

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1

From 1775 to 1830, many African Americans gained freedom from slavery, yet during the same period the institution of slavery expanded. Explain why BOTH of those changes took place. Analyze the ways that BOTH free African Americans and enslaved African Americans responded to the challenges confronting them.

The 8–9 Essay

- Contains a well-developed thesis that
 - explains the reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - analyzes the responses of free African Americans and slaves to the challenges that confronted them during this period.
- Presents an effective analysis of the
 - reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - responses of free African Americans and slaves to the challenges that confronted them during this period.
- Discussion of one component may be implicit or embedded in the discussion of another component.
- May be imbalanced in the discussion of the experiences of free African Americans vs. the experiences of slaves.
- Effectively uses a substantial number of documents.
- Supports the thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

The 5–7 Essay

- Contains a thesis that addresses
 - the reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - the responses of free African Americans and slaves to the challenges that confronted them during this period.
 - at least three of the components.
- Has limited analysis of the
 - reasons why many African Americans gained freedom at the same time as slavery expanded during this period.
 - responses of free African Americans and slaves to the challenges that confronted them during this period.
- Discussion of one component may be implicit or embedded in the discussion of another component.
- May be severely imbalanced in the discussion of the experiences of free African Americans vs. the experiences of slaves OR may fail to address one component.
- Effectively uses some documents.
- Supports the thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

AP[®] UNITED STATES HISTORY 2009 SCORING GUIDELINES

Question 1—Document-Based Question

The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Deals with the question in a general manner; simplistic, superficial treatment of the subject.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or information that is inaccurate or irrelevant.
- May have major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- Has numerous errors.
- Is written so poorly that it inhibits understanding.

The — Essay

- Is blank or completely off task.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Brief Timeline of African American History 1775–1830

1775	Lord Dunmore's Proclamation (1,000–3,000 African Americans responded; South Carolina slaves took refuge on British ships in Charleston). Beginnings of Prince Hall Masonry.
1776	Slave population 500,000 (20 percent of United States population); free African Americans 25,000. Estimated 25,000–55,000 slaves fled or fought for the British during the Revolution; estimated 5,000 African Americans (slave and free) fought for colonists.
1777	Vermont abolished slavery.
1778	Rhode Island offered freedom for slaves who fought in the Revolution.
1780	Pennsylvania passed the first gradual abolition act.
1781	Elizabeth “Mumbet” Freeman won a Massachusetts suit freeing her from slavery.
1781–1804	Additional northern states enacted gradual emancipation laws.
1783	James Derhem became first Black physician (New Orleans).
1784	Spanish Florida granted freedom to runaway slaves (rescinded 1790).
1787	Richard Allen and Absalom Jones founded the Free African Society. Northwest Ordinance banned slavery but allowed slaveholders to reclaim runaway slaves who took refuge there. Constitutional Convention (Three-Fifths Compromise, slave trade provision, fugitive slave clause required all states to return runaways to masters).
1790	Federal law allowed for naturalization of White immigrants only.
1791	Toussaint L'Ouverture Rebellion took place in Haiti (Gabriel Prosser's Rebellion and Denmark Vesey's conspiracy patterned after L'Ouverture's Rebellion).
1792	Benjamin Banneker published <i>Farmers' Almanac</i> and <i>Almanac and Ephemeris</i> . Federal Militia Law allowed states to exclude free African Americans from service.
1792–1807	Delaware, Kentucky, Maryland, and New Jersey disenfranchised free African Americans.
1793	Eli Whitney invented the cotton gin (allowed expansion of short-staple cotton production). Fugitive Slave Law passed.
1793	Samuel Slater and Moses Brown began the early industrial revolution.
1794	Richard Allen and Absalom Jones broke with Methodist Church (mutual aid societies). African American Baptist Church was founded. The foreign slave trade was outlawed in most northern states.
1796	Thirteen of 16 states allowed free African Americans to vote.
1798	Navy forbade enlistment of non-Whites.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Brief Timeline (continued)

- 1800 Gabriel Prosser's Rebellion.
Of the one million African Americans in the United States (most of them enslaved), 90 percent lived in the Chesapeake or lower South.
Thomas Jefferson was accused of an affair with Sally Hemings.
- 1804 New Jersey became the last northern state to pass a gradual abolition law.
- 1808 Importation of slaves to the United States was abolished.
- 1812 Slaves and free African Americans were involved in the War of 1812 (particularly Battles of Lake Erie and New Orleans).
- 1814 Francis Cabot Lowell began Waltham System (Factory, or Lowell System).
- 1816 American Colonization Society was founded (designed to return free African Americans to Africa (ultimately some 15,000 were resettled over a 40-year period in Liberia).
First Seminole War, with runaway slaves supporting Seminoles.
James Beckwourth (mountain man) was hired to scout for fur company.
Richard Allen and Absalom Jones founded African Methodist Episcopal Church.
- 1820s New York restricted Black voting rights.
- 1820 Missouri Compromise was enacted (slavery banned north of 36°30' North latitude in the Louisiana Purchase Territory; Maine entered as free state, Missouri entered as slave state).
- 1822 Denmark Vesey's conspiracy.
- 1827 *Freedom's Journal* was published (first African American owned newspaper (John Russwurm).
Sojourner Truth was freed in New York.
- 1830 Negro Convention Movement began, led by James Forten and Henry Highland Garnet.

