

## Part III

### DOCUMENT-BASED QUESTION

**This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.**

#### **Historical Context:**

After the Constitution was created in the United States of America, many questions arose on exactly how the young country was to be governed. Some, such as Alexander Hamilton, believed that the United States needed a strong central government, while others, such as Thomas Jefferson, feared strong government and preferred to leave as much power as possible to the states. As cabinet members in Washington's administration, Hamilton and Jefferson had many disagreements on government policy.

#### **Task:**

Using the information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. **Use evidence from *at least five* documents in your essay.** Support your response with relevant facts, examples, and details. Include additional outside information. Your essay should answer the following two questions:

- Discuss at least two character strengths each of Hamilton and Jefferson
- Evaluate how their character strengths influenced Hamilton and Jefferson's political stance(s)
- Discuss two differences between Jefferson and Hamilton on national policy

**In developing your answers to Part III, be sure to keep these general definitions in mind:**

- describe means “to illustrate something in words or tell about it”**
- discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”**
- evaluate whether their personality traits created the roots of political parties**

**Part A**  
**Short-Answer Questions**

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

**Document 1**

JEFFERSON:  
*But Hamilton forgets  
His plan would have the government assume the state's debts  
Now, place your bets as to who that benefits:  
The very seat of the government where Hamilton sit*

HAMILTON:  
*Not true!*

JEFFERSON:  
*Ooh, if the shoe fits, wear it  
If New York's in debt -  
Why should Virginia bear it? Uh! Our debts are paid, I'm afraid  
Don't tax the South cuz we got it made in the shade  
In Virginia, we plant seeds in the ground  
We create. You just wanna move our money around  
This financial plan is an outrageous demand  
And it's too many damn pages for any man to understand  
Stand with me in the land of the free  
And pray to God we never see Hamilton's candidacy  
Look, when Britain taxed our tea, we got frisky  
Imagine what gon' happen when you try to tax our whisky*  
Source: "Hamilton" the Musical, *Cabinet Battle 1*

(A) In the lyrics of the song above, what issue is Jefferson expressing concerns over? [2]

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(B) Why doesn't Jefferson want the federal government to absorb state debts? [2]

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(C) What is meant by "Why should Virginia bear it? Uh! Our debts are paid, I'm afraid, Don't tax the south cuz we got it made in the shade....?" [2]

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Document 2

HAMILTON:  
*Thomas. That was a real nice declaration  
Welcome to the present, were running a real nation  
Would you like to join us, or stay mellow  
Doin' whatever the hell it is you do in Monticello?  
If we assume the debts, the union gets  
A new line of credit, a financial diuretic  
How do you not get it? If we're aggressive and competitive  
The union gets a boost. You'd rather give it a sedative?  
A civics lesson from a slaver. Hey neighbor  
Your debts are paid cuz you don't pay for labor  
"We plant seeds in the South. We create."  
Yeah, keep ranting.  
We know who's really doing the planting  
And another thing, Mr. Age of Enlightenment  
Don't lecture me about the war, you didn't fight in it  
You think I'm frightened of you, man?  
We almost died in a trench  
While you were off getting high with the French  
Thomas Jefferson, always hesitant with the President  
Reticent- there isn't a plan he doesn't jettison  
Madison, you're as mad as a hatter, son, take your medicine  
Damn, you're in worse shape than the national debt is in  
Sittin' there useless as two shits  
Hey, turn around, bend over, I'll show you where my shoe fits*  
Source: "Hamilton" the Musical, *Cabinet Battle 1*

1. (A) Based on the song, what issue is Hamilton expressing concerns over? [2]

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(B) What lines does Hamilton express the benefits of his financial plan? [2]

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(C) Using this document along with Document 1, differentiate between Hamilton and Jefferson's financial plans. [2]

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2. (A) What lyrics explain the different roles played by Jefferson and Hamilton in war? [2]

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(B) What might these differences tell us about the character strengths of each? [2]

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Document 3

*JEFFERSON:  
When we were on death's door, when we were needy  
We made a promise, we signed a treaty  
We needed money and guns and half a chance  
Who provided these funds?*

*MADISON:  
France*

*JEFFERSON:  
In return, they didn't ask for land  
Only a promise that we'd lend hand  
And stand with them if they fought against oppressors  
And revolution is messy but now is the time to stand*  
Source: "Hamilton" The Musical, *Cabinet Battle 2*

(A) Based on the song, what event is Jefferson referring to in the first stanza? [2]

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(B) Based on the song, England and France are at war. Who, if anyone, does Jefferson believe the United States should support? Why? [2]

