

Name:  
Teacher:

Date:  
Class/Period:

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- 1) Which issue is most closely associated with abolitionists?
  - A. Women's rights
  - B. Religious freedom
  - C. Slavery
  - D. Temperance
  
- 2) What was the implication of the Supreme Court's decision in *Dred Scott v. Sanford*?
  - A. The Kansas-Nebraska Act was declared unconstitutional.
  - B. Slaves could no longer be considered property.
  - C. Congress could do nothing about slavery in the territories.
  - D. Slaves who escaped to a free state were legally free.
  
- 3) What was the main goal of the American Colonization Society?
  - A. To return slaves to Africa
  - B. To prevent violence against abolitionists
  - C. To resettle freedmen in new territories
  - D. To assist slaves on the Underground Railroad
  
- 4) During the mid-nineteenth century, the women's rights movement achieved which significant right?
  - A. The right to own property
  - B. The right to obtain a divorce
  - C. The right to speak out in public
  - D. The right to work outside the home

- 5) During which era was power-driven machinery introduced in the United States?
- A. The Agricultural Revolution
  - B. The Electronic Revolution
  - C. The Industrial Revolution
  - D. The Social Revolution
- 6) Which nineteenth-century social reformer is best known for working to improve treatment of people with mental illnesses?
- A. Horace Mann
  - B. Abigail Adams
  - C. Margaret Fuller
  - D. Dorothea Dix
- 7) Which statement best describes the regional economic differences during the mid-nineteenth century?
- A. The North specialized in manufactured goods, and the South specialized in cotton.
  - B. The North specialized in tobacco, and the South specialized in food crops.
  - C. The South specialized in textiles, and the North specialized in crops.
  - D. The South specialized in mining, and the North specialized in agriculture.
- 8) What was the final major legislative effort to prevent the Civil War?
- A. The Compromise of 1850
  - B. The Kansas-Nebraska Act
  - C. The Missouri Compromise
  - D. The proposed Crittenden amendments

9) This engraving was published and sold in Massachusetts in 1770. Examine the image carefully; then complete the following tasks.



Retrieved from <http://www.davidstuff.com/historical/revere.htm>

- A. Identify the specific historical event depicted in this image, and summarize what caused this event.
- B. Explain the effect the image had on public opinion and political decisions made during this time period.

**10)** In 1787, delegates to the Constitutional Convention in Philadelphia created a government system to replace the Articles of Confederation. Read the following quotation, and consider the motives of the delegates at the convention.

“[The Founders at the Convention] were, with few exceptions, immediately, directly, and personally interested in, and derived economic advantages from, the establishment of the new system.”

Charles A. Beard, *An Economic Interpretation of the Constitution of the United States*. © 1963 by William Beard and Mrs. Miriam Beard Vagts.

Using your knowledge of the Era of Nation Building (colonization–1877), write an essay in which you assess whether or not it is valid to assert that those who attended the convention were “personally interested in, and derived economic advantages from” the new system. In your essay, discuss TWO of the following to support your analysis:

- Failures of the Articles of Confederation
- Compromises made at the Constitutional Convention
- Federalist and Anti-Federalist views about the government's economic role

You may use additional subjects and/or examples to support your analysis.

Please use the space below to write your response(s) to the writing assignment provided by your teacher. If there are multiple tasks to the question, please clearly label the number or letter of each task in the column to the left of your answers. If you need additional pages for your response, your teacher can provide them.

Please write the name of the writing assignment here: \_\_\_\_\_

**Task**



## Answer Key

- 1) C
- 2) C
- 3) A
- 4) C
- 5) C
- 6) D
- 7) A
- 8) D

## Scoring Criteria

9) **A. Identify the specific historical event depicted in this image, and summarize what caused this event:**

Students should accurately identify the engraving as a representation of the Boston Massacre.

The direct cause of the event was colonists throwing snowballs (some covering rocks) at British troops housed in Boston in 1770. Historical causes of the Boston, or Bloody, Massacre include colonists' resentment of the Townshend Acts, British taxation of common products imported to the colonies, and the presence of British soldiers in the colonists' communities. Many British soldiers took part-time jobs away from the colonists, which further fueled resentment toward the British.

**B. Explain the effect the image had on public opinion and political decisions made during this time period:**

The Boston Massacre had the immediate effect of further inflaming public sentiment against the British. Samuel Adams and other Sons of Liberty used the event as propaganda to incite colonial passions. However, the trial of the British soldiers and the volunteer service of John Adams as the lawyer for the soldiers helped to cool passions in the area. The British soldiers involved received lenient sentences, if any at all. Many Loyalists in the colonies viewed this event as support for their opinion that many colonists were lawless ruffians.

The British repealed the Townshend duties (save for the tax on tea). The nonimportation movement of the American colonists faltered as imports of British goods rose 50 percent in the following two years.

