

AP[®] UNITED STATES HISTORY

2010 SCORING GUIDELINES (Form B)

Question 1 — Document-Based Question

The issue of territorial expansion sparked considerable debate in the period 1800–1855.

Analyze this debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy.

Use the documents and your knowledge of the years 1800–1855 in your answer.

The 8–9 Essay

- Articulates a clear, well-constructed thesis that analyzes the debate and evaluates the influence of both supporters and opponents of U.S. territorial expansion in shaping federal government policy between 1800 and 1855.
- Effectively employs a substantial number of documents to analyze the debate and evaluate the influence of supporters and opponents of U.S. territorial expansion in shaping federal government policy between 1800 and 1855.
- Provides substantial, relevant outside information taken from the period 1800 to 1855 to analyze the debate and evaluate the influence of supporters and opponents of U.S. territorial expansion in shaping federal government policy.
- Evaluates the ways in which supporters and opponents of U.S. territorial expansion shaped federal government policy between 1800 and 1855.
- Is well organized and well written.
- May contain minor errors.

The 5–7 Essay

- Contains a thesis, which may be partially developed, analyzing the debate and evaluating the influence of both supporters and opponents of U.S. territorial expansion in shaping federal government policy between 1800 and 1855.
- Satisfactorily employs an ample number of documents to analyze the debate and evaluate the influence of supporters and opponents of U.S. territorial expansion in shaping federal government policy between 1800 and 1855.
- Provides ample, relevant outside information from the period 1800 to 1855 to analyze the debate and evaluate the influence of supporters and opponents of U.S. territorial expansion in shaping federal government policy.
- Addresses the ways in which supporters and opponents of U.S. territorial expansion shaped federal government policy between 1800 and 1855.
- May present an imbalanced treatment of the supporters and opponents of U.S. territorial expansion between 1800 and 1855, or looks only in passing at the ways in which federal government policy on expansion was shaped, or presents imbalanced treatment of the period involved.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

The 2–4 Essay

- Presents a thesis that may be simplistic, confused or undeveloped in analyzing the debate and evaluating the influence of both supporters and opponents of U.S. territorial expansion in shaping federal government policy between 1800 and 1855, or simply restates the question.
- Uses few documents concerning the debate and influence of supporters and opponents of U.S. territorial expansion in shaping federal government policy between 1800 and 1855.

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document-Based Question (continued)

- Includes little or no relevant outside information from the period 1800 to 1855 to analyze the debate and the influence of supporters and opponents of U.S. territorial expansion in shaping federal government policy.
- Has little analysis or does not address the ways in which supporters and opponents of U.S. territorial expansion shaped federal government policy between 1800 and 1855.
- May treat only one part of the question.
- May be poorly organized or poorly written, or both.
- May contain major errors.

The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Refers to few, if any, of the documents or uses them inappropriately.
- Includes no relevant outside information from the period 1800 to 1855.
- Contains no analysis.
- Is poorly organized or poorly written, or both.
- May contain numerous errors, both major and minor.

The — Essay

- Is completely off topic or blank.

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Potential Outside Information

People

Adams, John Quincy
Austin, Stephen
Black Hawk
Bonaparte, Napoleon
Bowie, Jim
Bridger, Jim
Buchanan, James
Burr, Aaron
Cass, Lewis
Clay, Henry
Crockett, Davy
Decatur, Stephen
Douglas, Stephen
du Pont de Nemours, Pierre
 Samuel
Emerson, Ralph Waldo
Fillmore, Millard
Frémont, John C.
Gaines, George
Harkins, Thomas
Harrison, William Henry

Houston, Sam
Hull, William
Jackson, Andrew
Jefferson, Thomas
Kearny, Stephen
Key, Francis Scott
Lafitte, Jean
Lincoln, Abraham
Liverpool, Lord
Livingston, Robert
L'Ouverture, Touissant
Lowell, Robert
Madison, Dolley
Madison, James
Marcy, William
Marshall, John
Mason, John Y.
Monroe, John
Osceola
O'Sullivan, John L.
Perry, Oliver

Pickering, Timothy
Pierce, Franklin
Polk, James K.
Ross, John
Santa Anna
Scott, Winfield
Sequoya
Smith, Jedediah
Soulé, Pierre
Talleyrand
Taylor, Zachary
Tecumseh
Tenskwatawa
Travis, William
Trist, Nicholas
Tyler, John
Van Buren, Martin
Walker, William
Whitman, Marcus

Groups

Anglo-Saxons
Cherokee
Chickasaw
Choctaw
Creek
Democratic Party

Democrat-Republicans
Five Civilized Tribes
Iroquois
John Jacob Astor Co.
nonresistants
Northern Confederacy

Republican Party
Sauk
War Hawks
Whig Party

Places

Alamo
Britain
California
Cuba
Everglades
Florida (East and West)
Fort McHenry
France
Georgia
Gulf of Mexico
Indian Country/Territory
Lake Champlain

Lake Ontario
Lone Star Republic
Louisiana Territory
Mexican Cession
Mexico
Michigan
Mississippi River
Mobile, Alabama
Nicaragua
Northwest Territory
Nueces River
Oklahoma

Oregon Country
Oregon Trail
Overland Trail
Red River Basin
Republic of Texas
Rio Grande
Rocky Mountains
Rupert's Land
Sabine Free State
Texas
Tristan da Cunha

Events

Adams-Onís Treaty
Anglo-American Convention
Battle of Buena Vista

Battle of Horseshoe Bend
Battle of Monterrey
Battle of New Orleans

Battle of Plattsburgh
Battle of Queenstown Heights
Battle of San Jacinto

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Potential Outside Information (continued)

Battle of the Thames	Lewis and Clark expedition	Transcontinental Treaty
Battle of Vera Cruz	Little Belt affair	Treaty of Cusseta
Bear Flag Revolt	Louisiana Purchase	Treaty of Dancing Rabbit
<i>Black Warrior</i> affair	Macon's Bill No. 2	Creek
burning of Washington	Mexican Cession	Treaty of 1818
<i>Chesapeake</i> affair	Mr. Madison's War	Treaty of Fort Jackson
<i>Cherokee Nation v. Georgia</i>	Mr. Polk's War	Treaty of Ghent
Compromise of 1850	Napoleonic Wars	Treaty of Guadalupe Hidalgo
Creek War of 1836	Non-Intercourse Act	Treaty of Indian Springs
<i>Democratic Review</i>	Old Ironsides	Treaty of New Echota
election of 1844	Oregon Treaty of 1846	Treaty of Paris
Embargo Act of 1807	Pinckney's Treaty	Treaty of San Ildefonso
filibustering	sacking of York	Treat of Velasco
Gadsden Purchase	Second War for American	USS <i>Constitution</i>
Georgia Gold Rush	Independence	War of 1812
Haitian Revolution	Seminole Wars	Webster–Ashburton Treaty
HMS <i>Guerriere</i>	Texas annexation	Wilmot Proviso
Indian Removal Act of 1830	Texas Revolution	<i>Worcester v. Georgia</i>
Kansas–Nebraska Act	Trail of Tears	

