

## PART THREE: Testing the New Nation, 1820–1877

### DBQ 5

#### Slavery and Sectional Attitudes, 1830–1860

**Directions:** In this DBQ, you must compose an essay that uses both your interpretation of Documents A–F and your own outside knowledge of the period mentioned in this question.

By the 1840s many northern Americans had come to see slavery as an evil, while many southerners defended the institution as a positive good. What arguments did each side marshal in support of its case?

Use these documents and your knowledge of the period from 1830–1860 to compose your answer.

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#### Document A

Source: Governor George McDuffie to the South Carolina legislature, 1835.

In all respects the comforts of our slaves are greatly superior to those of the English [factory] operatives, or the Irish and continental peasantry, to say nothing of the millions of paupers crowded together in those loathsome receptacles of starving humanity, the public poorhouses. . . . From this excess of labor, this actual want, and these distressing cares, our slaves are entirely exempted.

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#### Document B

Source: William Harper, *Memoir on Slavery*, 1837.

Supposing finally that the abolitionists should effect their purpose. What would be the result? The first and most obvious effect would be to put an end to the cultivation of our great Southern staple [cotton]. . . . The cultivation of the great staple crops cannot be carried on in any portion of our country where there are not slaves.

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#### Document C

Source: Slave nurse and white master, photograph, date unknown.



**Document D**

Source: Abraham Lincoln, speech, Peoria, Illinois, October 1854.

Already the liberal party throughout the world express the apprehension "that the one retrograde institution in America is undermining the principles of progress and fatally violating the noblest political system the world ever saw." This is not the taunt of enemies but the warning of friends. Is it quite safe to disregard it, to despise it? . . .

In our greedy chase to make profit of the Negro, let us beware lest we "cancel and tear in pieces" even the white man's charter of freedom.

**Document E**

Source: Hinton Helper, *The Impending Crisis*, 1857.

What about Southern commerce? Is it not almost entirely tributary to the commerce of the North? Are we not dependent on New York, Philadelphia, Boston, and Cincinnati for nearly every article of merchandise, whether foreign or domestic? Where are our ships, our mariners, our naval architects? . . . We must begin to feed on a more substantial diet than that of proslavery politics. . . . Before us there is a vast work to be accomplished—a work which has been accumulating on our hands for many years. It is not less a work than that of infusing the spirit of liberty into all our systems of commerce, agriculture, manufactures, government, literature, and religion. Oligarchal despotism must be overthrown; slavery must be abolished.

**Document F**

Source: Poster for *Uncle Tom's Cabin*, c. 1860.

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# UNCLE TOM'S CABIN



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APUSH DBQ Essay Grading Sheet for (ID# \_\_\_\_\_)

I. Introduction

- 1. Established time and place (1pt) \_\_\_\_\_
- 2. Created a clear and well developed thesis statement (3pts) \_\_\_\_\_
- 3. Alludes to sub-topics (3) or categories that will be written about (3 pts)\* \_\_\_\_\_  
*\*(no laundry lists)*
- 4. Supports thesis with a brief analysis of sub-topics (4 pts) \_\_\_\_\_
- 5. Provides ample background information (4 pts) \_\_\_\_\_

II. Body (paragraph 1)

- 6. Creates a topic sentence that identifies a sub-topic (2 pts) \_\_\_\_\_
- 7. Uses sufficient and relevant facts to support topic/documents (3pts) \_\_\_\_\_
- 8. Reveals an analysis (4) \_\_\_\_\_
- 9. Includes a clincher sentence by referring back to the thesis statement (1) \_\_\_\_\_

III. Body (Paragraph 2)

- 10. Creates a topic sentence that identifies a sub-topic (2 pts) \_\_\_\_\_
- 11. Uses sufficient and relevant facts to support topic/documents (3pts) \_\_\_\_\_
- 12. Reveals an analysis (4) \_\_\_\_\_
- 13. Includes a clincher sentence by referring back to the thesis statement (1) \_\_\_\_\_

IV. Body (Paragraph 3)

- 14. Creates a topic sentence that identifies a sub-topic (2 pts) \_\_\_\_\_
- 15. Uses sufficient and relevant facts to support topic/documents (3pts) \_\_\_\_\_
- 16. Reveals an analysis (4) \_\_\_\_\_
- 17. Includes a clincher sentence by referring back to the thesis statement (1) \_\_\_\_\_

