6,434	
1876	5,736	
1877	4,655	
1878	3,791	

1879	8,267
1880	8,080

Document 7

Source: Frederick Douglass, autobiography, *The Life and Times of Frederick Douglass*, 1882

Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious. It was born in the tempest of war, and has lived in a storm of violence and blood. . . .

Taking all the circumstances into consideration, the colored people have no reason to despair. We still live, and while there is life there is hope. The fact that we have endured wrongs and hardships which would have destroyed any other race, and have increased in numbers and public consideration, ought to strengthen our faith in ourselves and our future. Let us then, wherever we are, whether at the North or at the South, resolutely struggle on in the belief that there is a better day coming, and that we, by patience, industry, uprightness, and economy may hasten that better day. I will not listen, myself, and I would not have you listen to the nonsense, that no people can succeed in life among a people by whom they have been despised and oppressed.

ANS:

SCORING GUIDE

- **Thesis/Claim (1 point):** Present a thesis that makes a historically defensible claim that responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Contextualization (1 point):** 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.
- **Evidence (1 or 2 points):** Utilize the content of at least **three** documents to address the topic of prompt (1 point); supports an argument in response to the prompt in at least **six** of the documents (1 point).
- **Evidence beyond the Documents (1 point):** Use at least one additional piece of specific historical evidence beyond those found in the documents relevant to an argument about the prompt.
- **Analysis and Reasoning (1 or 2 points):** For at least **three** documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument (1 point); and demonstrate 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 (1 point).

SCORING NOTES

Thesis/Claim (1 point)

Possible thesis statements could include the following:

- Though the Civil War led to the abolition of slavery, political and social relationships between the North and South remained divided.
- The aftermath of the Civil War led to divisions over the issues of rights for African-Americans and women.
- The end of the Civil War brought little change to political and social relationships in the United States.

Contextualization (1 point)

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following:

- Radical and moderate Republicans in Congress worked to reconstruct the South and altered the balance of power between Congress and the president.
- For a short time after the Civil War, former slaves gained some political opportunities.
- Radical Republicans tried to change southern attitudes and establish the Republican Party in the South, but they eventually failed due to southern resistance and northern war weariness.
- The Fourteenth and Fifteenth amendments granted citizenship, equal protection, and voting rights to African Americans, but blacks lost many of these through segregation, violence, Supreme Court decisions, and local political tactics.
- Implementation of the rights guaranteed in the Civil War Amendments was slowed for many years but later became the basis for court decisions that upheld civil rights.
- The relationship between blacks and whites in the South was temporarily altered during Reconstruction.
- Advocates for women's rights were both encouraged and divided by the adoption of the Fourteenth and Fifteenth amendments.

Evidence and Analysis of Documents

The essay must include at least three of the seven documents (for 1 point) to address the topic of the prompt, and support an argument in response to the prompt using six documents (2 points). In terms of analysis, students should explain how or why three of the documents' point of view, purpose, historical situation, and/or audience is relevant to an argument (1 point). Additionally, students should demonstrate 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 (1 point).

Document 1

Source: Abraham Lincoln, Letter to Horace Greeley, August 22, 1862. Lincoln explains to Greeley that his goal is to save the Union and that slavery may continue or be abolished in this goal of saving the Union.

Components of document analysis may include the following:

- Intended audience: Horace Greeley, who was a newspaper editor
- Purpose: to send a message to the South that the war was about saving the Union, and Lincoln was not necessarily an abolitionist
- Historical context: The election of Lincoln in 1860 on a platform calling for the end of the extension of slavery into new territories proved to be the tipping point that led to the breakup of the Union and the Civil War.
- The author's point of view: As President, Lincoln has a responsibility to uphold the Constitution.

Document 2

Source: Thaddeus Stevens, speech delivered in Lancaster, Pennsylvania, September 7, 1865. Stevens explains that the land of the former Confederates should be seized and given to former enslaved people, and southern society should be changed by establishing schools, churches, and allowing land ownership for former enslaved people.

Components of document analysis may include the following:

- Intended audience: the American people
- Purpose: to explain what should be done with the South
- Historical context: Freedmen's Bureau established and Civil Rights Act of 1866 passes; Johnson vetoes both, but Congress overrides both vetoes. Reconstruction government undertakes impressive reforms in education, social services, transportation, law, and commerce.
- The author's point of view: As a radical Republican, Thaddeus Stevens supported equality for former enslaved people.

Document 3

Source: Reverend James Sinclair, testimony before a Congressional Joint Committee, 1866. A white southerner explains that white southerners resent the federal government, believe that states have the right to secede, and oppose the Freedmen's Bureau.