Concepts/Policies/Practices

Africanization	loose construction	spot resolutions
American Empire	Manifest Destiny	states' rights
American exceptionalism	Monroe Doctrine	strict construction
Article I, Section 8	New Orleans	slave power
Bleeding Kansas	Orders in Council	"The Star-Spangled Banner"
continentalism	pacifism	Transcendentalism
"Don't give up the ship"	privateering	White House
empire for liberty	providence	Young America Movement
"Fifty-four Forty or Fight!"	right of deposit	
impressments	Rule of 1756	

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences

Document A

Source: Congressional debate, October 1803.

James Elliot, Federalist, Vermont:

The Constitution is silent on the subject of the acquisition of territory. By the treaty we acquire territory; therefore the treaty is unconstitutional.

Samuel Thatcher, Federalist, Massachusetts:

This acquisition of distant territory will involve the necessity of a considerable standing army, so justly an object of terror. Do gentlemen flatter themselves that by purchasing Louisiana, we are invulnerable? No, sir; Spain will still border on our southern frontier, and so long as Spain occupies that country we are not secure from the attempts of another nation more warlike and ambitious.

William Plumer, Federalist, New Hampshire:

Admit this western world into the union, and you destroy with a single operation the whole weight and importance of the eastern states.

Document Information

- Three northeastern members of the Federalist Party had grave doubts about the Louisiana Purchase in 1803.
- These doubts stemmed from the observation that the federal Constitution does not authorize territorial acquisition, from a belief that the United States was no safer for having acquired this large territory, and from a fear that eastern states would become less important as the country expanded to the West.
- The United States had just purchased Louisiana in 1803.
- The U.S. Constitution does not mention ways in which the federal government may acquire territory.
- As an immediate neighbor, Spain presented a real threat to the United States.
- A standing army represented a threat.

Document Inferences

- The opponents of early American expansion were Federalists.
- Opposition to expansion rested on several premises, including constitutional considerations, national security and self-interest.
- Based on the revolutionary experience of the United States, there was good reason to oppose a standing army.

Potential Outside Information

Article I, Section 8	empire for liberty	Livingston, Robert
Bonaparte, Napoleon	France	loose construction
Burr, Aaron	Gulf of Mexico	L'Ouverture, Toussaint
Democrat-Republicans	Haitian Revolution	Mississippi River
du Pont de Nemours, Pierre	Jefferson, Thomas	Monroe, James
Samuel	Lewis and Clark expedition	New Orleans

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document A (continued)

Northern Confederacy
Pickering, Timothy
Pinckney's Treaty
Republican Party

right of deposit
Rocky Mountains
Rupert's Land
Sauk

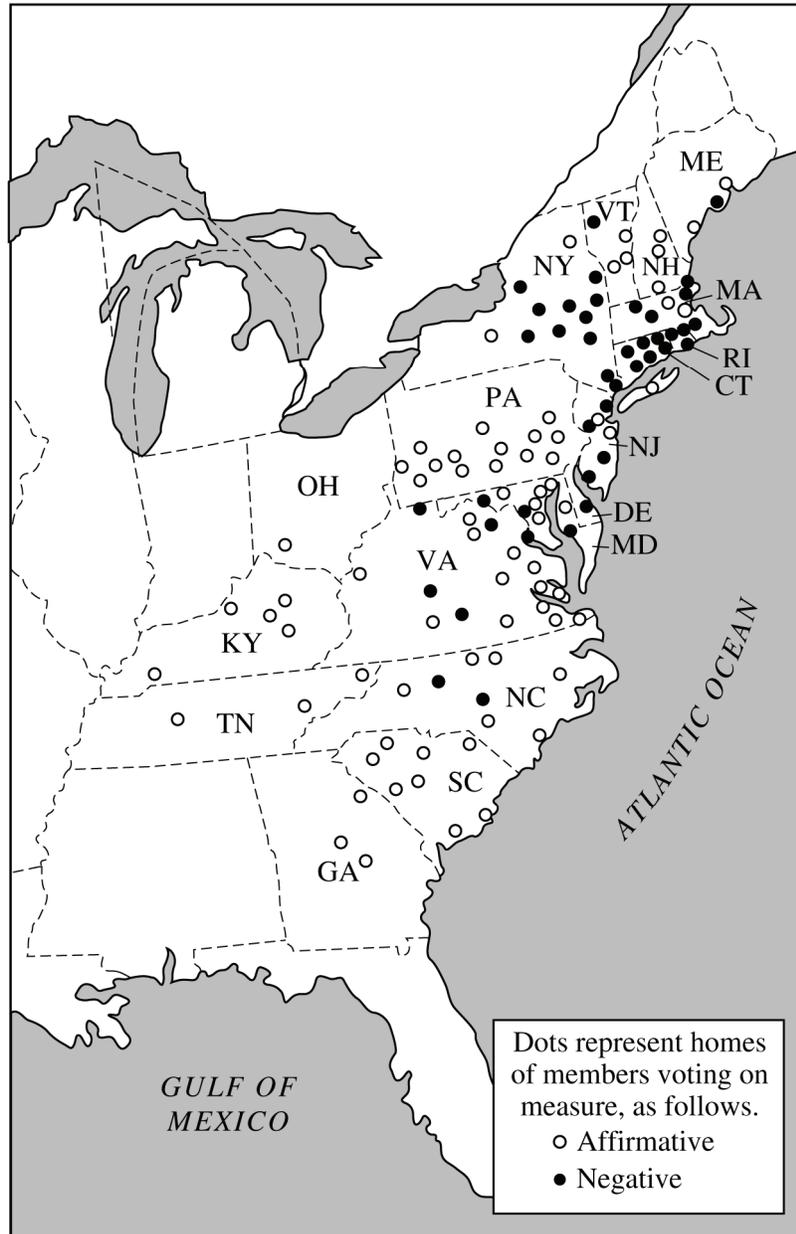
states' rights
strict construction
Talleyrand
Treaty of San Ildefonso

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document B

DISTRIBUTION OF VOTES IN THE HOUSE OF REPRESENTATIVES
ON THE DECLARATION OF WAR, JUNE 4, 1812



Document Information

- The U.S. House of Representatives voted overwhelmingly for war on June 4, 1812.
- More than two-thirds of the House of Representatives voted for war on June 4, 1812, with most of the supporters coming from the South and West and most opponents coming from the Northeast, along with some from Virginia and Maryland.