SLAVE AND FREE AFRICAN AMERICANS—UNITED STATES CENSUS

Year	Slaves	Free African Americans
1790	697,681	59,466
1800	893,602	108,435
1810	1,191,362	186,446
1820	1,538,022	233,504
1830	2,009,043	319,599

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Possible Outside Information: General List

Adams–Onís Treaty (Florida Purchase Treaty)	Louisiana Purchase
African American Baptist Church	L’Ouverture, Toussaint (Haiti slave rebellion)
African Methodist Episcopal Church	manumission
Allen, Bishop Richard	Missouri Compromise (including provisions; Tallmadge Amendment)
American Colonization Society (back to Africa, Liberia)	moderate abolitionism (gradual uncompensated emancipation)
American Indian removal	mutual aid societies
apologists’ view (slavery as a positive good)	“necessary evil”
apprenticeship system	Negro Convention Movement
Banneker, Benjamin (<i>Farmers’ Almanac</i> and <i>Almanac and Ephemeris</i>)	Northwest Ordinance (banning of slavery)
banning of foreign slave trade (1808)	paternalism
Battle of Horeshoe Bend	“peculiar institution”
Battle of Lake Erie (Put-In Bay)	Pinckney’s Treaty with Spain (Treaty of San Lorenzo)
Battle of New Orleans	Prince Hall Masons, Masonry
Battle of Tippecanoe	Quaker impulse toward abolition
black belt	radical abolitionism (immediate uncompensated emancipation)
chattel	Russwurm, John
compensated emancipation	sabotage
cotton gin	Second Great Awakening
Declaration of Independence	short staple cotton
disenfranchisement of African Americans	slave breeding
“dying institution”	slave codes (Black Codes may be used interchangeably)
enlistment of Blacks	slave trade (Constitutional restrictions)
Federal Militia Law (allowed states to exclude free African Americans from service)	soil butchery
First Seminole War	spirituals
Forten, James	strategies of resistance—running away, feigning illness, working slowly, violence, sabotage
Free African Society	task system
free soil	Three-Fifths Compromise
<i>Freedom’s Journal</i>	tobacco, rice, and indigo crops
Freeman, Elizabeth “Mumbet”	Truth, Sojourner
Fugitive Slave Law, 1793	Underground Railroad (not Harriet Tubman)
fugitive slaves	upper/lower South
gang system	Denmark Vesey’s conspiracy
Garnet, Henry Highland	War of 1812
gradual emancipation laws in the North	Wheatley, Phyllis
Hemings, Sally	Whitney, Eli
immediate, uncompensated emancipation	work slowdowns—see strategies of resistance
interchangeable parts	
internal slave trade	
King Cotton	
Liberia (capital Monrovia)	

Students who refer to Nat Turner’s Rebellion and/or William Lloyd Garrison/*Liberator* will not be given credit for them as outside information, nor should they be penalized for using them unless they are grossly misused.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences

DOCUMENT A

Source: Lord Dunmore's Proclamation, Virginia, 1775.

I do require every Person capable of bearing Arms, to [resort] to His MAJESTY'S STANDARD, or be looked upon as Traitors to His MAJESTY'S Crown and Government. . . . And I do hereby further declare all indentured Servants, Negroes, or others, ([belonging] to Rebels,) free that are able and willing to bear Arms, they joining His MAJESTY'S Troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, . . .

Document Information:

- States that those not aiding the British will be considered as traitors.
- Declares that indentured servants and Negroes (belonging to the rebels) may gain their freedom by fighting for the British.

Document Inferences:

- The British attempted to take advantage of slaves' desire for freedom.
- Slaves responded to British promises of freedom.
- Lord Dunmore's Proclamation increased the number of free African Americans.
- The British sought to weaken colonial resistance by seeking the support of slaves.
- Linked to Document B.

Potential Outside Information Triggered by Document:

- 1,000–3,000 slaves answered Dunmore's call.
- 25,000–55,000 slaves fled or fought for the British during the Revolution.
- Colonists initially banned African Americans; some colonies offered freedom to slaves who fought for the colonial cause.
- Enlistment of Blacks.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT B

Source: Paul Cuffe's Petition, Massachusetts, 1780.

... by Reason of long bondage and hard Slavery we have been deprived of enjoying the profits of our labor or the advantage of inheriting estates from our parents as our neighbors the white people do ... & yet ... we are not allowed the privilege of freemen of the State having no vote or influence in the election of those that tax us ... yet many of our Color (as is well known) have cheerfully entered the field of battle in the defense of the Common cause and that (as we conceive) against a similar exertion of power (in regard to taxation) too well known to need a recital in this place.

Document Information:

- Slavery keeps people from inheriting estates.
- Some people are not allowed to vote in Massachusetts.
- Many African Americans have entered the field of battle on the side of the colonists.
- Taxation is a cause of the battle.

