2018

AP United States History

Scoring Guidelines

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AP® UNITED STATES HISTORY
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Short Answer Question 1

"Although eighteenth-century America was predominantly a rural, agricultural society, its seaboard commercial cities were the cutting edge of economic, social, and political change. . . . In America, it was in the colonial cities that the transition first occurred from a barter economy to a commercial one. . . . The cities predicted the future. . . . Urban people, at a certain point in the preindustrial era, upset the equilibrium of an older system of social relations and turned the seaport towns into crucibles of revolutionary agitation."

Gary B. Nash, historian, *The Urban Crucible*, 1986

"The colonist's attitudes toward civil uprising were part of a broader Anglo-American political tradition. In the course of the eighteenth century, colonists became increasingly interested in the ideas of seventeenth-century English revolutionaries . . . and the later writers who carried on and developed this tradition. . . . By the 1760s . . . this . . . tradition provided a strong unifying element between colonists North and South. It offered, too, a corpus of ideas about public authority and popular political responsibilities that shaped the American revolutionary movement. Spokesmen for this English revolutionary tradition were distinguished in the eighteenth century above all by their outspoken defense of the people's right to rise up against their rulers."

Pauline Maier, historian, *From Resistance to Revolution*, 1991

Using the excerpts above, answer (a), (b), and (c).

a) Briefly describe ONE major difference between Nash's and Maier's historical interpretations of the origins of the American Revolution.
b) Briefly explain how ONE specific historical event or development from the period 1754–1800 that is not explicitly mentioned in the excerpts could be used to support Nash's argument.
c) Briefly explain how ONE specific historical event or development from the period 1754–1800 that is not explicitly mentioned in the excerpts could be used to support Maier's argument.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
No response. Response is completely blank.

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Short Answer Question 1 (continued)

Question-Specific Scoring Guide

- ONE point for describing one major difference between Nash's and Maier's historical interpretations of the origins of the American Revolution
- ONE point for explaining how one specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Nash's argument
- ONE point for explaining how one specific historical event or development from the period 1754 to 1800 that is not explicitly mentioned in the excerpts could be used to support Maier's argument

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics 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.

Note: Students may refer to intellectual developments, cultural trends, or events that precede the time period specified in the question (i.e., the Great Awakening, Lockean political philosophy, Whig political traditions, Bacon's Rebellion). Students should be credited for responses where the context of the reference makes clear that they are referring to the continued aftereffects or reverberations of these events or ideas into the period specified by the question.

Note: The same example can be used to respond to more than one section of the prompt, but the response needs to provide specific and explicit explanations for how the example provides evidence to answer each section.

Note: Merely mentioning an event will not result in the awarding of points in parts (b) and (c). Responses must specifically explain how the events represent evidence that can support the author's claim.

Examples of responses to (a) that would earn credit:

- Nash argues that:
  - The social changes that contributed to the American Revolution emerged from coastal seaports in British North America, particularly out of the commercial and free-market activity generated in these seaports.
  - New social and commercial relations made it more likely that colonists would revolt against Great Britain to create a more democratic social and political order.

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Short Answer Question 1 (continued)

- While Maier argues that:
  - Older Anglo-American (trans-Atlantic) political ideas and writings that the colonists shared with Great Britain, dating back to the 17th century, were the root of revolutionary traditions and thought in the colonies.
  - Ideas crossing the Atlantic, going back to the 1600s, helped bind together the northern and southern colonies and were the primary shapers behind the American revolutionary movement.

Credited responses must explicitly address the substance of both excerpts.