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document B (continued)

- All the congressmen from Pennsylvania, Georgia and South Carolina and from west of the Appalachian Mountains (Ohio, Kentucky, Tennessee) voted for war.

Document Inferences

- In this “Second War for Independence,” the United States went to war with Britain in 1812, chiefly to force the British out of U.S. territory and thus clear the way for American expansion.
- The British had never respected American sovereignty over the area all the way to the Mississippi River, which was called for in the Treaty of Paris that ended the American Revolution.

Potential Outside Information

Battle of Horseshoe Bend	Hull, William	Old Ironsides
Battle of New Orleans	impressment	Orders in Council
Battle of Plattsburgh	Iroquois	Perry, Oliver
Battle of Queenstown Heights	Jackson, Andrew	Pinckney’s Treaty
Battle of the Thames	Key, Francis Scott	privateering
burning of Washington	Lafitte, Jean	Rule of 1756
Calhoun, John C.	Lake Champlain	sacking of York
<i>Chesapeake</i> affair	Lake Ontario	Sauk
Cherokee	Little Belt affair	Scott, Winfield
Choctaw	Liverpool, Lord	Second War for American
Clay, Henry	Macon’s Bill No. 2	Independence
Creek	Madison, Dolley	Tecumseh
Decatur, Stephen	Madison, James	Tenskwatawa
“Don’t give up the ship”	Mobile, Alabama	“The Star-Spangled Banner”
Embargo Act of 1807	Monroe, James	Treaty of Ghent
Era of Good Feelings	Mr. Madison’s War	USS <i>Constitution</i>
Fort McHenry	Napoleonic Wars	War Hawks
Harrison, William Henry	Non-Intercourse Act	White House
HMS <i>Guerriere</i>	Northwest Territory	

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document C

Source: Lewis Cass, in *Documents and Proceedings Relating to the Formation and Progress of a Board in the City of New York, for the Emigration, Preservation, and Improvement of the Aborigines of America*, 1829.

Existing for two centuries in contact with a civilized people, [the Cherokees] have resisted, and successfully too, every effort to meliorate [improve] their situation, or to introduce among them the most common arts of life. Their moral and their intellectual condition have been equally stationary. And in the whole circle of their existence, it would be difficult to point to a single advantage which they have derived from their acquaintance with the Europeans. All this is without a parallel in the history of the world. That it is not to be attributed to the indifference or neglect of the whites, we have already shown. There must then be an inherent difficulty, arising from the institutions, character, and condition of the Indians themselves.

Document Information

- In an 1829 report on American aborigines, Lewis Cass expressed a belief that the Cherokee Nation had made no progress in improving its society despite 200 years of “contact with a civilized people.”
- This lack of improvement, Cass maintained, was the direct result of the Cherokee refusal to change and was the first such instance in world history in which a group considered to be inferior did not benefit from associating with a civilization considered to be more advanced.
- Cass argued that this lack of improvement could not be laid at the feet of Europeans but must be attributed to an inherently inferior civilization. White Americans regarded native peoples, including the Cherokee, as inferior and blamed them for their inferior position because they had not benefited from close contact with Europeans.

Document Inferences

- The author of this document, Lewis Cass, was a brigadier general in the War of 1812, a longtime governor of the Michigan Territory and negotiator of the Treaty of Fort Mieses with Indian tribes.
- As Andrew Jackson’s secretary of war, Cass was a central figure in the formulation and implementation of Indian removal. Cass would also support Texas annexation.
- In addition, Americans had a long history of mistreating American Indians.