Document Inferences:

- Free African Americans felt discriminated against.
- Free African Americans believed they should have the same basic rights and privileges as Whites.
- Free African Americans felt they were being taxed without being represented.
- One tool used by free African Americans was to petition for redress of grievances.
- Free African Americans invoked the ideals of the revolution.
- Linked to Document A.

Potential Outside Information Triggered by Document:

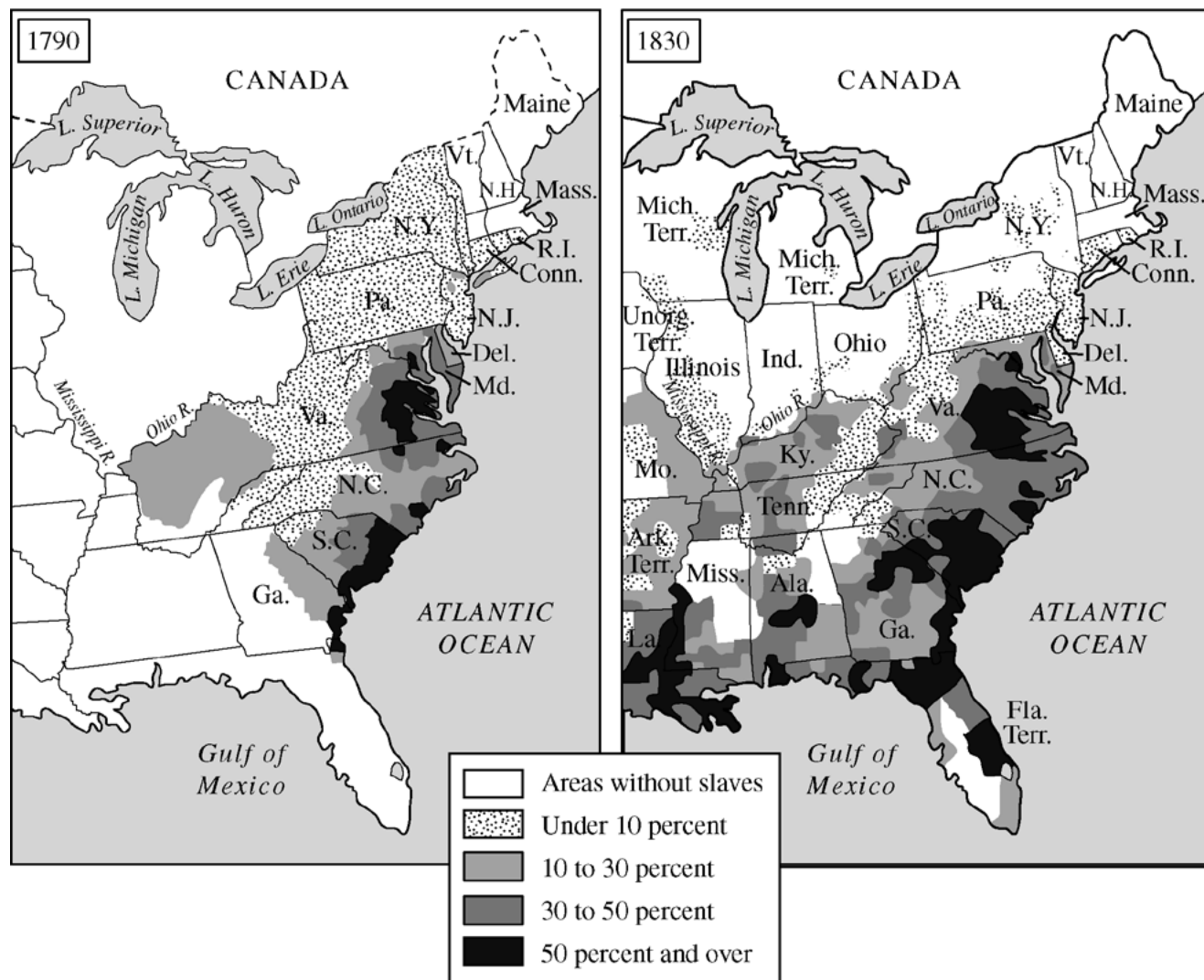
- Some colonies offered freedom for slaves who fought for the colonial cause.
- Free African Americans were denied property rights.
- Initial enfranchisement of African Americans.
- Ultimate disenfranchisement of African Americans.

AP[®] UNITED STATES HISTORY 2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT C

SLAVERY IN THE UNITED STATES



Document Information:

- Slavery expands between 1790 and 1830.
- The percentage of slaves in northern states decreases between 1790 and 1830.
- The percentage of slaves in southern states increases between 1790 and 1830.

Document Inferences:

- Cotton production increased between 1790 and 1830.
- Northern states began to gradually emancipate slaves between 1790 and 1830.
- Slavery was not as economically viable in northern states as it was in southern states.
- The number of free African Americans in the North increased between 1790 and 1830.

