

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

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- 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.
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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.
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