Examples of responses to (b) that would earn credit:

- Many protests occurred against taxation and commercial laws such as the Townshend Duties, the Tea Act, and the Coercive (Intolerable) Acts in colonial cities.
- Mechanics, artisans, laborers, and seaport day laborers in colonial seaports (including women) formed the core of the grassroots revolutionary protest.
- Growing class formations in the seaport towns (i.e., free laborers, workers, financiers, merchants) fostered conflict and protest by upending traditional social relations.
- Some people called for the abolition of slavery during the American Revolution in New England colonies with fewer slaves.
- Sections of the United States with fewer slaves (New England) had greater participation in the Revolution.
- The Great Awakening started in New England towns and coastal seaports and quickly spread inland and southward, thereby encouraging the emergence of new ideas about individual liberty and freedom and anti-authoritarianism that became more commonplace by the start of the Seven Years' War.
- Printed material by Thomas Paine and other Enlightenment thinkers circulated more quickly in coastal cities.
- Laborers and artisans participated in the independence movement.
- Coastal trade centers benefited greatly from mercantilism during the first half of the 18th century — the so-called period of salutary neglect; however, the Navigation Acts became more problematic in and around those centers as the British government imposed taxes to raise revenue after 1763.

Examples of responses to (c) that would earn credit:

- A renewed interest in republicanism and republican ideals spread across the Atlantic.
- Whig political ideas and writings, such as those of John Locke and other Enlightenment thinkers, spread across the Atlantic where they influenced many in the colonial elite.
- The Articles of Confederation represented many political ideas that had originated across the Atlantic.
- The first president and the author of the Declaration of Independence were both from the Virginia elite.
- Colonists in the later 18th century shared Anglo-American revolutionary traditions originating in the English Civil War.
- The First Great Awakening encouraged the emergence of new ideas about individual liberty and freedom and anti-authoritarianism.
- Religious ideas and writings of the First Great Awakening, such as those of George Whitefield, spread across the Atlantic where they influenced many.

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Short Answer Question 1 (continued)

- There were traditions of revolt amongst colonists and enslaved people operating outside the bounds of coastal seaports (e.g., the Paxton Boys, Regulators, slave rebellions, Shays' Rebellion, Puritans, Pilgrims, Bacon's Rebellion, etc.).
- Printed materials by Thomas Paine and other English writers circulated widely throughout the colonies and greatly influenced colonial thought.
- The actions of the First Continental Congress reflected the continuation of English revolutionary traditions by representatives from throughout the colonies, not merely seaports.
- The signing of the Declaration of Independence represented the acceptance of Enlightenment and English revolutionary thought by a wide range of representatives from throughout the colonies.