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

Potential Outside Information Triggered by Document:

Adams-Onís Treaty (Florida Purchase Treaty)

Battle of Horseshoe Bend

Battle of Tippecanoe

black belt

cotton gin

gradual emancipation laws in the North

King Cotton

Louisiana Purchase

Missouri Compromise

Northwest Ordinance

short staple cotton

soil butchery

upper/lower South

Whitney, Eli

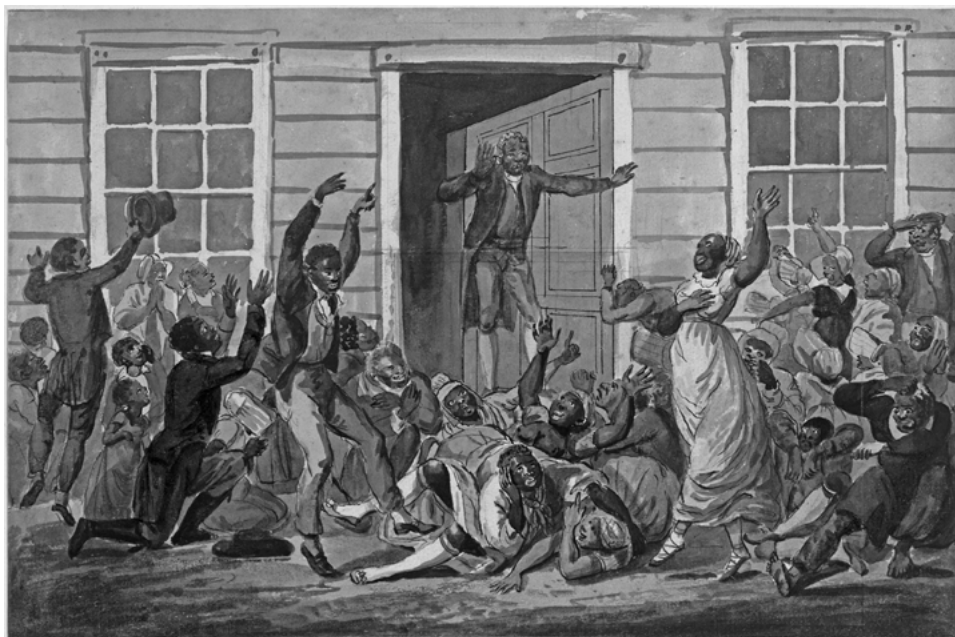
AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT D

Source: Negro Methodist Meeting in Philadelphia, 1790s.



Document Information:

- Shows a gathering of African Americans.

Document Inferences:

- Free African Americans enjoyed a religious celebration.
- Church activities were important in certain African American communities.
- African American churches served a religious and social need in the community.
- Religion offered a sense of hope and community among free Blacks.

Potential Outside Information Triggered by Document:

African American Baptist Church
African Methodist Episcopal Church
Allen, Bishop Richard
Free African Society

mutual aid societies
Prince Hall Masonry
Second Great Awakening

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT E

Source: Absalom Jones and Richard Allen, Philadelphia, 1794.

There is much gratitude due from our color towards the white people, very many of them are instruments in the hand of God for our good, even such as have held us in captivity, are now pleading our cause with earnestness and zeal; . . . much depends upon us for the help of our color more than we are aware; if we are lazy and idle, the enemies of freedom plead it as a cause why we ought not to be free, and say we are better in a state of servitude, and that giving us our liberty would be an injury to us, and by such conduct we strengthen the bands of oppression, and keep many in bondage who are more worthy than ourselves.

Document Information:

- Free African Americans express gratitude to whites who worked to improve conditions for African Americans.
- White people are pleading the cause of African Americans.
- Enemies use images of African Americans as lazy and idle to keep them from freedom.
- Being lazy and idle keeps many in bondage.
- Some people say that servitude is better than liberty for African Americans.

Document Inferences:

- Some African Americans looked to whites to improve their condition.
- Free African Americans believed in self-help.
- Efforts of African Americans to better themselves were undercut by arguments to maintain slavery.
- Some Whites favored abolition or emancipation.

Potential Outside Information Triggered by Document:

American Colonization Society (back to
Africa, Liberia)
apologists' view (slavery as a positive good)
compensated emancipation
free soil
immediate, uncompensated emancipation

manumission
moderate abolitionists (gradual,
uncompensated emancipation)
Quaker impulse toward abolition
radical abolitionism

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT F

Source: Venture Smith's *Narrative*, 1798.

I asked my master one time if he would consent to have me purchase my freedom. He replied that he would. I was then very happy, knowing that I was at that time able to pay part of the purchase money by means of the money which I had some time buried. . . . What was wanting in redeeming myself, my master agreed to wait on me for, until I could procure it for him. . . . There was continually some interest accruing on my master's note to my friend, the free negro man above named, which I received, and with some besides, which I got by fishing, I laid out in land adjoining my old master Stanton's. By cultivating this land with the greatest diligence and economy, at times when my master did not require my labor, in two years I had laid up ten pounds.