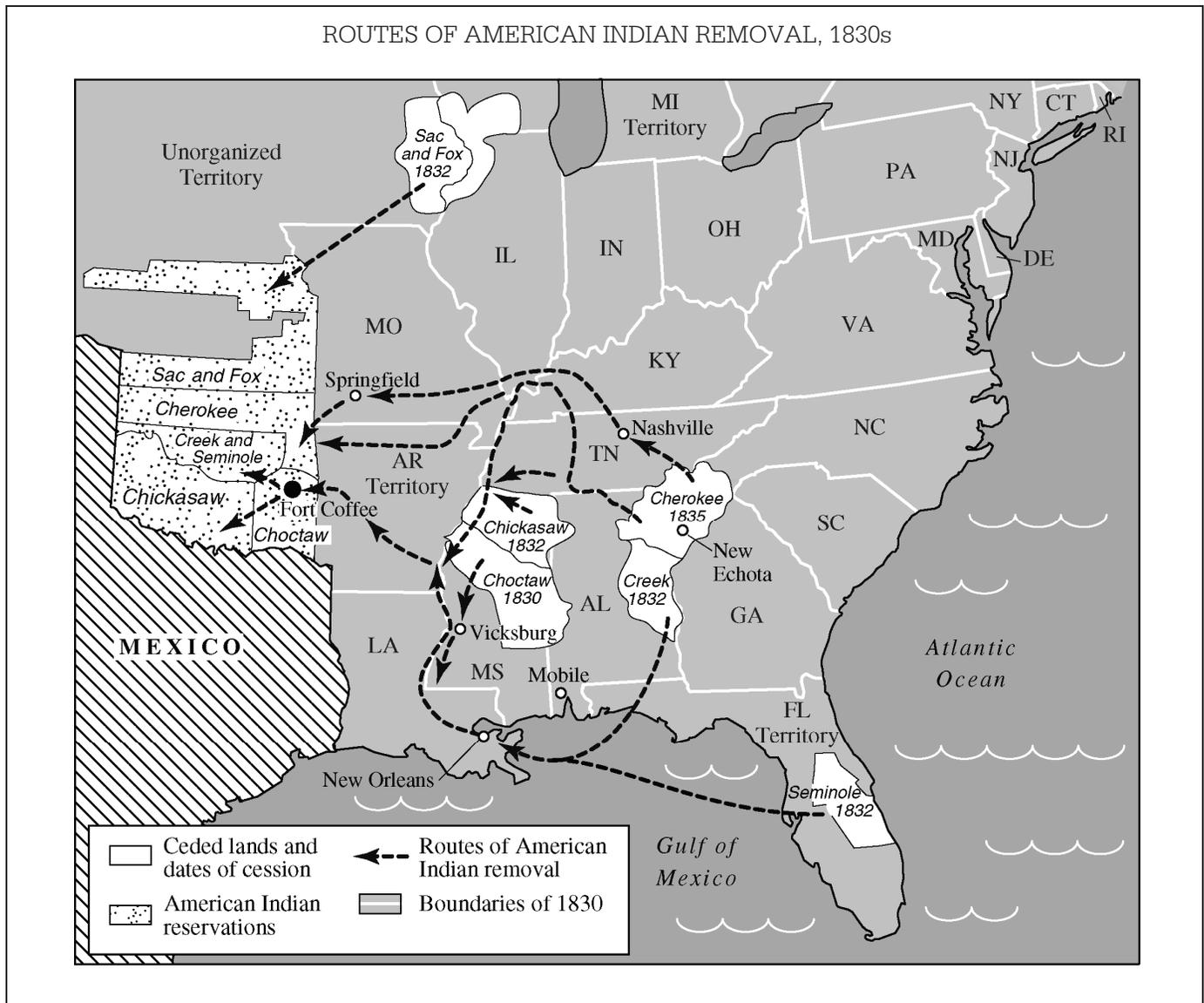
Potential Outside Information

American Indian leaders	Five Civilized Tribes	Oklahoma
<i>Cherokee Nation v. Georgia</i>	Georgia	Seminole Wars
Chickasaw	Jackson, Andrew	Trail of Tears
Choctaw	Manifest Destiny	<i>Worcester v. Georgia</i>
Democratic Party	Marshall, John	

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document D



Document Information

- In the 1830s six American Indian nations — the Cherokee, Chickasaw, Choctaw, Creek, Sac and Fox, and Seminole — were removed by seven routes over land and sea from the area alongside or east of the Mississippi to a region west of the state of Missouri and the Arkansas Territory.

Document Inferences

- As part of its anti-Indian and expansionist policy, the U.S. government, under presidents Andrew Jackson and Martin Van Buren, forcibly relocated the Five Civilized Tribes from their ancestral homes in the American Southeast and the Sac and Fox from an area in and around Illinois to assigned reservations east of the Mississippi River, in what are present-day Kansas and Oklahoma.

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document D (continued)

- Jacksonian Democracy did not apply to these peoples.
- The removal began with the Choctaw in 1831, which became the model for the subsequent removals, including the Seminole in 1832, the Creek in 1834, the Chickasaw in 1837 and the Cherokee in 1838.
- Because of exposure, disease and starvation, this “Trail Where They Cried,” also called the “Trail of Tears,” resulted in the deaths of thousands of Cherokee out of the 15,000 who were moved. By 1837, 46,000 Native Americans had been removed from their homelands, which opened 25 million acres for white settlement.

Potential Outside Information

Black Hawk

Cass, Lewis (secretary of war)

Cherokee Nation v. Georgia (1831) (Marshall Court ruled that the Cherokee were not a sovereign, independent nation and therefore refused to hear the case)

Creek War of 1836

Everglades

Five Civilized Tribes

Gaines, George (managed the Choctaw removal)

Georgia Gold Rush

Harkins, Thomas (Nitikechi) (said removal was a “trail of tears and death”)

Indian Country/Territory

Indian Removal Act of 1830

Marshall, John

Osceola

Ross, John (Guwisguwi) (first and only elected chief of the Cherokee)

Scott, Winfield

Seminole Wars

Sequoya

Trail of Tears (Cherokee, 1838)

Treaty of Cusseta (divided Creek land into individual allotments, which led to fraud and violence, 1832)

Treaty of Dancing Rabbit Creek (Choctaw accepted removal if some could remain behind, 1831)

Treaty of Fort Jackson (Creek give up most of the remaining land in Georgia, 1814)

Treaty of Ghent (restored sovereignty to Indians and their nations, 1815)

Treaty of Indian Springs (Creek gave up remaining land in Georgia, 1825)

Treaty of New Echota (an agreement with a Creek faction that exchanged Creek land in the East for land past the Mississippi River, 1836)

Martin Van Buren

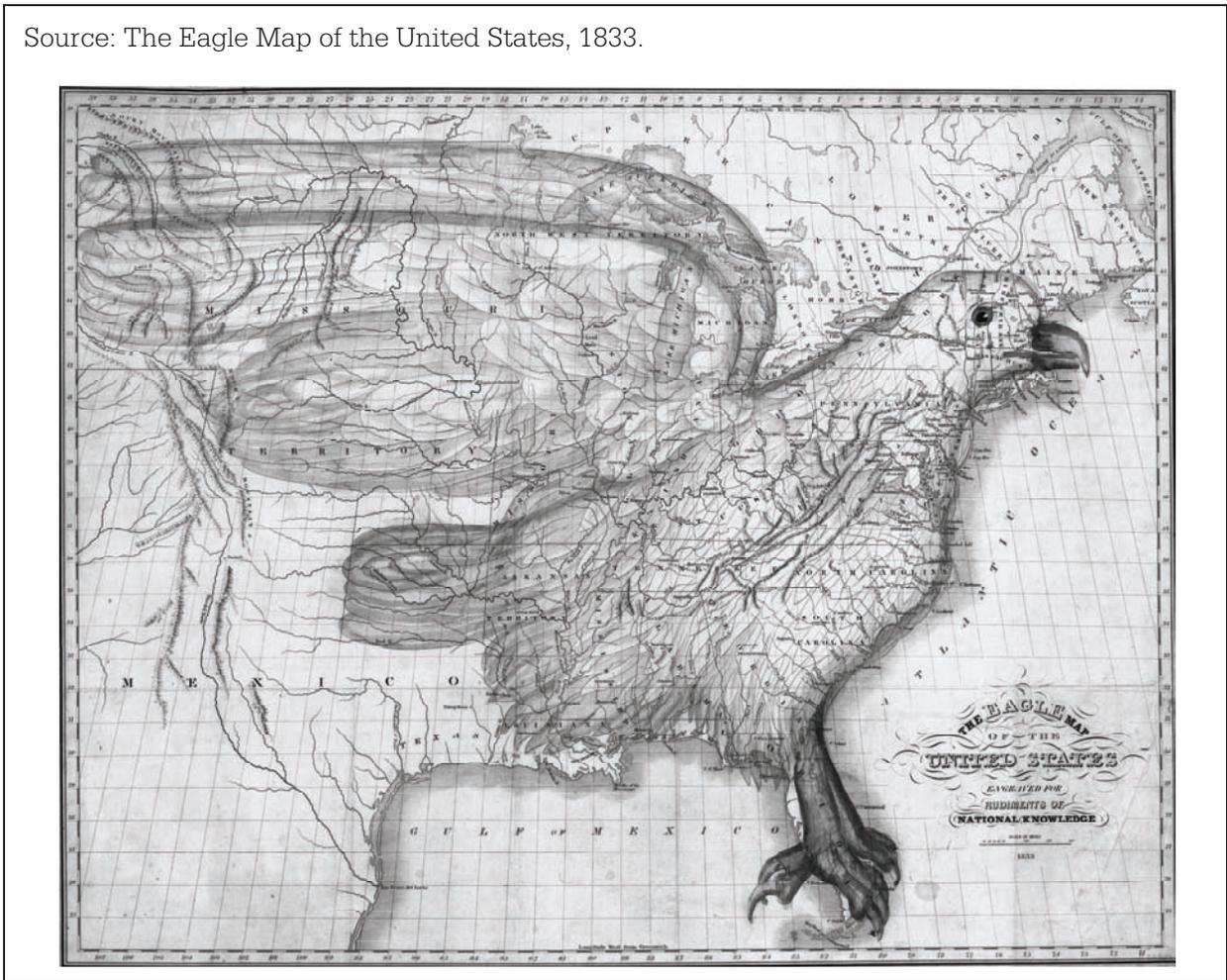
Worcester v. Georgia (1832) (Marshall Court ruled that Georgia could not impose laws in Cherokee territory because only the national government has the authority in American Indian affairs)

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document E

Source: The Eagle Map of the United States, 1833.



Document Information

- An eagle is superimposed on an 1833 map of the United States, extending from the Atlantic Ocean to the Rocky Mountains and from the Great Lakes to Florida.

Document Inferences

- The United States rightly owns/controls the region from the Atlantic Ocean to the Rocky Mountains, and from the Great Lakes to the Gulf of Mexico.

Potential Outside Information

Adams, John Quincy
American Empire
American exceptionalism
Anglo-American Convention
Anglo-Saxons
Cass, Lewis
continentalism
Democratic Party

Democratic Review
"Fifty-four Forty or Fight!"
Louisiana Territory
Manifest Destiny
Monroe Doctrine
O'Sullivan, John L.
Oregon Treaty of 1846
Polk, James K.

providence
Republic of Texas
Texas annexation
Transcontinental Treaty
Treaty of 1818
Whig Party
Young America Movement

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document F

Source: Thomas Hart Benton, speech in the United States Senate, 1844.

[T]he settlers in Oregon will also recover and open for us the North American road to India! This road lies through the South Pass, and the mouth of the Oregon; and as soon as the settlements are made, our portion of the North American continent will immediately commence its Asiatic trade on this new and national route.

Document Information

- Thomas Hart Benton made a speech to the U.S. Senate in 1844 in which he predicted that American settlers in Oregon would open trade with Asia.

Document Inferences

- As senator from Missouri, Thomas Hart Benton was an architect and champion of westward expansion of the United States, a cause that became known as Manifest Destiny.
- Among his causes, Benton advocated the displacement of Native Americans in favor of European settlers, exploration of the West, especially by his son-in-law John C. Frémont, and government construction of the transcontinental railway and the telegraph.
- Benton favored Texas annexation (but not the Mexican War) and the abrogation of the Adams–Onís Treaty, which relinquished claims to Texas by the United States.

Potential Outside Information

Bridger, Jim
Democratic Party
election of 1844
John Jacob Astor Co.

Manifest Destiny
Oregon Trail
Overland Trail
Rocky Mountains

Smith, Jedediah
Whitman, Marcus

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document G

Source: Letter from Andrew Jackson to Moses Dawson, published in *Niles' National Register*, 1844.

If there be patriotism in the effort to increase the wealth and happiness of all classes in our society—to diffuse the blessings of equal laws, and a just government . . . if there be love in the spirit which finds in this free land of ours the means to spread the light of the Gospel, and to teach fallen man throughout the world how he may recover his right to civil and religious liberty—it seems to me that all this patriotism—all this philanthropy—all this religion—appeals to us in favor of the addition of Texas to our Union.

Document Information

- Andrew Jackson wrote a letter to Moses Dawson that appeared in *Niles' National Register* in 1844.

Document Inferences

- Just before matters concerning the status of Texas came to a head, former president Andrew Jackson wrote to Moses Dawson, a well-known Cincinnati editor, that Texas annexation would be a boon in a variety of ways.

Potential Outside Information

Alamo

Austin, Stephen

Battle of San Jacinto

Bowie, Jim

Crockett, Davy

Houston, Sam

Lone Star Republic

Polk, James K.

Republic of Texas

Santa Anna

Taylor, Zachary

Texas Revolution

Travis, William

Treaty of Velasco

Tyler, John

Whig Party

AP[®] UNITED STATES HISTORY

2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document H

Source: John C. Calhoun, address to Congress on Mexico, 1848.

We are anxious to force free government on all; and I see that it has been urged in a very respectable quarter, that it is the mission of this country to spread civil and religious liberty over the entire world, and especially over this continent. It is a great mistake. None but people advanced to a very high state of moral and intellectual improvement are capable, in a civilized state, of maintaining free government; and amongst those who are so purified, very few, indeed, have had the good fortune of forming a constitution capable of endurance.

Document Information

- In an address to Congress in 1848, Senator John C. Calhoun criticized the contention of respectable people that every nation could sustain democratic government.
- Not every people, he maintained, possessed sufficient development in moral and intellectual terms to support political liberty.

Document Inferences

- Senator John C. Calhoun of South Carolina, a former War Hawk before the War of 1812 and later a secretary of state and vice president, questioned the wisdom of the Mexican War and abstained when the authorization vote for war came.
- After the United States thrashed Mexico and debated the prospect of extending its border all the way to Guatemala, Calhoun denounced the idea as fundamentally changing the character of American society.
- The acquisition of Mexico would compel the United States to adopt what Calhoun was convinced was a doomed experiment — a truly multiracial society of the kind that had allegedly dragged down the Spanish in Latin America.
- Calhoun believed that some peoples, especially Mexicans, were incapable of replicating the American experiment in liberty.
- Calhoun noted that the United States had either pushed Indian nations into the wilderness or allowed them separate spheres.
- Better, Calhoun thought, to be satisfied with acquiring a largely uninhabited block of land called the Mexican Cession, which is exactly what Congress agreed to in the Treaty of Guadalupe Hidalgo.

