

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 2: Short Answer Primary Source**3 points****General Scoring Notes**

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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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- [a]** Briefly describe one major difference between Melder's and Lerner's interpretations of the origins of the women's rights movement in the early nineteenth century. **1 point**

Examples that earn this point include the following:

- Melder emphasizes the unity of women in the movement while Lerner discusses the division of women.
- Melder argues that women were brought together through religious movements whereas Lerner argues that the women's rights movement was divided by class.
- Melder argues that women of all social classes felt bound together by a sense of shared experience, while Lerner argues that women's participation in activism was divided along class lines.
- Melder argues that women's motivation for women's rights activism came from their participation in other reform movements, while Lerner argues that middle-class women's motivations came from a desire for political equality.

- [b]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder's interpretation. **1 point**

Examples that earn this point include the following:

- The development that could be used to support Melder's interpretation is how the Second Great Awakening increased women's influence in society.
- Republican motherhood supports Melder's interpretation because it is an example of women expanding and working together in a shared identity to shape society.
- The emergence of separate spheres ideology serves as evidence to support Melder's argument that the division of domestic and public spheres brought women together for the women's rights movement.
- The fact that the Seneca Falls Convention was organized by women engaged in

that involvement in reform movements motivated the creation of the women's rights movement.

- [c]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation. **1 point**

Examples that earn this point include the following:

- The development that could be used to support Lerner's interpretation is how middle-class women were leaders of reform movements.
- The participation of mostly White middle-class women rather than lower-class women at the Seneca Falls Convention or temperance movement would support Lerner's argument.
- The effect of the doctrine of separate spheres on middle-class women, who could often afford to avoid employment outside of the home, compared to working-class women could be used to support Lerner's argument about the class divides within women's activism.
- Women's experience working in the Lowell Mills is an example that supports Lerner's argument as it shows lower class women focused on economic improvement.
- The expansion of suffrage rights to most White men in the first half of the 1800s helps to prove Lerner's argument that the status of women had deteriorated.

Total for question 1 3 points