Document Information:

- A master consents to a slave purchasing his freedom.
- The slave does not have the full purchase price.
- A master agrees to wait for the remaining amount due.
- The slave accumulates money by fishing and growing crops.

Document Inferences:

- Some slaves purchased their freedom.
- Not all slave owners were averse to slaves being free.
- Slavery may not have been a profitable institution in all cases.

Potential Outside Information Triggered by Document:

"dying institution"

gang system

manumission

"necessary evil"

"peculiar institution"

task system

Second Great Awakening

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT G

Source: The Confessions of “Ben,” a conspirator in Gabriel Prosser’s Rebellion, 1800.

. . . Mr. Prosser’s Gabriel wished to bring on the business as soon as possible. Gilbert said the summer was almost over, and he wished them to enter upon the business before the weather got too cold. Gabriel proposed that the subject should be referred to his brother Martin to decide upon. Martin said there was this expression in the Bible, delays breed danger; at this time, he said, the country was at peace, the soldiers were discharged, and the arms all put away; there was no patrolling in the country, and that before he would any longer bear what he had borne, he would turn out and fight with his stick. . . . I read in my Bible where God says if we will worship Him we should have peace in all our land; five of you shall conquer a hundred, and a hundred a thousand of our enemies . . .

Document Information:

- The business will be done as soon as possible before the weather gets cold.
- Gabriel’s brother is consulted.
- Gabriel’s brother believes it is a good time for the business.
- Biblical references are offered in support of the business.

Document Inferences:

- Slave rebellions were one way that enslaved African Americans dealt with their condition.
- Slaves found biblical inspiration for rebellion.
- Slaves had a pronounced longing for freedom.

Potential Outside Information Triggered by Document:

fugitive slaves

Fugitive Slave Law, 1793

L’Ouverture, Toussaint (Haiti)

sabotage

slave codes/Black Codes

Denmark Vesey’s conspiracy

work slowdowns

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT H

Source: Letter to ministers from the Vermont Colonization Society, 1820.

The Managers of the Vermont Colonization Society . . . proposed to the Inhabitants of this State, a general contribution [of] . . . one cent only, from each inhabitant of the State. . . . By promoting this contribution, you will give efficient aid to a Society, whose benevolent object is, by establishing colonies on the coast of Africa, to open a door for the gradual emancipation of the slaves in our own country, to impose an effectual barrier against the continuance of the slave trade, and ultimately to extend the blessings of civilization, and of the christian religion, throughout the vast and hitherto benighted regions of Africa.

Document Information:

- Vermont Colonization Society proposes a one-cent contribution from each inhabitant.
- These contributions will help the society establish colonies on the coast of Africa.
- These colonies will open the door for the emancipation of slaves.
- Establishment of colonies will lead to the civilization and Christianization of regions of Africa.

Document Inferences:

- Some white abolitionists advocated freeing slaves and relocating them to Africa.
- There was some fear of the presence of free African Americans.
- Citizens should contribute to the relocation of African Americans.

Potential Outside Information Triggered by Document:

American Colonization Society
banning of foreign slave trade

Liberia (capital Monrovia)

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT I

Source: Prince Hall, African American leader in Boston and founder of the African Masonic movement, 1797.

[(B)lacks must] bear up under the daily insults we meet with in the streets of Boston, much more on public days of recreation. How at such times are we shamefully abused, and that to such a degree, that we may truly be said to carry our lives in our hands, and the arrows of death are flying about our heads. Helpless women have their clothes torn from their backs . . . [and] twenty or thirty cowards have fallen upon one man.

Source: Hosea Easton, an African American living in Boston, 1820s.

. . . cuts and placards descriptive of the Negro deformity, are every where displayed. . . . Many of the popular book stores, in commercial towns and cities, have their show windows lined with them. The bar-rooms of the most popular public houses in the country, sometimes have their ceiling literally covered with them. This display of American civility is under the daily observation of every class of society, even in New England.

Document Information:

- Discrimination against blacks is common in Boston.
- Lives of blacks in Boston are in danger.
- Negro deformity is emphasized in towns and cities, and even in New England.

Document Inferences:

- Free African Americans continued to be discriminated against from the 1790s to the 1820s.
- Free African Americans were discriminated against throughout the United States.

Potential Outside Information Triggered by Document:

African Methodist Episcopal Church	mutual aid societies
disenfranchisement of African Americans	Prince Hall masons
Free African Society	

AP[®] UNITED STATES HISTORY

2009 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT J

Source: David Walker, *Appeal to the Colored Citizens of the World*, 1829.

For my own part, I am glad Mr. Jefferson has advanced his positions for your sake; for you will either have to contradict or confirm him by your own actions, and not by what our friends have said or done for us; for those things are other men's labors, and do not satisfy the Americans, who are waiting for us to prove to them ourselves that we are MEN, before they will be willing to admit the fact; for I pledge you my sacred word of honor, that Mr. Jefferson's remarks respecting us, have sunk deep into the hearts of millions of the whites, and never will be removed this side of eternity.—For how can they, when we are confirming him every day, by our *groveling submissions* and *treachery*?

