**Continent Divided**

**Document-Based Question Scoring Guidelines**

Explain the reasons why an anti-war movement developed in the United States in response to the US-Mexico War.

Total Possible Points: 7

**Thesis/Argument (0-1 Points)**

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| **Rubric** | **Notes** |
| Student responds to the prompt with a historically defensible thesis/argument.  (1 point)  *To earn this point the thesis must respond to the prompt and not simply restate the prompt. The thesis must be located in the introduction or conclusion.* | The thesis/argument must make a historically defensible claim that establishes the reasons an anti-war movement developed in response to the Mexican American War.  *Examples of reasons demonstrated in the provided documents might include:*   * Expansion of slavery * National honor/unjust war * Means to further political careers * Religious opposition * War based on a lie * Unprovoked war |

**Historical Context (0-1 Points)**

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| **Rubric** | **Notes** |
| Student details the historical context of what is described in the prompt. (1 point)  *To earn this point the student must describe how what is mentioned in the prompt is related to other events that occurred before, during, or after the time frame.* | The response details context relevant to the oppositions to the Mexican American War.  *Examples of context (with appropriate explanation) might include:*   * Ongoing abolitionist movement * Generals from U.S.-MX war assuming the presidency. * Protestant roots of the US * Oncoming Civil War * Opposition to annexation of Texas * Territorial disputes with England |

**Evidence (0-3 Points)**

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| **Rubric** | **Notes** |
| **Evidence from the Provided Documents:**  Student uses the content of at least **three** of the provided documents in their response to the prompt. (1 point)  **OR**  Student uses the content of at least **six** of the provided documents in their response to the prompt. (2 points)  *To receive points for the use of a document the student must effectively describe the document in support of their thesis/argument.* | *See document summaries page for details.*   * Document 1: Sumner, True Grandeur of Nations, 1845 * Document 2: King, The Wilmot Proviso, 1847 * Document 3: Currier, An Available Candidate, 1848 * Document 4: *The* *North Star* Editorial, The War with Mexico, 1848 * Document 5: Tilden, All War Forbidden by Christianity, 1847 * Document 6: Lincoln, Lincoln’s Spot Resolution, 1847 * Document 7: Putnam, God and Our Country, 1847 |
| **Outside Evidence:**  Student uses at least one piece of historical evidence not directly found within the provided documents that is relevant in the defense of the thesis/argument. (1 point)  *To earn this point the student must sufficiently describe the evidence and demonstrate its relevance to their argument.* | *Examples of evidence (with appropriate explanation) might include:*   * Whig opposition to the war * Further instances of abolitionist opposition * Criticisms of or conflicts caused by manifest destiny. * Disinterest in territory containing Catholic peoples. * Disinterest in territory containing Spanish speaking peoples. * Election of Zachary Taylor and Franklin Pierce |

**Analysis (0-2 Points)**

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| **Use of sources:** For at least **three** documents, the student explains the point of view, purpose, audience, significance, etc. **and** explains how/why it is related to their argument. (1 point)  *To earn this point the student must explain how or why the documents selected are related, not just stated they are related.* | *See document summaries page for details.* |
| **Depth of response:** The student demonstrates a complex understanding of the historical event mentioned in the prompt and uses the provided evidence to support their argument.  (1 point)  *There are multiple ways a student can demonstrate depth in their response, some ways might include:*   * *Explaining nuance within an issue* * *Examining pros/cons, causes/effects, or similarities/differences* * *Relating arguments made to wider themes* * *Connecting to relevant time periods* | *Examples of depth of response might include:*   * Explaining how the territory gained from the war lead to further conflict between the political parties and set the stage for the American Civil War. * Explaining how the ongoing abolitionist movement lead to further opposition to war. * Examining similarities to the reasons for other antiwar movements, such as with Vietnam. * Comparing territorial conflicts with Mexico another new country, to the territorial conflicts with England, a stronger, more developed country. * Examining the importance of Protestant religious values in American society at the time. * Relating arguments made against the war to arguments with the outcome and intent of the United States’ manifest destiny. |