V. Conclusion

- 18. Starts with a concluding phrase (2 pts) \_\_\_\_\_
- 19. Restates thesis statement (differently) (2 pt) \_\_\_\_\_
- 20. Mentions a larger historical perspective (4pts) \_\_\_\_\_
- 21. Summarizes with no new information (2 pts) \_\_\_\_\_

Totals Points out of 50: \_\_\_\_\_

Scorer (print name) \_\_\_\_\_ \*(Use the other side for comments)

*(ex. #5 You need more background information that introduces the topic)*

*(rev. 10/2010)*

**DBQ ESSAY RUBRIC GRADE SHEET**

AP DBQ raw score: 0 – 9 Class grade:

<p><b>Superior DBQ “5”: AP Score of 8-9</b></p> <p>____ Superior thesis (position, rationale, grey areas)</p> <p>____ Excellent use of documents (all but one)</p> <p>____ Excellent use of outside information</p> <p>____ Excellent analysis of key issues</p> <p>____ Excellent sense of chronology</p> <p>____ Excellent use of concrete facts</p> <p>____ Excellent evidence to support main ideas</p> <p>____ Extremely well-organized essay</p> <p>____ Addresses <u>all</u> areas of the prompt</p> <p>____ Extremely well-written essay</p>	<p><b>Strong DBQ “4”: AP Score of 6-7</b></p> <p>____ Strong thesis (contains general analysis)</p> <p>____ Strong use of documents (all but 2)</p> <p>____ Good use of outside info. (needs more)</p> <p>____ Good analysis of key issues (needs more)</p> <p>____ Good sense of chronology (clarification)</p> <p>____ Good use of concrete facts (need more)</p> <p>____ Good evidence to support main ideas</p> <p>____ Well-organized essay</p> <p>____ Addresses <u>all</u> areas of prompt; may lack some balance between major areas</p> <p>____ Well-written essay</p>
<p><b>Adequate DBQ “3”: AP Score of 5</b></p> <p>____ Clear thesis – needs more analysis</p> <p>____ Adequate use of documents (half)</p> <p>____ Adequate use of outside information but clearly needs more</p> <p>____ Adequate analysis of key issues but does not show depth of understanding</p> <p>____ Adequate sense of chronology but not specific or complete</p> <p>____ Adequate use of concrete facts (need more) – need more evidence</p> <p>____ Fairly well-organized essay (work on...)</p> <p>____ Addresses all areas of the prompt but essay lacks balance.</p> <p>____ Contains one historical errors</p> <p>____ Adequately written essay</p>	<p><b>“2” DBQ: AP Score of 2-4</b></p> <p>____ Undeveloped thesis – does not fully address the question</p> <p>____ Poor use of documents (less than half)</p> <p>____ Documents <i>control</i> the essay – lacks outside information</p> <p>____ Inadequate analysis of key issues – little depth of understanding</p> <p>____ Inadequate sense of chronology – too vague or general or wrong time period info.</p> <p>____ Inadequate use of concrete facts – lacks evidence to support main ideas</p> <p>____ Lacks evidence to support main ideas</p> <p>____ Does not address all areas of the prompt</p> <p>____ Contains major historical errors</p> <p>____ Inadequately written essay</p>
<p><b>“1” DBQ: AP Score of 1</b></p> <p>____ No identifiable thesis to respond to the prompt</p> <p>____ Did not use the documents</p> <p>____ Outside information is not clear nor appropriate for the prompt</p> <p>____ Poor or no analysis of key issues</p> <p>____ No sense of chronology</p> <p>____ Facts not specific, accurate or relevant</p> <p>____ No relevant evidence to support main idea</p> <p>____ Does not address most areas of the prompt</p> <p>____ Major and many historical errors</p> <p>____ Poorly written essay</p>	<p><b>General comments: Work on</b></p> <p><b>Thesis/intro:</b> ____ too complex ____ too simple          ____ unclear ____ too much info</p> <p><b>Use of documents:</b> ____ Use more documents          ____ Document quotes too long          ____ lack of analysis of documents          Document(s) misinterpreted: # ____</p> <p><b>Conclusion:</b> ____ contradicts with thesis          ____ weak/insufficient</p> <p><b>Body Paragraphs:</b> ____ Weak topic sentences          ____ weak linking sentences          ____ Connects issues to “today” (unless asked)</p> <p><b>Overall:</b>          ____ lacks sense of historical chronology          ____ lack sense of historical analysis          ____ ignored pivotal historic events during period          ____ answer too brief          ____ answer too long and winding</p>