Potential Outside Information

Adams, John Quincy
Battle of Buena Vista
Battle of Monterrey
Battle of Vera Cruz
Bear Flag Revolt
Compromise of 1850
Democratic Party
filibustering

Kearny, Stephen
Lincoln, Abraham
Lowell, Robert
Mexican Cession
Mr. Polk's War
Nicaragua
Nueces River
Rio Grande

Scott, Winfield
spot resolutions
Taylor, Zachary
Treaty of Guadalupe Hidalgo
Trist, Nicholas
Walker, William
Wilmot, David
Wilmot Proviso

AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document I

Source: Henry David Thoreau, *Civil Disobedience*, 1849.

The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican War, the work of comparatively a few individuals using the standing government as their tool; for, in the outset, the people would not have consented to this measure.

Document Information

- In *Civil Disobedience*, which was written in 1849, Henry David Thoreau warned of governmental abuse in the absence of a functioning democracy, mentioning as a prime example the unpopular Mexican War.

Document Inferences

- This classic essay against governmental power, which was originally entitled *Resistance to Civil Government*, reflected transcendentalist Henry David Thoreau's opposition to military force and to slavery, both of which were issues in the Mexican War that the United States had prosecuted in the late 1840s.
- When a tax collector demanded that Thoreau pay his poll tax, Thoreau refused because, he noted, taxes finance injustice, including what he regarded as America's unprovoked war with Mexico to enable slave expansion.
- He was briefly jailed for his antitax stance until his aunt bailed him out.

Potential Outside Information

Emerson, Ralph Waldo
Lincoln, Abraham
Mr. Polk's War

nonresistants
pacifists
spot resolutions

transcendentalists
Whig Party
Wilmot Proviso

AP® UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)

Question 1 — Document Information and Inferences (continued)

Document J

Source: Ostend Manifesto, 1854.

[B]y every law, human and divine, we shall be justified in wresting [Cuba] from Spain if we possess the power; and this upon the very same principle that would justify an individual in tearing down the burning house of his neighbor if there were no other means of preventing the flames from destroying his own home. Under such circumstances we ought neither to count the cost nor regard the odds which Spain might enlist against us.

Document Information

- According to the Ostend Manifesto, the United States had every right to take Cuba from Spain.

Document Inferences

- American expansionists, such as Secretary of State John Quincy Adams, had long coveted Cuba, particularly as a slave state, once California was made a free state under the Compromise of 1850.
- The only limitation worth considering was military might: Did the United States possess the raw power to force Spain out of Cuba?
- Although the Ostend Manifesto was never acted upon, the United States remained interested in Cuba, particularly after the American Civil War ended — an interest that ultimately led to Cuban independence.

Potential Outside Information

Adams, John Quincy
Africanization
Black Warrior affair
Bleeding Kansas
Britain
Buchanan, James
filibustering

Fillmore, Millard
France
Kansas–Nebraska Act
Marcy, William
Mason, John Y.
Monroe Doctrine
Pierce, Franklin

Polk, James K.
slave power
Soulé, Pierre
Taylor, Zachary
Young America Movement

**AP[®] UNITED STATES HISTORY
2010 SCORING GUIDELINES (Form B)**

Question 1 — Timeline

Year	Place	Event
1803	Louisiana	Louisiana Purchase
1803	Ohio	Ohio statehood
1810	West Florida	Annexed by United States
1810	Tristan da Cunha	Claimed by United States
1812	Southern Alabama	Annexed by United States
1812	British North America	War of 1812
1814	Georgia	Treaty of Fort Jackson
1815	United States	Treaty of Ghent
1817	Mississippi	Mississippi statehood
1817	Ohio	Treaty of Fort Miegs
1818	Dakotas and Minnesota	Ceded by Britain
1818	Northern Maine	Ceded by Britain
1818	Red River Basin	Treaty with Britain
1818	Oregon Country	Anglo-American Convention
1819	Alabama	Alabama statehood
1819	Florida	Adams–Onís Treaty
1819	Western Louisiana	Ceded by Spain
1821	Missouri	Missouri Compromise
1825	Georgia	Treaty of Indian Springs
1830	Southeastern United States	Indian Removal Act
1830s	Oklahoma	American Indian removal
1831	Choctaw land	Treaty of Dancing Rabbit Creek
1831	Georgia	<i>Cherokee Nation v. Georgia</i>
1832	Georgia	<i>Worcester v. Georgia</i>
1832	Alabama and Georgia	Treaty of Cusseta
1836	Georgia	Treaty of New Echota
1836	Texas	Texas Revolution
1837	Michigan	Michigan statehood
1838	Georgia	Trail of Tears
1842	United States–Canada border	Webster–Ashburton Treaty
1845	Texas	Texas annexation
1845	Florida	Florida statehood
1846	Iowa	Iowa statehood
1846	Great Lakes	Treaty with Britain
1846	Oregon	Annexed by United States
1846	San Juan Islands	Jointly claimed by United States and Britain
1846–1848	Mexico	Mexican War
1847	Mexican Cession	Treaty of Cahuenga
1848	Mexican Cession	Treaty of Guadalupe Hidalgo
1848	Wisconsin	Wisconsin statehood
1849	Mexican Cession	<i>On Civil Disobedience</i>
1850	California	Compromise of 1850
1853	Southern Arizona	Gadsden Purchase
1854	Cuba	Ostend Manifesto

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1A
1/3

In the first half of the 19th century, the United States would expand from what was the original Thirteen Colonies that seceded successfully from England to include the entire breadth of the continent, from today's Maine to California. Throughout this period, several expansionist accomplishments were made, including the Louisiana Purchase of 1803, the Compromise of 1820, ~~and the Mexican session, and~~ the Compromise of 1850, and ~~the~~ ^{later} the Kansas-Nebraska Act. Each of these, however, and more, were met with numerous proponents as well as opponents to territorial expansion, each for ~~it~~ different reasons. However, each and every debate for or against expansion eventually led to the United States government's actions, or lack thereof, and ~~has~~ ^{has} shaped the country as we know it today.