Components of document analysis may include the following:

- Intended audience: a Congressional committee on Reconstruction
- Purpose: to let Congress know that white southerners do not like federal, northern imposition in the South
- Historical context: Freedmen's Bureau established and Civil Rights Act of 1866 passes; Johnson vetoes both, but Congress overrides both vetoes. Reconstruction government undertakes impressive reforms in education, social services, transportation, law, and commerce.
- The author's point of view: As a white southerner and religious leader, Sinclair believed himself to honestly reflect the views of other white southerners.

Document 4

Source: Susan B. Anthony, statement in court, June 1873. Susan B. Anthony expresses her frustration at the male-dominated political system and the lack of voting rights for women. She calls on African-Americans opportunities in government in order to expand freedoms to women.

Components of document analysis may include the following:

- Intended audience: the audience in court
- Purpose: to persuade the audience to support African-American and women's rights
- Historical context: Women felt particularly betrayed when the Fifteenth Amendment specified male voting rights but left women out altogether.
- The author's point of view: As an organizer of the Seneca Falls Convention and a women's rights advocate, Susan B. Anthony supported women's suffrage.

Document 5

Source: Puck Magazine, May 12, 1880. This political cartoon is critical of northern carpetbagger and military imposition on the South.

Components of document analysis may include the following:

- Intended audience: northerners
- Purpose: to illustrate how the North is oppressing the South
- Historical context: The Reconstruction Act of 1867 establishes military districts in the South.
- The author's point of view: the illustrator of this cartoon is critical of northern actions in Reconstruction.

Document 6

Source: Historical Statistics of the United States. A chart showing how much money the federal government spent on rivers, harbors and railroads from 1860-1880.

Components of document analysis may include the following:

- Intended audience: historians and history students
- Purpose: to show how much money the federal government spent on rivers, harbors and railroads from 1860-1880
- Historical context: Railroad companies are granted subsidies to build a transcontinental railway. The national economy grew at an unprecedented rate with the markets created by the war, the demands from new consumers, and the help of a business-friendly Republican government. Greenbacks competed with gold as the

new currency as others sought to add silver coins as well.

- The author's point of view: This source objectively shows how much money the federal government spent on rivers, harbors and railroads from 1860-1880.

Document 7

Source: Frederick Douglass, Autobiography, *The Life and Times of Frederick Douglass*, 1882. Frederick Douglass discusses the plight of African-Americans after the Civil War, but the hope he has for the future.

Components of document analysis may include the following:

- Intended audience: readers of his autobiography
- Purpose: the purpose is to show African-Americans will triumph over their oppression
- Historical context: The end of the Civil War brought immediate questions about the status of the newly freed slaves in the reunited nation. President Johnson's goal was to bring the South back into the Union quickly. The southern states, however, moved to reestablish white supremacy, passing Black Codes that restricted black rights and attempting to force freedmen into agricultural labor, often on their former plantations. Radical Republicans responded with legislation creating the Freedmen's Bureau and passing the Fourteenth Amendment to the Constitution. The amendment granted citizenship to all born in the United States, regardless of previous status as slaves.
- The author's point of view: As an abolitionist and former enslaved person, Douglass wrote this autobiography to share his experiences and his views opposing slavery and inequality.

Evidence Beyond the Documents (1 point)

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include the following:

- The southern states enact Black Codes (1865)
- Freedmen's Bureau established and Civil Rights Act of 1866 passes; Johnson vetoes both, but Congress overrides both vetoes
- The Reconstruction Act of 1867 establishes military districts in the South
- President Johnson impeached (1867)
- Congress passes the Fourteenth Amendment (1868)
- Fifteenth Amendment ratified (1870)
- Reconstruction government undertakes impressive reforms in education, social services, transportation, law, and commerce
- Many African Americans elected to public office
- Civil Rights Act of 1875
- By the mid-1870s, Republican resolve to continue Reconstruction wanes in the face of economic crisis, allowing former Confederates to increase their efforts to regain control, an effort they call "Redemption"
- The Ku Klux Klan spreads through the South
- In response to Klan violence, Congress passes Enforcement Laws

- In the Slaughterhouse Cases, *U.S. v. Cruickshank*, and the Civil Rights Cases of the 1870s, the Supreme Court undercuts the Reconstruction Amendments and the Civil Rights Act of 1875
- Women’s groups are frustrated by the failure of Reconstruction amendments to grant women voting rights
- The women’s movement divides into two factions: the American Woman Suffrage Association and Elizabeth Cady Stanton’s National Woman Suffrage Association
- A deal made to resolve the controversial 1876 presidential election effectively ends Reconstruction

PTS: 1 OBJ: NAT-1.0 | POL-2.0 | NAT-2.0 | POL-3.0 | CUL-3.0
TOP: History Practices and Skills: Analyzing Historical Evidence | History Practices and Skills: Argument Development | History Practices and Skills: Continuity and Change over Time
MSC: Key Concept: 5.2.I | Key Concept: 5.3.I | Key Concept: 5.3.II

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LONG ESSAY QUESTION

Evaluate the relative importance of different factors that caused the Civil War during the period 1844 to 1860.

