

## Spring 2018 Midterm Exam

**I. Long Essay. 1 question. Due March 6, 2018 by 11:59pm via turnitin.com (Canvas).** You are permitted to use your class notes, APUSH assignments and your textbook (Fraser, *By the People*) to complete this essay. No other sources (online or otherwise) should be consulted or used. I will not accept essays that use sources other than the sources permitted above. When using the textbook, notes, or assignments, please paraphrase and do not directly quote the material.

In terms of organization, your essay needs to be in a 5-paragraph essay format with introduction (context/thesis), 3 body paragraphs with historical evidence supporting your thesis, and a conclusion (where you make connections to periods or themes in history).

Directions: In your response you should do the following.

- **Thesis:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion.
- **Context:** Describe a broader historical context relevant to the prompt. To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.
- **Supporting the Argument with Evidence:** Supports an argument in response to the prompt using specific and relevant examples of evidence.
- **Analysis and Reasoning:**
  - 1)** Uses historical reasoning (e.g. comparison, causation, change/continuity over time) to frame or structure an argument that addresses the prompt**AND**
  - 2)** Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question (e.g. explaining nuance of an issue by analyzing multiple variables; explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects; explaining relevant and insightful connections within and across periods; confirming the validity of an argument by corroborating multiple perspectives across themes; qualifying or modifying an argument by considering diverse or alternative views or evidence). This understanding must be part of the argument, not merely a phrase or reference.

**1.** Evaluate the extent to which the election of Thomas Jefferson in 1800 (also known as the “Revolution of 1800”) marked a turning point in American history. In the development of your argument, explain what changed and what stayed the same from the period before the election (1607-1800) and to the period after it (1800-1848).