The Louisiana Purchase was made by Thomas Jefferson of the Democratic-Republican Party in 1803. Given the intense feud between the Federalists and the Jeffersonians, many Federalists, including Congressmen, were fundamentally against the purchase of massive amounts of land from a former potential enemy, France. For example, James Elliot of Vermont stated that since "the Constitution is silent on the subject of acquisition of territory... the treaty is unconstitutional." Ironically, the Federalists had always been loose ^{interpreters} ~~constructors~~ of the Constitution; Jefferson himself had to get over his mindset of strict interpretation by the recognition that the mere \$10 million he had to pay for the huge ~~land~~ potential land was a great bargain. Other Federalists, such as Samuel Thatcher of Massachusetts and William Plumer of New Hampshire, agreed also that the Louisiana Purchase was inherently bad for the United States, due to the threat of the Spanish in the South and because it would "destroy the whole weight and importance of the eastern states." However, despite numerous opponents, Jefferson was able to pass the Louisiana Purchase in Congress, as the benefits of acquiring an entire frontier gave many citizens hopes of westward expansion.

The War of 1812, although it ultimately ended with the Treaty of Ghent, which effectively established status quo, was also an outlet for Southern and Western hopes of ~~the~~ westward expansion, as well as the acquisition of Canada, which the War Hawks, namely Henry Clay and John C. Calhoun, wanted. Whereas the war was popular in the South and in the West, it was met with distaste by New England under the Federalists. This led to the Hartford Convention of 1814, which led to the demise of the Federalist Party. Once again, they ~~did~~ ^{did} not embrace expansionism, and in this case, the United States did not acquire any new land.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1A
2/3

The War of 1812 led to several things in Monroe's era, however. The Adams-Onís Treaty in 1819 marked the acquisition of Florida from Spain. This time period also marked the humble beginnings of regional dispute over slavery with the Compromise of 1820. Since Missouri was to be admitted to statehood, it would skew the balance of slave and free states. The Compromise of 1820 set a border at $36^{\circ} 30'$, granting Missouri slave status but creating Maine as a new free state. It also stated that no new territory above $36^{\circ} 30'$ was to become a slave state.

As the Louisiana Purchase gave citizens the ability to move westward almost unconditionally, Native Americans were harmed. This constant westward movement was supported by Frederick Jackson Turner's "safety valve theory," which stated that when one area became too crowded, Americans could always move west and found their own land. However, this caused an influx of American Indian removal to their own reservations in Oklahoma. This was supposedly justified by Lewis Cass, who stated that Native Americans had "resisted every effort of meliorate their condition... Their moral and their intellectual condition [had] been equally stationary... it would be difficult to point to a single advantage... from their acquaintances with the Europeans." Andrew Jackson also condoned Indian removal as a Native American caused an impediment in westward movement and territorial expansion. Despite this, some supported the Native Americans keeping their land; in Worcester vs. Georgia, John Marshall ruled that they could. Despite this, the Trail of Tears ensued and westward expansion was made to include the land Native Americans had previously occupied.

When James Polk took office in 1845, he had a plan to achieve "Manifest Destiny," which stated that Americans had a divine responsibility to expand itself westward and take the entire continent. In fact, ~~before~~ Tyler before him had already annexed Texas in 1844. Even before this, in 1833 an "Edge map" of the United States showed a wish to expand itself west to include Oregon and Texas. In 1844, the election campaign for Polk was "50° 40' or fight," alluding to the acquisition of Oregon. In Senate, Thomas Hart Benton ^{stated} that acquiring Oregon would allow for trade with Asia. Eventually, the US did acquire Oregon although at a compromise border of 49° , as well as through the Ashburton Treaty, a higher border for Maine.

Ironically, John C. Calhoun, a war hawk in 1812 who wanted to acquire Canada, was opposed to Manifest Destiny after the Treaty of Hidalgo's Circledrops; ~~which~~ he states that "to spread civil and religious liberty all over the world."

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1A
3f3

is a great mistake." Despite this, the acquisition of the Mexican session occurred, and statehood was granted to California at the end of the Mexican war. This was when the sectional debate over slavery ~~was~~ re-emerged; California would throw off the balance of the slave and free states yet again. Thus the Compromise of 1850 ensued: Utah and New Mexico would become territories for popular sovereignty and a Fugitive Slave Law would be enacted. In the Kansas-Nebraska Act, similarly, the feud over slavery and westward expansion would eventually lead to the Civil War.

All in all, from the Louisiana Purchase to the debate over slavery, the effects of the constant debates over territorial expansion were numerous, and each has led to how the United States looks both literally and figuratively today.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

IB
1/3

Territorial expansion proliferated during the period of 1800-1855, the perceived prosperity and affluence fueled expansion along with a belief of cultural superiority outweighed the opposition that proclaimed the injustice and foolishness of expansion, in shaping federal government policy. The greed of Northern politicians and desire for the growth economy of the U.S. fueled expansion. Racism encouraged many to ~~not~~ ignore other cultures and dominate because of believed superiority. Those opposing expansion for technical or moral reasons were greatly outweighed.

Politicians pushed for expansion to gain prosperity for America. With Great Britain still a threat in America, the Russians saw their opportunity to gain security from having Great Britain at their backs in Alaska in what would be an inevitable take over, considering their prominence in Canada. So Russia sold Alaska at a low price to its ally, the U.S. Seward accepted and greatly expanded the U.S. obtaining much new land. James K. Polk, a U.S. president was also desperate for land and expansion. All he needed was an excuse to fight Mexico and he had his land. Luckily for him, Mexicans attacked U.S. troops that had crossed the border. He appeared before congress and claimed that American blood had been shed on U.S. soil and congress declared war. It was short and one sided and in the treaty gave small amounts of money to Mexico in return for much of its territory, new part of the U.S. ^{Before} this, Texas had been encouraging Americans to come and settle when it was a part of Mexico and America came and eventually succeeded from Mexico. Polk quickly limited this territory and Polk ran on a platform of expansion and the spread into the

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1B
2 of 3

Oregon territory that was now controlled by Great Britain, Charming
5/40 his supporters elected him, wanting to focus on the
Mexican-American War, Polk compromised but still gained much of the
Oregon territory. Well before Polk, at the beginning of the 1800s
Jefferson sent James Monroe to France to purchase the Louisiana
territory. He was speechless as Napoleon's new world empire had
been ruled by Toussaint L'Ouverture in a slave rebellion. Lewis and
Clark, accompanied by Native guide Sacagawea explored and
documented this territory. Document E shows the American Eagle
with its wings stretched over the new territories in 1833, its brain
located in New England showing how Northern politicians pushed for
expansion. This is also supported by Document B, showing the most
committed support for the war of 1812 was in New England.
Document F in 1844 is a speech lauding the new trade opportunities
provided by settling Oregon and expanding. Document G promotes the annexation
of Texas and the benefits, wealth and happiness that would result
stated by Andrew Jackson in 1844. Document J is an excerpt from
the Ostend Manifesto, partly for the annexation of Cuba at war with
Spain. These examples and documents support one thing, Northern
politicians ignored Mexican and others' land claims, more to gain economic
wealth and prosperity for the nation by entering new territories.
This was not their only tactic, many used
racism and superiority to invade others' land. Andrew Jackson's
Indian removal Act forced the Choctaws to move from their home
in Georgia to the isolated Kansas territory. Thousands died on the trail
of Tears. Jackson was a ruthless Indian fighter and believed that