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Document 4

HAMILTON:  
*You must be out of your... mind if you think  
 The President is gonna bring the nation to the brink  
 Of meddling in the middle of a military mess  
 A game of chess, where France is Queen and Kingless  
 We signed a treaty, with a King whose head is now in a basket  
 Would you like to take it out and ask it?  
 "Should we honor our treaty, King Louis' head?"  
 "Uh... do whatever you want, I'm super dead."*  
 Source: "Hamilton" the Musical, *Cabinet Battle 2*



## The VIA Classification of 24 Character Strengths

ViaCharacter.org

<b>WISDOM</b>	<b>CREATIVITY</b> <ul style="list-style-type: none"> <li>• Originality</li> <li>• Adaptive</li> <li>• Ingenuity</li> </ul>	<b>CURIOSITY</b> <ul style="list-style-type: none"> <li>• Interest</li> <li>• Novelty-Seeking</li> <li>• Exploration</li> <li>• Openness</li> </ul>	<b>JUDGMENT</b> <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Thinking Things Through</li> <li>• Open-mindedness</li> </ul>	<b>LOVE OF LEARNING</b> <ul style="list-style-type: none"> <li>• Mastering New Skills &amp; Topics</li> <li>• Systematically Adding to Knowledge</li> </ul>	<b>PERSPECTIVE</b> <ul style="list-style-type: none"> <li>• Wisdom</li> <li>• Providing Wise Counsel</li> <li>• Taking the Big Picture View</li> </ul>
<b>COURAGE</b>	<b>BRAVERY</b> <ul style="list-style-type: none"> <li>• Valor</li> <li>• Not Shrinking from Fear</li> <li>• Speaking Up for What's Right</li> </ul>	<b>PERSEVERANCE</b> <ul style="list-style-type: none"> <li>• Persistence</li> <li>• Industry</li> <li>• Finishing What One Starts</li> </ul>	<b>HONESTY</b> <ul style="list-style-type: none"> <li>• Authenticity</li> <li>• Integrity</li> </ul>	<b>ZEST</b> <ul style="list-style-type: none"> <li>• Vitality</li> <li>• Enthusiasm</li> <li>• Vigor</li> <li>• Energy</li> <li>• Feeling Alive</li> </ul>	
<b>HUMANITY</b>	<b>LOVE</b> <ul style="list-style-type: none"> <li>• Both Loving and Being Loved</li> <li>• Valuing Close Relations with Others</li> </ul>	<b>KINDNESS</b> <ul style="list-style-type: none"> <li>• Generosity</li> <li>• Nurturance</li> <li>• Care &amp; Compassion</li> <li>• Altruism</li> <li>• "Niceness"</li> </ul>			<b>SOCIAL INTELLIGENCE</b> <ul style="list-style-type: none"> <li>• Aware of the Motives/Feelings of Self/Others</li> <li>• Knowing what Makes Other People Tick</li> </ul>

(A) What lines above share Hamilton's beliefs about supporting France? [2]

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(B) Looking back at Document 3 and this one, which character strengths best describe the views of Hamilton and Jefferson? [2]

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**Document 5**

“Beware, my dear sir, of magnifying a riot into an insurrection, by employing in the first instance an inadequate force. 'Tis far better to err on the other side. Whenever the government appears in arms, it ought to appear like a Hercules and inspire respect by the display of strength.”  
Source: Alexander Hamilton, 1799

(A) What does Hamilton mean by “whenever the government appears in arms, it ought to appear like a Hercules and inspire respect by the display of strength?” [2]

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(B) Based on this document and your knowledge of social studies, what does this document suggest that Hamilton might have felt about the United States supporting the French people in France in their revolution. [2]

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**Document 6**

"We have lately heard of strange occurrences in France. What is to be the issue of republicanism there may not be doubted. Some here consider this last revolution as an additional proof of the impracticability of republican government. But I will never believe that man is incapable of self-government...On the other hand, I view this last revolution as an additional lesson against a standing army without which is evident that Bonaparte could not have accomplished it."

Source: Thomas Jefferson, 1800, Letter to Everard Meade

(A) What is Jefferson referring to when he mentions the "strange occurrences" that are happening in France? [2]

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(B) How does Jefferson suggest the United States react to what is occurring in France? How does this differ from what Hamilton suggests? [2]

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Document 7

Jefferson lived in Virginia on a plantation called Monticello. About eighty slaves lived and worked at Monticello. They plowed the fields, planted the wheat, and drove the wagons. They cared for the hogs and cows. Household slaves fixed food for Thomas Jefferson and his family. They washed his clothes and cared for his children. The lives of Jefferson and his family were linked with the lives of his enslaved workers.