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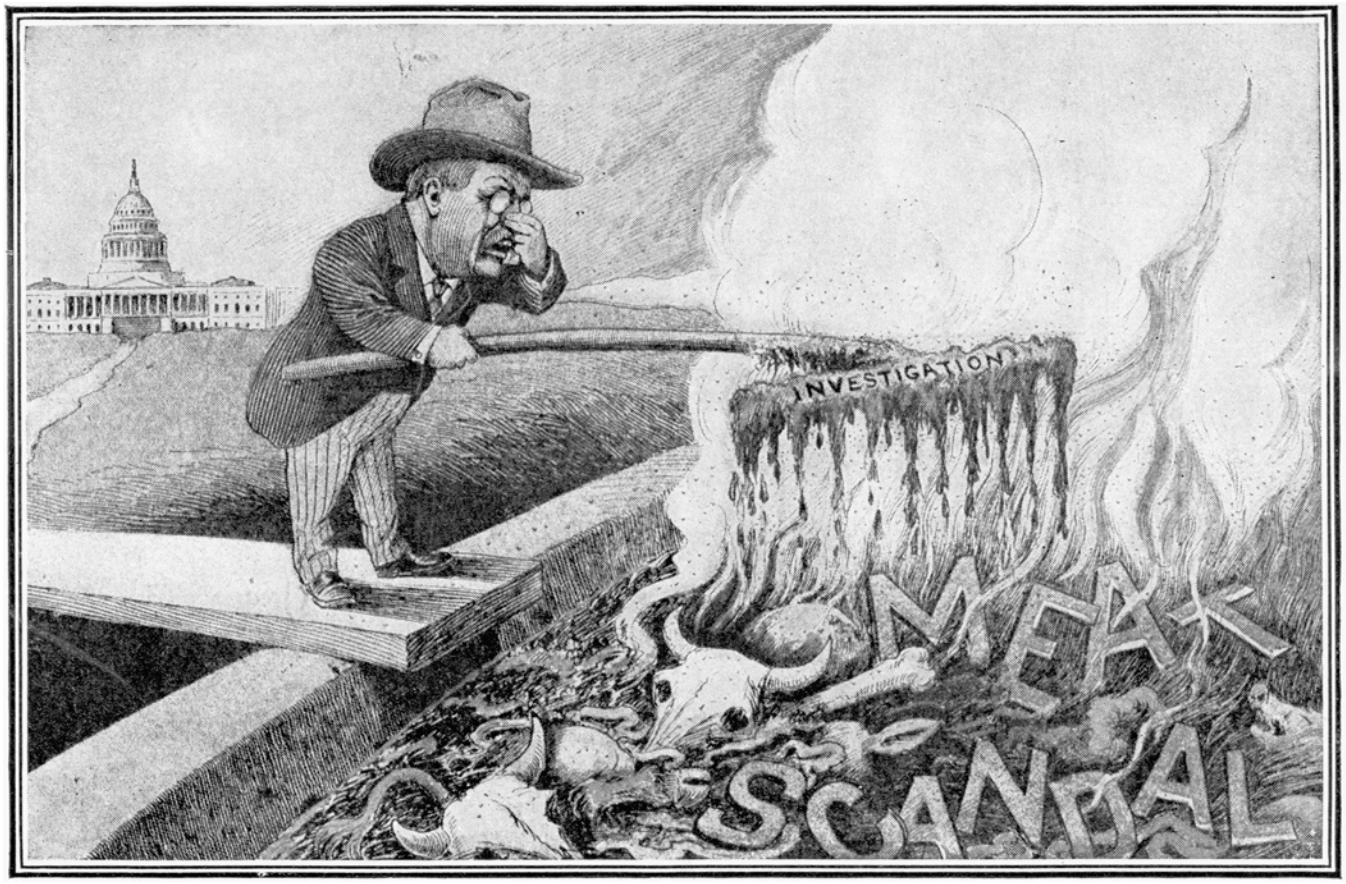
Short Answer Question 2



A Nauseating Job, But It Must Be Done Saturday Globe © Bettmann/Corbis

The Progressive Era image above depicts President Theodore Roosevelt. Using the image, answer (a), (b), and (c).

a) Briefly describe ONE perspective expressed by the artist about the role of government in society.
b) Briefly explain how ONE event or development led to the historical situation depicted in the image.
c) Briefly explain ONE specific outcome of Progressive Era debates about the role of government in society.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

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Short Answer Question 2 (continued)

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing perspective expressed by the artist about the role of government in society
- ONE point for explaining one event or development that led to the historical situation depicted in the image
- ONE point for explaining one specific outcome of Progressive Era debates about the role of government in society

Scoring Notes

Introductory notes:
- Each point is earned independently.
- **Accuracy:** These rubrics 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.

Examples of responses to (a) that would earn credit:
NOTE: Responses must specifically explain how the perspective expressed by the artist is related to the role of government and may not merely describe the content of the cartoon.
- Public expectations changed concerning the role of government in regulating health and safety issues, especially the meat industry; many people thought the government should extend or enlarge its role in protecting the health and welfare of citizens.
- Government, particularly the president and Congress, should take a more active, if sometimes reluctant, role in regulating the economy.
- President and Congress resisted being goaded into reform, as demonstrated by Theodore Roosevelt's hesitant, nose-holding stance and his walking out on the plank over the vat of rotten meat and "scandal."
- Theodore Roosevelt's response to these and other reform issues was an important turning point concerning the role of presidential power.
- A perceptive response might note that the artist has a certain degree of skepticism of the role of muckraking journalists (an attitude shared by the subject of the illustration, Theodore Roosevelt).

