

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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- 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.
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Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

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A Briefly describe one political development in British North America from 1607 to 1753. **1 point**

Examples of acceptable responses may include the following:

- British American colonies established self-governing institutions.
- In New England, political power was based on participatory town meetings.
- Enlightenment values encouraged colonists in British North America to assert principles of self-governance.
- Colonists' desire for more land prompted conflicts with Native Americans.
- Many proprietary and corporate colonies transitioned to direct royal government.
- British officials did not consistently enforce mercantilist policies.

B Briefly describe one effect of the Seven Years' War from 1754 to 1765. **1 point**

Examples of acceptable responses may include the following:

- Great Britain further taxed its North American colonies to pay for the Seven Years' War.
- The Seven Years' War led to the end of the French colonies in North America.
- The Seven Years' War heightened tensions between the colonists, British officials, and Native American groups.

C Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783. **1 point**

Examples of acceptable responses may include the following:

- In response to debates about the rights of British colonists, American colonists believed government violations of their natural rights justified declaring independence.
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- During the American Revolution, Loyalists attempted to defend the British Crown against Patriots who claimed that the British violated their rights.
 - Patriots rejected British taxation policies, leading to public protests that criticized the rule of the British Crown.
 - British officials asserted their right to govern the colonies and sent soldiers to suppress the colonial rebellion.
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- **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.
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- **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.

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