By law, Jefferson’s slaves were his property. That meant he could buy and sell them. He could give them away. He could hire them out to other farmers. Slaves who didn’t obey were punished. And Jefferson only granted freedom to only seven slaves.

Source: *The Jefferson Monticello*



1. According to the document, what were some of the daily tasks of the slaves living on Jefferson’s plantation. Name at least two. [1 point each]

(A) \_\_\_\_\_

(B) \_\_\_\_\_

2. Using this document along with other documents, as well as your knowledge of social studies, explain how Jefferson’s view on slavery would impact his stance on a financial plan for the United States. [2]

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3. What contradiction does this document suggest about Jefferson’s character strengths. [2]

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## Document 8

About the time of [Thomas Jefferson's appointment as minister to France] and before he was ready to leave the country his wife died, and soon after her burial...he left for France, taking his eldest daughter with him. My mother [Sally Hemings] accompanied Jefferson's daughter as a servant... Their stay was about eighteen months. But during that time my mother became Mr. Jefferson's lover, and when she was called back home she was *enceinte* [i.e pregnant] by him. He desired to bring my mother back to Virginia with him but she objected. She was just beginning to understand the French language well, and in France she was free, while if she returned to Virginia she would be re-enslaved. So she refused to return with him. To induce her to do so he promised extraordinary privileges, and made solemn pledge that her children should be freed at the age of twenty-one years. In consequence of his promise... she returned with him to Virginia. Soon after their arrival, she gave birth to a child, of whom Thomas Jefferson was the father. It lived but a short time. She gave birth to four others, and Jefferson was the father of all of them. Their names were Beverly, Harriet, Madison (myself) and Eston--- three sons and one daughter. We all became freely agreeably to the treaty entered into by our parents before we were born. We all married and have raised families...

Source: *Memoirs of Madison Hemings (1873)*

(A) Who is the author of this document? How might this affect any biases she may have regarding Thomas Jefferson? [2]

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(B) Per Jefferson's agreement regarding the freedom of his children born to a slave, what does this imply about the emphasis he placed on slavery? [2]

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**Document 9**

“The people are if possible to be made to believe, that the Proclamation of neutrality issued by the President of the US was unauthorized illegal and officious—inconsistent with the treaties and plighted faith of the Nation—inconsistent with a due sense of gratitude to France for the services rendered us in our late contest for independence and liberty—inconsistent with a due regard for the progress and success of republican principles...Pains are likewise taken to inflame the zeal of the people for the cause of France and to excite their resentments against the powers at War with her.

Source: Alexander Hamilton, Defense of the President’s Neutrality Proclamation, May 1793

(A) Based on the document, what lines does Hamilton describe the American people’s view on the Proclamation of Neutrality? [2]

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(B) When Hamilton says, ”inconsistent with a due sense of gratitude to France for the services rendered us in our late contest for independence and liberty” what historical event is he referring to? [2]

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(C) What does this document reveal about the nature of the character strengths of Hamilton? [2]

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**Document 10**

*Historian's Account of Jefferson's Presidency*

Jefferson tried to shrink the government and cut costs wherever possible. He reduced the size of the army, halted a planned expansion of the navy, and lowered expenses for government social functions. He also rolled back Hamilton's economic program by eliminating all internal taxes and reducing the influence of the Bank of the United States. Jefferson favored free trade rather than government-controlled trade and tariffs. In the early 1790s, Jefferson, who favored strong state governments, co-founded the Democratic-Republican Party, which oppose Alexander Hamilton's Federalist Party, which favored a strong national government.

*Source: History.com, Thomas Jefferson*

(A) Based on the document, what are two ways in which Jefferson cut costs in the government? [2]

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(B) What were some of the other key factors in Jefferson economic program? [2]

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(C) What is the difference between the Democratic-Republican Party and the Federalist Party demonstrated in this document? [2]

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## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least five documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### **Historical Context:**

After the Constitution was created in the United States of America, many questions arose on exactly how the young country was to be governed. Some, such as Alexander Hamilton, believed that the United States needed a strong central government, while others, such as Thomas Jefferson, feared strong government and preferred to leave as much power as possible to the states. As cabinet members in Washington's administration, Hamilton and Jefferson had many disagreements on government policy.

**Task:** Using the information from the documents and your knowledge of United States history, write an essay in which you

- Discuss at least two character strengths each of Hamilton and Jefferson
- Evaluate how their character strengths influenced Hamilton and Jefferson's political stance(s)
- Discuss two differences between Jefferson and Hamilton on national policy

#### **Guidelines:**

##### **In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least five* documents
- Incorporate relevant outside information
- Support theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme