

Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

- (A) Briefly describe one major difference between Gordon-Reed's and Breen's interpretations of the American Revolution. **1 point**

Examples that earn this point include the following:

- Gordon-Reed mainly looks at the impact of the Revolution on African Americans, but Breen focuses on ordinary colonists without power.
- Gordon-Reed argues that the Revolution did not live up to its perceived goals for African Americans, whereas Breen argues that the Revolution resulted in significant social change.
- Breen argues that the American Revolution resulted in many people actually having new opportunities to improve their situation, while Gordon-Reed argues that enslaved African Americans hoped that talk of liberty would spread during the Revolution.

- (B) Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed's interpretation. **1 point**

Examples that earn this point include the following:

- Gordon-Reed's argument about African Americans' hope that talk of liberty would spread is evident in calls for abolition during and after the American Revolution.
- The Declaration of Independence inspired many African Americans in northern states to petition state governments for freedom.
- The contradiction between revolutionaries' calls for freedom and the existence of slavery led to the formation of antislavery organizations such as the Pennsylvania Abolition Society.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Negotiations related to the three-fifths clause
- Constitutional provision to allow the abolition of the international slave trade
- Growing regional divide over slavery

- Passage of Northwest Ordinance
- African Americans fighting in the Revolution

- (C) Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen's interpretation. **1 point**

Examples that earn this point include the following:

- The Patriot cause was supported by laborers and colonial leaders through various protests, which supports Breen's argument that the Revolution contributed to greater opportunity.
- The Declaration of Independence challenged the status quo by asserting the political rights of citizens, which inspired many to support the Patriot cause and the creation of the United States.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- The development of republican motherhood
- The ideas in Thomas Paine's *Common Sense*
- Participation in political parties
- Bill of Rights
- Federalist and Anti-Federalist debates
- Various political activities, such as protests, boycotts, and resistance to taxes

Total for question 1 3 points