## U.S. History Rubric: Visual Stimulus

- 3 A response at this level provides evidence of thorough knowledge and understanding of the subject matter.**
  - The response demonstrates thoughtful analysis of the prompt topic that effectively supports logical conclusions or interpretations.
  - The response provides insightful explanation of the prompt topic, effectively using accurate content and details with no significant errors or misconceptions.
  - The response effectively conveys knowledge and ideas.
  
- 2 A response at this level provides evidence of basic knowledge and understanding of the subject matter.**
  - The response demonstrates incomplete or inconsistent analysis of the prompt topic that may not support logical conclusions or interpretations.
  - The response provides some explanation of the prompt topic using partially correct content and details that may contain a few errors or misconceptions.
  - The response adequately conveys knowledge and ideas, but portions of the response may lack coherence.
  
- 1 A response at this level provides evidence of minimal knowledge and understanding of the subject matter.**
  - The response demonstrates little or no analysis of the prompt topic to support logical conclusions or interpretations.
  - The response provides little or no explanation of the prompt topic using incorrect and/or incomplete content/details which contain significant errors or misconceptions.
  - The response conveys knowledge and ideas in a manner that is unclear and/or impedes understanding.
  
- 0 A response at this level is not scorable.**
  - The response is off-topic, blank, hostile, or otherwise not scorable.



## Scoring Criteria

- 10) Students should write an essay in which they assess whether or not it is valid to assert that those who attended the convention were “personally interested in, and derived economic advantages from” the new system. In the essay, students should discuss TWO of the following:

Thirty of the delegates (or 55 percent) were businessmen or lawyers who lived on a farm. Many delegates were owed public debt and stood to benefit from a more stable economy and a government able to pay its debt.

- **Failures of the Articles of Confederation:**

The failures of the Articles of Confederation included the inability to create a sound national currency; a bankrupt national government due to the inability to tax; a nation without an effective national army, the army was challenged by events such as Shays’ Rebellion and the Newburgh Conspiracy; and a nation damaged by economic competition from Britain.

The replacement of the Articles of Confederation with the Constitution was controversial, but ultimately, with the addition of the Bill of Rights, it was seen by states and citizens as necessary for continuation of the new nation.

- **Compromises made at the Constitutional Convention:**

Compromises included allowing the national government to regulate interstate commerce, establishing a sound national currency through the printing of money and the collection of taxes, and protecting the system of slavery.

Most historians argue that these particular provisions were not controversial. Uniform trade policies were favored; people wanted a stable currency; and the public supported payment of the national debt. Many of the delegates from the South were slave owners and had an interest in having their slaves counted for representation in Congress.

- **Federalist and Anti-Federalist views on the government’s economic role:**

Many discussions between Federalists and Anti-Federalists focused on the ability of the new system to protect American citizens from intrusions by the central government into their economic matters and their personal lives.

Anti-Federalists were wary of central government intrusion into the economic lives of individuals and sought protections against possible abuse of power by the federal government. The Anti-Federalists supported free trade domestically and with foreign countries. They wanted unencumbered economic transactions, such as entry into contracts and establishment of business and trading relationships.

Federalists advocated a central role for the federal government in matters of taxation and regulation of interstate commerce. The Federalists wanted more regulation of economic transactions and establishment of business.

The compromise between these two groups at the Constitutional Convention led to the guarantee of individual rights and the inclusion of property rights in the Fourth Amendment.

## U.S. History Rubric: Analysis

- 4 A response at this level provides evidence of thorough knowledge and understanding of the subject matter.**
  - The essay demonstrates thoughtful interpretation and/or analysis of the historical issue and its implications.
  - The essay provides insightful explanation of the prompt topic, effectively using relevant and accurate facts, examples, and details from at least two of the required kinds of evidence.
  - The essay effectively conveys knowledge and ideas.
- 3 A response at this level provides evidence of competent knowledge and understanding of the subject matter.**
  - The essay demonstrates reasonable interpretation and/or analysis of the historical issue and its implications.
  - The essay provides sufficient explanation of the prompt topic, appropriately using generally accurate facts, examples, and details from at least two of the required kinds of evidence.
  - The essay adequately conveys knowledge and ideas.
- 2 A response at this level provides evidence of basic knowledge and understanding of the subject matter.**
  - The essay demonstrates incomplete or inconsistent interpretation and/or analysis of the historical issue and its implications.
  - The essay provides some explanation of the prompt topic. Facts, examples, and details included are partially correct, though a few may be incorrect or lack depth. The essay addresses fewer than two of the required kinds of evidence or may address them with little development.
  - The essay conveys knowledge and ideas somewhat unclearly.
- 1 A response at this level provides evidence of minimal knowledge and understanding of the subject matter.**
  - The essay demonstrates little or no interpretation and/or analysis of the historical issue and its implications.
  - The essay provides little or no explanation of the prompt topic. Facts, examples, and details included are mostly incorrect or lack depth. The essay may address fewer than two of the required kinds of evidence.
  - The essay conveys knowledge and ideas in a manner that is unclear and/or impedes understanding.
- 0 A response at this level is not scorable.**
  - The essay is off-topic, blank, hostile, or otherwise not scorable.