Remember Americans, that we must and shall be free and enlightened as you are, will you wait until we shall, under God, obtain our liberty by the crushing arm of power? Will it not be dreadful for you? I speak, Americans, for your good. We must and shall be free I say, in spite of you. You may do your best to keep us in wretchedness and misery, to enrich you and your children; but God will deliver us from you. And woe, woe, will be to you if we have to obtain our freedom by fighting.

Document Information:

- Criticizes Jefferson's characterization of Blacks.
- Whites are waiting for colored citizens to prove they are men.
- Whites have taken Jefferson's remarks to heart.
- African American citizens must and will be free.
- Whites will suffer if Blacks have to gain freedom by fighting.

Document Inferences:

- Whites would not accept blacks as equals without violence.
- God was on the side of African Americans.
- African Americans were willing to resort to violence to gain their rights.

Potential Outside Information Triggered by Document:

Banneker, Benjamin	moderate abolitionism
compensated emancipation	radical abolitionism (gradual uncompensated emancipation)
Hemings, Sally	
immediate uncompensated emancipation	Denmark Vesey's Conspiracy

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

1A

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

1 of 6

When the United States of America was created as an independent country at the end of the Revolutionary War against Great Britain, the roots of an entirely new American identity took hold. Though taking influence from its former parent country, the United States began its own system of representative government. Furthermore, the American identity (shaped in the early years of 1775 to 1830) incorporated the ideals of agrarian farming, laissez-faire economic standpoint, and capitalism. Religion, though not a primary influence on the government, also contributed to the shaping of this identity. While this largely benefited American citizens, another group in the United States were affected in other ways. African slaves and their American-born children were ignored by the Constitution (which, in its original form, only referred to slaves as "other persons"), but the contradictory nature of the new American identity both led to greater freedom and more widespread bondage. Slaves and freedmen alike suffered under, exploited, and coped with the aspects of agrarian farming and agriculture in general, capitalism, and Christianity in America.

The American Revolution began the contradictory nature of the American identity as it applied to blacks. The event that began the independence of the American personality also triggered the first opportunities for freedom and assimilation for Black Americans. For example, in Virginia

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

1A

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

296

1775, Lord ~~Dunmore~~ Dunmore, British governor, declared that all slaves ~~and~~ (as well as indentured servants) were free (provided they were the property of rebelling colonists) and should report to fight for Britain. In addition, blacks fought for the opposite side. An example of this occurred in Vermont in the early days of the war. Black soldiers fought bravely against the British with Ethan Allen's Green Mountain Men. This event caused the state of Vermont, though technically it was not a state yet, to pre-emptively ban slavery. Another piece of evidence support black participation in the Constitutional Army is shown in Paul Cuffe's petition, in which he notes that black people helped the colonial cause despite their lack of protection and equality under the law. It is significant to note that this occurred in Massachusetts, one of the states that would later proclaim slavery illegal in the emancipation (or manumission) trend that followed in the late 1780s and early 1790s. However, despite acting initially as a force for freedom, this war would eventually lead to the Constitution that would ignore slavery in Southern states and the issue of black franchise. In addition, the formation of the new government nullified the previous Proclamation of 1763, which limited American expansion. This expansion would be another

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

1A

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

3 of 6

factor affecting slaves.

As the early country grew—so did the desire for expansion. A factor affecting this is the importance of farming/agriculture on American life. The country's first Secretary of State and later third President, Thomas Jefferson, having idealized the yeoman farmer—a small landowner who farmed to little profit. However, another type of farming occurred—~~that~~ plantation agriculture. This widescale type of farming required great amount of land and great amounts of slaves. Greater expansion of the United States allowed for this. However, this, too, was contradictory in nature. The Old Northwest (Ohio, ~~Indiana~~, Indiana, Illinois and Michigan) was established as entirely free by the Northwest Ordinance of 1785. In addition, the Mason-Dixon line and later Ohio River became the line distinguishing free from slave states (this can be seen by the map of slavery in 1830 America, which shows greater slave concentration in slave states). This division would be prove helpful for freedmen and most importantly, runaway slaves, who would migrate north to escape masters and hope for job opportunities in industry. However, the spread of this new country also led to greater slave states and

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

1A

Mandatory <u>1</u>	Part B — Circle one <u>2 or 3</u>	Part C — Circle one <u>4 or 5</u>
-----------------------	--------------------------------------	--------------------------------------

486

greater slaves — as evidenced by the Missouri Compromise of ~~1850~~ 1820, which allowed slavery in that state despite its location above the Mason-Dixon line.

Another significant aspect of American identity was capitalism, as described in Adam Smith's 1776 book Wealth of Nations. This was again a contradictory ~~factor~~ factor. It led to the ability of slaves to earn their freedom through hard work, as shown in Venture Smith's Narrative of 1798. However, it also established laissez-faire style of economic ~~governance~~ governing, which reduced possible interference by the government in ~~slave~~ the sale of slaves. In addition, industry in the North, founded on ideals of capitalism, led to harsh working conditions for freedmen.

