**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
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**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
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**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
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| **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
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**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.
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**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)
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| 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)
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| 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)
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| 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)
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| 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)
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| 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)
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| 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)
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