ANS:

SCORING GUIDE

- **Thesis/Claim (1 point):** Present a thesis that makes a historically defensible claim that responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Contextualization (1 point):** 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.
- **Evidence (1 or 2 points):** Provide specific examples of evidence relevant to the topic of prompt (1 point); support an argument in response to the prompt, using specific and relevant examples of evidence (1 point).
- **Analysis and Reasoning (1 or 2 points):** Use historical reasoning (such as: comparison, causation, CCOT) to frame an argument that addresses the prompt (1 point); and demonstrate 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 (such as: using additional reasoning skills in an argument, explaining connections across time periods—i.e. synthesis, considering alternate views or evidence) (1 point).

SCORING NOTES

Thesis: Possible thesis statements addressing causation include the following:

- Every addition of new territory to the Union brought with it the debate over whether that territory would be slave or free, and the 1850s was a decade that saw less and less room for compromise.
- Southern threats to leave the Union were temporarily put off with the passage of the Compromise of 1850, but the Democrats splintered along regional lines while the new Republican Party replaced the divided Whigs.
- The political atmosphere in which Abraham Lincoln won the office of the presidency in 1860 was sharply divided and many in the South viewed Lincoln's victory as the end of their chances to live a prosperous life in the United States.

Support for Argument: Possible evidence that could be used for an argument stressing causation includes the following:

- In the years before the Civil War, many attempts were made to arrive at compromise. Among these were the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision. These compromises failed to reduce sectional conflict.
- The Second Party System (Whigs and Democrats) ended as issues like nativism and slavery drove Americans to hold fast to regional identities.
- In the wake of the demise of the Second Party System, sectional parties emerged, most importantly the Republican Party in the North and Midwest.
- Lincoln ran for president on a free-soil platform, and his victory in 1860 led many southern leaders to support secession.

Essays earn points by using the evidence offered in support of their argument to identify and illustrate causation. Examples include, but are not limited to, the following:

- Expansionists argue for the annexation of Texas and sovereignty over Oregon
- The Wilmot Proviso proposes to ban slavery in any land acquired from Mexico; however, it fails to pass in Congress (1846)
- The free-soil movement forms in opposition to extension of slavery into U.S. territories
- The Free-Soil Party forms (1848)
- Zachary Taylor, defender of slavery but not its extension to the territories, elected president (1848)
- California’s application for statehood inflames passions over the extension of slavery (1849)
- Stephen Douglas champions “popular sovereignty” as a solution to the debate over the expansion of slavery
- The Compromise of 1850 provides a temporary remedy to the issue of the expansion of slavery
- The Fugitive Slave Act proves to be the most controversial part of the Compromise of 1850
- Some northern states pass personal liberty law.
- A new political party structure emerges as the Whig Party disintegrates (early 1850s)
- The Kansas-Nebraska Act repeals the Missouri Compromise and propels the nation toward civil war (1854)
- A new Republican Party formed by Whigs, Free-Soilers, and abolitionists, all united in opposition to slavery (1854)
- Violence erupts in Kansas (Bleeding Kansas) over the issue of slavery and the ratification of a new territorial constitution (1856)
- John Brown kills pro-slavery settlers in Kansas (1856)
- James Buchanan, a pro-southern northerner, elected president (1856)
- In his decision in *Dred Scott v. Sandford*, Chief Justice Roger Taney declares that blacks, both free and enslaved, are not U.S. citizens and that no territory has the right to prohibit slavery (1857)
- Lincoln-Douglas debates and Douglas’s Freeport Doctrine (1858)
- Lincoln’s House Divided speech (1858)
- Southern Democrats divide into moderates and “fire-eaters” in the late 1850s
- John Brown’s raid at Harper’s Ferry, Virginia (1859)
- Lincoln is elected president (1860)

PTS: 1

OBJ: NAT-3.0 | WOR-1.0 | POL-2.0 | WXT-1.0 | NAT-2.0 | POL-1.0

TOP: History Practices and Skills: Analyzing Historical Evidence | History Practices and Skills: Argument Development | History Practices and Skills: Causation

MSC: Key Concept: 5.1.I | Key Concept: 5.2.I | Key Concept: 5.2.II