Protestantism became a big aspect of American culture through the first and second Great Awakenings. Southern masters used Christianity to justify their ownership of slaves and encourage passivity and obedience in their slaves. However, this had an overall contradicting effect. Slaves, blending African traditions with Christianity, used the religion as a unifying force of identity and a source of hope. One of the conspirators from Gabriel Prosser's 1800 planned rebellion cited

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

1A

Mandatory <u>1</u>	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

586

religion as the source of his belief that their rebellion was justified. In addition, it acted as an assurance of eventual freedom through belief. The community aspect of African-American religion is seen in the painting Negro Methodist Meeting in Philadelphia in the 1790s.

Overall, the American identity had very contradictory effects on black Americans and slaves. The expansion of land, as influenced by agriculture, forces of capitalism, and religion all acted in this manner. Even the very founding of the American identity ~~acted~~ had this effect. In addition, the American identity had very negative aspects that would harm black Americans. Chief among these was the racism blatantly evident in both the North and the South. Used to "empower" poor whites and continue dominant, wealthy white control, racism would often prevent freedmen from obtaining jobs in factories or on smaller farms for pay. This uniform racism would lead to movements of blacks "returning" to Africa, such as Monroe's movement of freedmen to Monroeville (now Monrovia) as described in the letter to ministers from the Vermont ~~East~~ Colonization Society. However, despite this uniform racism, the contradictions of the American identity revealed in this trend

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

1A

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

686

foreshadowed the sectionalism of the antebellum
period that would lead to Civil War

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

1 of 3

Inspired by the democratic ideals of the Revolution, African Americans worked vigorously in the decades following America's birth to gain a similar liberation for themselves, but as new technologies expanded the Southern economy, the seemingly necessary expansion of slavery negated the noble efforts of free black Northerners and slaves themselves, to stop the "peculiar institution." In the South, slaves were focused on obtaining freedom through practical means that had clear consequences, like buying their freedom legally or simply rebelling. Free blacks focused more on the reasons for the necessity of freedom, letting their pride in the Revolution, African heritage, and Christian values guide them towards advocating a moral need for slavery's end.

Many in the South longed to break out of their bondage. One of the most common ways to achieve freedom was to buy one's freedom. Because on many plantations, the slaves were able to develop somewhat close relations with their master, masters then sometimes let the slaves work on the side, in trades such as blacksmithing, to earn money and buy freedom. Venture Smith describes such an occurrence in his Narrative, telling of how his master let him earn money for freedom. Of course, such scenarios were not always the case. Sometimes, slaves resorted to brute force to escape and intimidate their masters. "Ben" describes the motivation for fighting in Gabriel Prosser's Rebellion, saying the Bible's messages compelled the slaves to fight back against slavery. Though generally not successful, other rebellions did make an impact. In 1829, Nat Turner ~~represented~~ led a large slave uprising in what was to be the largest slave

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

1B

Mandatory	Part B — Circle one	Part C — Circle one
<u>1</u>	2 or 3	4 or 5

2 of 3

revolt in US history—an act that represented all of the South's fears of slaves fighting back. Faced with the actual realities of bondage, slaves made a notable effort to gain their freedom, but it was founded on practical ideas ~~that~~ and actions, ~~that would~~ not ideological ones that would lead to freedom.

Free blacks in the North also tried to combat slavery. However, they were primarily motivated by the ideals of the Revolution, and sought both freedom for their brethren and acceptance in society. Paul Cuffe's petition in 1780 powerfully describes the yearning to have similar political rights as whites, especially because of the service African Americans gave during the war. Promoting a sense of racial justice and combating the ideas of slavery, free blacks added a moral power to their arguments. David Walker, in his Appeal to the Colored Citizens of the World, describes the determination of blacks to gain freedom and obtain the rights of free men in America. This sense of willpower gave their argument a stronger, albeit more abstract, feel. Faced with merely segregation, as described by Prince Hall and Hosen Easton, and not actual bondage, Northern blacks found meaning in their arguments to take pride in their race and culture. One expression of such arguments was described by the Vermont Colonization Society, advocating the creation of colonies in Africa for blacks to "return" to. Though Liberia, with its capital Monrovia, was established, this idea never really took hold. However, northern blacks nonetheless impacted the slavery argument, as their abstract ideals of liberty and morality, inspired by the Revolution and the bible, led them to speak out in every way

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

1 B

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

3 of 3

against Southern slavery.

Despite these efforts, however, slavery expanded across the entire South during this time period. The main reason was due to an economic need for slavery. Eli Whitney's cotton gin, invented in the 1790s, led to the meteoric rise in cotton growing. The South needed even more slave labor, therefore, to grow the cotton. Thus, slavery expanded across the South and really took hold in the Deep South States along the Mississippi and the coastal areas where cotton growing was prominent. ~~The rise of the Cotton Kingdom gave the~~ as seen on the map comparing slavery in 1830 to slavery in 1790. The rise of the Cotton Kingdom gave the South a robust economy to complement their strong pride, allowing them to resist efforts to stop slavery. Additionally, Southern responses to rebellions stopped Northern efforts, like after Turner's Rebellion, when the South started describing slavery as a positive good in order to keep it growing.

