

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 Wilentz's and Bouton's historical interpretations of early United States politics. **1 point**

Examples of acceptable responses may include the following:

- Wilentz claims that early United States politics proved more egalitarian than the Founders had wanted, while Bouton argues that elite men remained in positions of power after the Revolution.
- Wilentz argues that the influence of the Federalists on early United States politics diminished after the Election of 1800, whereas Bouton argues that Federalist ideals continued to shape the political system after the decline of the Federalists.
- Wilentz argues that the Jeffersonian ascendancy opened up the political system, while Bouton argues that elites sought to create a barrier against democracy.
- Wilentz argues that the rise of the Democratic-Republicans after 1800 helped the expansion of democracy, while Bouton argues that the Federalists' limitations on democracy were largely maintained.
- Source 1 argues that the Revolution created more opportunities for democratic participation, while Source 2 argues that the Revolution did not result in widespread democracy.

- B** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Wilentz's argument about early United States politics. **1 point**

Examples of acceptable responses may include the following:

- The passage of the Bill of Rights shows how the new government protected the rights of individuals, which supports Wilentz's argument about growing democratic power.

- The expansion of suffrage to adult white men by states removing property restrictions on voting supports Wilentz's argument about the expansion of democracy in the United States.
- The gradual emancipation of enslaved people in some states supports Wilentz's argument about democratic ideals.

- C** Briefly explain how one event or development from 1789 to 1820 not directly mentioned in the excerpts could be used to support Bouton's argument about early United States politics. **1 point**

Examples of acceptable responses may include the following:

- Bouton argues that elites retained most of the power in the federal government under the Constitution, and the Supreme Court decisions that established the primacy of the judiciary in deciding whether laws passed by elected officials were constitutional supports this claim.
- Most early political leaders and presidents were wealthy men, which supports Bouton's argument that the Revolution did not result in democratic change.
- After 1800 Democratic Republican leadership continued Federalist economic and political policies regarding a strong central government.
- The restriction on voting rights for women supports Bouton's argument that the Revolution did not immediately result in a fully democratic society.
- The framework of government established by the Constitution, including the Senate and the Electoral College, insulated elites from popular democratic influence.
- The continuation of slavery, despite the ideals of the Declaration of Independence, showed the limits of the American Revolution.

Question 3: Short Answer No Stimulus**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 United States government policy from 1783 to 1840. **1 point**

Examples that earn this point include the following:

- The United States remained neutral during the war between Great Britain and France.
- The United States avoided permanent foreign alliances.
- The United States created a system for admitting new states through the Northwest Ordinance.
- The United States expanded west by purchasing Louisiana.
- The Missouri Compromise drew a line determining whether new states were free or slave states.
- The United States formed treaties with Native Americans in an attempt to gain control of more land.
- The federal government fought wars with Native American nations to gain control of more land.
- The federal government created the First National Bank.
- The federal government assumed the Revolutionary War debts of the states.
- Jefferson and Hamilton made a deal to place the national capital in Washington, D.C.

- [b] Briefly explain one similarity OR difference in how two groups responded to political change in the United States from 1783 to 1840. **1 point**

Examples that earn this point include the following:

- Democratic-Republicans and Democrats both resisted the centralization of the federal government.
- Black and White abolitionists opposed the expansion of slavery.
- The Federalist Party encouraged a stronger central government, while the Democratic-Republican Party supported a weaker central government.

- While some groups argued that slavery was protected by the Constitution, others sought to limit its growth or end it altogether.
- Advocates for western expansion championed efforts to use federal power to forcibly remove Native Americans, while Native Americans and others resisted their efforts through warfare and the court system.
- The Democratic Party formed to oppose federal involvement in the economy, while the Whig Party formed to encourage government promotion of economic development.
- As immigration to the United States grew, recent immigrants from Ireland and Germany attempted to preserve elements of their language and culture, while nativists tried to limit immigrants' political power.

- [c] Briefly explain how one historical development from 1840 to 1860 contributed to regional divisions. **1 point**

Examples that earn this point include the following:

- The growing power of the abolition movement in the North contributed to political conflict with the South.
- The Compromise of 1850 increased sectional tensions over government protections for slavery.
- The Kansas-Nebraska Act increased sectional tension and led to Bleeding Kansas.
- The passage of the Fugitive Slave Act intensified Northern abolitionists' opposition to Southern measures to protect and expand slavery.
- The Mexican-American war intensified regional divisions on whether slavery should be allowed to expand into western territories.
- Southern states seceded from the United States following the election of Abraham Lincoln.

Total for question 3 3 points