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1B
3f3

to be inferior savages, forcing them to leave so white Americans could have the land. Similar to this, Metacomb and his tribe were forced to leave Oregon, their home and move to Utah. The tribe of Pocomokets split on whether to assist or move when they happened Metacomb surrendered. The Indians were seen as lesser and were forced to move because of this. Document H reflects this attitude indirectly. Calhoun states that "Spreading will give civil and religious liberty" and says that "nations but people advanced to a very high moral and intellectual improvement are capable in a civilized state of managing their government". He implies that Mexicans are lesser and need to be taken over. Document I shows a map of the Indians being forcibly removed, proving the lack of justice and personal sympathy of whites in many instances. Racism and cultural superiority spurred the expansion of the US.

Those few who opposed expansion were greatly outweighed. Document C, Lewis Cass describes the injustice of expansion and the harm it has done to the natives. A side that had little influence.

Document F, Thoreau proclaims that the Mexican war didn't represent the will of the people, but the government's greed. Document J is an example of a success of this side. The opposition to the Ostend Manifesto caused it to fail and never be cited again.

Government's Federal policy was shaped by desire for economic gain and cultural superiority greatly in respect to expansion whereas those opposing expansion were few and far between having little influence.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1C
1 of 4

In the early to mid 19th century, debate sparked over the issue of territorial expansion. In this debate both supporters and opponents of expansion used legislature, common attitude, and knowledge to justify their views of territorial expansion in shaping government policy.

Many supporters of expansion used their beliefs of patriotism and ~~own~~ needs to back their views on expansion policies. Many felt that "if there was patriotism in the effort to increase our land, it appeals to us in favor of expansion" (Doc G) The idea of this statement is that if the nation feels a tie to the government, and the spirit is one of love, so that those in the new territory can be helped, then we must expand to help those people.

As well as patriotism, supporters used the idea that "the government will help us gain land." (Doc. I) Furthermore the supporters felt that if we possess the power to take on new land through government and the feelings of the nation, we may expand. ~~Their policies would state that the government is~~

~~using~~ Southerners used ~~immigrants~~ to "kick out"

↙ This was the view of

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

IC
2/4

Indians from their lands, and move them westward for these farmers ~~like~~^{were} in need of land for their tobacco industry. These actions are justified for they believe that they had the needs and power to do so, as Jefferson felt with his purchase of the Louisiana territory.

Opponents of territorial expansion used their interpretations of federal documents and religious beliefs to justify the dooms of territorial expansion. Federalists were extremely strong opponents to expansion. They interpreted the Constitution very closely, for they believe government power very important. Around the time of Jefferson's purchase of the Louisiana territory and the beginning of the push westward, Federalists took a look at the Constitution. Through their examination they found that "The Constitution is silent on the subject of the acquisition of territory" (Doc A) therefore the expansion of territory is unconstitutional. They believed that if things are unconstitutional then they shouldn't be done. ∴ no expansion. Another argument used by opponents to expansion was the idea that the city on the hill couldn't be transported ~~to~~ as and

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1C
3/4

where we want. The idea of city on the hill is one that has defined US policies. It was created by ~~the~~ Puritan John Winthrop during early colonial times. It states that the US ~~is~~ models the idea that they are ~~the~~ a society/government ~~with a mission~~ that has acquired civil liberties and democracy. US leaders have used this idea of their country having the best policies and systems ~~to~~ defend expansion as an attempt to spread this model. Many opponents, however, feel that "the US is anxious to force free government on all over the world and continent, but we can't force it". (Doc H) Opponents feel that policies toward expansion need to be constitutional and probable in order for them to work, for at the moment they aren't.

The different ideas ~~of~~ from opponents and supporters of territorial expansion in the US in shaping their federal policy derives from their interpretation ~~and~~ beliefs of legislation and personal beliefs. Opponents feel that expansion is unconstitutional and will never occur w/ the continuing US attitude

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

implementing
and

1C
4 of 4

of using their system anywhere. Supporters
use their ideas of if we have the power
then it is just or ^{the} needs of the people ^{require} expansion
through forming their ideas. In conclusion,
the debate over territorial expansion in
1800-1855 caused many conflicting ideas
to arise before a policy could and
would be settled on.

AP[®] UNITED STATES HISTORY
2010 SCORING COMMENTARY (Form B)

Question 1

Sample: 1A

Score: 9

This excellent essay presents a clear and well-constructed thesis demonstrating a sound understanding of the arguments of supporters and opponents of expansionism and the shaping of federal policy. The essay is extremely effective in the accurate use of all the documents and also provides a substantial array of properly used outside information, including mention of the Treaty of Ghent, War Hawks, the Hartford Convention, the Adams–Onís Treaty, the Compromise of 1820, *Worcester v. Georgia*, “54°40' or Fight” and the Treaty of Guadalupe Hidalgo. The sophisticated analysis is well represented by the discussion of Calhoun’s transformation from a War Hawk to an opponent of Manifest Destiny and by a proper reference to Turner’s safety valve theory.

Sample: 1B

Score: 5

This essay has a clear thesis noting that factors of politics, economic growth and racism fueled the debate over American expansionism in the first half of the nineteenth century. The essay employs all but one of the documents to support the thesis and demonstrates some degree of analysis in the deployment of the documents. The essay also provides relevant outside information throughout (e.g., Napoleon, James Polk, Toussaint L’Ouverture, James Monroe, Indian Removal) to support its claims regarding the debates over expansion. While the essay’s thesis, levels of documentation, organization and writing pushed it into the 5–7 category, its violation of chronology and its errors (misuse of Documents B and C and references to Metacomet, the organization of Kansas, Seward and Alaskan statehood) prevented it from earning a score higher than 5.

Sample: 1C

Score: 2

This essay has a weak, simplistic thesis that mentions the debate on territorial expansion with no follow-up evaluation of the influence of supporters and opponents of expansion. Five documents (G, I, D, A, H) are mentioned but are poorly used. Document I is misquoted. Document H is not discussed in the sense of Calhoun’s concern over how much Mexican territory the United States should seek to acquire. With very little relevant outside information, the essay is a mish-mash of poorly organized generalizations.