Though there were intense efforts on the part of African Americans throughout the country to gain and preserve freedom, their armed and moral fight was ~~really~~ no match for the power of King Cotton and its hold on the Southern economy and way of life.

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
-----------------------	--------------------------------------	--------------------------------------

1 C

1 of 3

After the American Revolution, ~~many~~ ^{many} African Americans would be freed were freed from their bondage. However, the majority ~~was~~ languished in the fields under the hand of their masters. Slavery in the United States only increased from 1790 to 1830 as more lands were discovered with the Louisiana purchase, and thus, more slaves needed to work those lands. Responding to the ~~for~~ increasing call of slavery, Free African Americans and ^{their} enslaved brethren sought several methods to escape the discriminatory South. However, the white society would also form their own methods to excuse slavery or ~~change it~~ reduce it. African Americans everywhere ~~would~~ attempted to override and persevere through slavery ^{mainly} by violence, ~~religion~~, and ~~other means~~ religion.

^{Equal} Retaliation against injustices by the white man was a popular idea among African Americans. Injustices, such as the lynchings mentioned by Prince Hall, ~~that were carried out~~ and sexual abuse of women ^{Blacks}.

David Walker proposed and advocated violent retaliation to these criminal acts, who ~~proposed~~ ^{advocated} to obtain freedom by the "crushing arm of power." Several white owners would be murdered by these violent ~~other~~ groups. ~~and~~ Meanwhile Free African Americans such as Frederick Douglass also advocated violent abolitionism ^{or movements such as the Niagara movement.} In response to slavery, whites attempting to alleviate the situation built the American

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
-----------------------	--------------------------------------	--------------------------------------

2 of 3

Colonization Society, proposing to give blacks their "Freedom" by pushing them back to Africa. The movement was rejected by the blacks, believing that America was their land and should also partake in its liberty. Other whites attempted to excuse slavery, known as apologists, such as the enemies of Freedom mentioned by Absalom Jones and Richard Allen.

The African Americans, too, rejected this ~~statement~~ belief, while the South ~~upraised~~ it as a method to protect slavery.

In response to the violent uprisings of the African Americans, the whites increased their strictness over the institution and instead, expanded it.

Participation in the Civil War, as well as ^(and enslavement) payment to be freed, led to ^{both} an increase of free African Americans. Paul Cuffe's petition was heard by the North, which would become a region against slavery. Escaped slaves would reside in the area of the North, and Fugitive Slave Laws asking for their return would be rejected in the North.

Other slaves, like ~~that~~ ^{that} of Venture Smith, sought to buy their own freedom by ~~selling~~ the selling of surplus crops on fields they worked for their own gain. However, southern apologists found ways to excuse slavery, such as George Fitzhugh. Also, open lands in the west by the Louisiana purchase gave a perfect opportunity to move slaves and their families to work on new fields.

Attempting to persevere through the horrors of slavery, many African Americans turned toward religion.

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

1C

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

3 of 3

to help them. The religious Great Awakening that occurred in this era also rounded blacks to participate and form methodist meetings. They believed they would be led out of "Egypt", by the oppressive slavery, toward the "promised land" of freedom. As a conspirator in Gabriel Prosser's Rebellion, Ben also looked toward God as on their side in their battle against slavery. Many enslaved African Americans attended meetings and congregations praising God and in hope and faith for their freedom against slavery.

Slavery was an institution known for all of the time leading up to American history. It was engrained in the souls of white and blacks alike preceding 1775. However, the African Blacks would attempt to free themselves and their brothers still in slavery from discrimination by advocating abolitionism. ~~Still, even as~~ Eventually, a shift against ~~that~~ slavery would occur and instead of fighting against it, America would experience a civil war over this sectional issue of Black freedom.

AP[®] UNITED STATES HISTORY

2009 SCORING COMMENTARY

Question 1

Overview

The document-based question asked students to explain the rise in the number of free African Americans during a time in which the institution of slavery was also expanding. Additionally, students had to analyze the ways in which both free and enslaved African Americans responded to the challenges they faced between 1775 and 1830.

Sample: 1A

Score: 8

This essay's ambitious thesis incorporates themes of capitalism, Christianity, and, later, racism to reconcile the increase in free African Americans that accompanied the growth of slavery. The essay has substantial outside information and analyzes numerous documents. It has a minor imbalance due to its lack of explanation of the decline of slavery in the North, but it has rich details and an impressive argument.

Sample: 1B

Score: 6

This essay has a thesis that addresses all four components of the question, with an implicit reference to the increase in free African Americans. It has some analysis of documents, though the analysis is imbalanced, with little discussion of reasons for the expansion of free African Americans. The essay effectively synthesizes some documents and has some relevant outside information.

Sample: 1C

Score: 4

This essay has an undeveloped thesis. The writing is a little disorganized, and the discussions of the documents are randomly arranged without establishing proper connections. There is very little outside information. A few errors and imbalanced discussion (no mention of slavery expansion) put the essay in the 2–4 score category.