

Question 2: Short Answer Primary 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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 purpose of political leaders in promoting ideas such as Webster's. **1 point**

Examples of acceptable responses may include the following:

- One purpose was to promote patriotic unity during a time of growing sectionalism in the United States.
- Webster hoped to inspire all parts of the country to work together for the common good.
- One purpose was to promote the belief that the government had the power to fund internal improvements.

B Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech. **1 point**

Examples of acceptable responses may include the following:

- Webster wanted to unify the country, and during the period political leaders debated plans to unify the United States economy, such as the American System.
- Political parties debated the powers of the federal government, such as passing tariffs.
- The Second Great Awakening helped contribute to the individualistic and democratic fervor of the period between 1820 and 1848 and increased some Americans' commitment to their country and government.
- The growth of an antislavery movement in the North intensified regional differences between the North and the South, and some politicians tried to bridge those differences by finding ways to bring the country together.
- The market revolution intensified economic differences between the industrial North and agrarian South and encouraged some politicians to try to find ways to unify the country.

- Attempts to compromise over the expansion of slavery between 1820 and 1848 sought to create national unity.
- Territorial expansion increased sectional tensions, which threatened national unity.

C Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech. **1 point**

Examples of acceptable responses may include the following:

- Later debates over whether the federal government could regulate slavery during the 1850s were similar to the debate in Webster's speech about internal improvements because both involved questions of the extent of federal powers.
- Continued debates over the expansion of slavery were similar to those regarding internal improvements because both often divided along sectional lines.
- Debates around the Dred Scott decision were similar to Webster's discussion of sectional tensions and the need for national unity.
- Debates over secession were similar because they questioned whether the United States was one country or a collection of states.

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 political debate in British North America from 1763 to 1783. **1 point**

Examples of acceptable responses may include the following:

- The end of the Seven Years' War spurred debates over whether colonists in British North America should be taxed to help pay for war debts.
- The Proclamation of 1763 contributed to political debates about westward expansion in British North America.
- The continued presence of British soldiers, who the colonists legally had to quarter according to British laws, resulted in increased political debates about the rights of colonists.
- Colonists debated whether they should declare independence or remain loyal to Great Britain.

B Briefly describe one effect of the ratification of the United States Constitution from 1789 to 1800. **1 point**

Examples of acceptable responses may include the following:

- The Constitution created a new stronger central government for the United States.
- The ratification of the United States Constitution created lasting debates over states' rights versus federal power under the federalist system of government.
- The ratification of the United States Constitution led to debates about economic policies such as creating a national bank.
- The ratification of the Constitution resulted in the eventual addition of the Bill of Rights.
- The executive branch was created as a result of the ratification of the Constitution.
- The establishment of a new government under the Constitution led to the formation of political parties.

- The ratification of the Constitution created a new government that included the separation of powers.

C Briefly explain how one group responded to debates about federal government power from 1800 to 1840. **1 point**

Examples of acceptable responses may include the following:

- In response to states that passed laws that took power from the federal government, the Supreme Court asserted the power to strike down state laws through judicial review.
- Democratic-Republicans believed that the power of the federal government was too high, so they sought to return power back to the states through legislation.
- Loose constructionists called for the federal government to have more involvement in promoting economic development.
- Advocates of internal improvements claimed that the federal government had the power to promote economic development.
- Native Americans resisted the federal government's encroachment onto their sovereign lands.
- Jacksonian Democrats asserted the power of the federal government to enact tariffs.
- A growing antislavery movement pushed for the federal government to end United States participation in the transatlantic slave trade.

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