**Document Summaries**

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| **Document** | **Summary** | **Response explains point of view, purpose, situation, and/or audience includes but is not limited to:** |
| 1. Sumner, True Grandeur of Nations, 1845 | * Describes important values that people, and countries should have, and that in annexing Texas the United States has endangered its ability to uphold those values. * Argues that annexing Texas is an act of war against Mexico and threatens the national honor of the United States. | * National honor is an important value to uphold, and warring with Mexico will tarnish the United States’ reputation. (point of view) * The United States’ manifest destiny leading to conflict with border sharing countries. (situation) |
| 2. King, The Wilmot Proviso, 1847 | * States that Texas was admitted as a slaveholding state, and that the expansion of slavery was to have stopped with Texas. * Argues that territory should be demanded from Mexico, but it should not be slaveholding territory. | * The Wilmot Proviso is a notable failed bill that demonstrated opposition to the war with the primary reason being to stymie the expansion of slaveholding territory. (purpose) * Evidence of opposition to the war that sees the war as just, however, is in opposition to the outcome of more slaveholding territory. (point of view) |
| 3. Currier, An Available Candidate, 1848 | * Displays a Whig general of the U.S.-Mexico war, likely Zachary Taylor of Winfield Scott, using their notoriety from the war to run for the presidency in 1848 shortly after the war was over. * Asserts that the Whig party is a war mongering party, whose campaign is built on the live lost in war. | * Zachary Taylor won the election of 1848, in part using his notoriety from the U.S-Mexico and won the election with a platform against the expansion of slavery. (situation) * Despite Whigs being opposed to the war, they ran a candidate that fought in it, and built their political careers on it. (point of view) |
| 4. *The* *North Star* Editorial, The War with Mexico, 1848 | * Argues that the U.S.-Mexico War is a war to expand slavery. * States that the Democrat party, the party of James K. Polk, is backed by slaveholders, and that they suppress the rights of African Americans. | * Abolitionist writings that see the U.S.-Mexico War as a means to expand slavery. (point of view) * Douglass, the editor, is a prominent abolitionist, and *The North Star* is an anti-slavery newspaper in New York with an anti-slaveholding readership. (audience) |
| 5. Tilden, All War Forbidden by Christianity, 1847 | * States how war and aggression are often seen as inherently unchristian. * Argues that the U.S.-Mexico war specifically is unchristian because of the atrocities within it. * Views the war itself as a contradiction due to some people’s belief that the war is Christian because they see it as necessary. | * Tilden believes that while war is often seen as unchristian, the U.S.-Mexico War is especially unchristian because of the heinous acts committed in it. (point of view) * Delivered as a sermon to people that share in the Christian faith, and it is backed by what is found in the bible. (audience) |
| 6. Lincoln, Lincoln’s Spot Resolution, 1847 | * Argues that James K. Polk provoked aggression from Mexico to begin the U.S.-Mexico War. * Details how Americans were in Mexican territory when blood is first drawn. * Demands that Polk provide the proper documentation of Mexico starting aggressions on American territory. | * The spot resolution demands that James K. Polk show the spot where American blood was spilled to prove that the U.S.-Mexico War was justified. (purpose) * Delivered in front of Congress, this resolution highlights the conflicts between Whigs and Democrats at the time. (audience) |
| 7. Putnam, God and Our Country, 1847 | * Argues that the war is unjust and unnecessary, and that Christianity is opposed such war, however, extreme opposition to war is not justified. * Explains that some people blindly follow their country, right or wrong, and others equate the war being unjust with the holding of slaves and states that both demand a response of dissolution of the country. | * Delivered as a sermon to people that share in the Christian faith and attempts to bring them to a more levelheaded position on the war. (target audience) * Explains the extreme positions on the war and demonstrates how the statements they make are not good discourse on the subject. (purpose) |