Examples of responses to (b) that would earn credit:
NOTE: The response must explain an event or development that is a cause of the situation depicted in the image.
- The rise of Progressive Era health, safety, and workplace concerns.
- Upton Sinclair's *The Jungle* exemplified muckraking related to this issue.

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Short Answer Question 2 (continued)

- The tradition of laissez-faire government and weak or no regulation of food or business.
- Industrialization of agriculture and the meat industry.
- Muckrakers such as Ida Tarbell, McClure's Magazine exposed problems to the public.
- General muckraking journalism attacked businesses for putting profit before the public interest.

Examples of responses to (c) that would earn credit:

NOTE: The response must provide a new concept or an elaboration of a concept addressed earlier, not just a repetition or inversion of (a) or (b).

- The passage of Meat Inspection Act, 1906 and Pure Food and Drug Act, 1906 (FDA).
- The rise of specific Progressive Era health, safety, and workplace reforms.
- The government took a more proactive, if still reluctant, role in protecting consumers.
- The regulatory role of the government became more legitimate, undercutting the doctrine of laissez faire.
- Roosevelt used the Sherman Anti-Trust Act to dismantle "bad trusts."
- Roosevelt advocated for his Square Deal and the three Cs (control of corporations, consumer protection, and conservation of natural resources).
- Trust-busting continued into Taft and Wilson administrations.
- The enactment of state and federal child labor laws in response to the issues depicted in the image.
- Woodrow Wilson Administration efforts to regulate economy and business (e.g., Clayton Anti-Trust Act, creation of the Federal Reserve, creation of the income tax).

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Short Answer Question 3

Answer (a), (b), and (c). Confine your response to the period 1500 to 1750.

a) Briefly describe ONE specific historical difference between the role of religion in Spanish colonization and in the colonization of New England.
b) Briefly describe ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England.
c) Briefly explain ONE specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one specific historical difference between the role of religion in Spanish colonization and in the colonization of New England
- ONE point for describing ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England
- ONE point for explaining one specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies

Scoring Notes

Introductory notes:
- Each point is earned independently.
- **Accuracy:** These rubrics 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.

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Short Answer Question 3 (continued)

Examples of responses to (a) that would earn credit:
NOTE: Credited responses must explicitly address both Spanish colonization and the colonization of New England.

- New England colonists were typically Protestant while Spanish colonists were Catholic.
  NOTE: To identify Catholicism and Christianity as different is not an acceptable response.
- New England colonists were more likely than Spanish colonists to establish settlements as religious enclaves.
- New England colonists were more likely than Spanish colonists to have settled in the Americas in order to obtain greater religious autonomy from the state.
- Religion was one of many motivations for Spanish colonists (or a primary motivation for a minority), whereas it was a primary motivation for many 17th-century New England colonists.
- Spanish colonists often treated colonization as a means of proselytizing native peoples while many New England colonists sought to create separate religious communities.
- New England colonists made religion more central to government and civic engagement than did the Spanish.
- The Spanish engaged in more extensive proselytizing among native peoples than did New England colonists.
- The English used force to acquire land, while the Spanish used force to require religious conversion among Native Americans.
- Spanish missions were larger and more common than conversion efforts such as New England praying towns.
- The Spanish colonists were a majority religious group in their home countries, while the New England colonists were a minority religious group in their home country.

Examples of responses to (b) that would earn credit:

- Both groups of colonizers sought to proselytize Christianity (Catholicism and Puritanism) and convert Native Americans in the New World.
- Both groups made religion part of civic life/community development.
- Native Americans in both the Southwest and New England used religion to help maintain their own culture in the face of colonization.
- Religious issues influenced the political sphere and government for both.
- Both used religion to justify exploitive labor systems.
- Both used religion and/or ideas of religious superiority to justify land acquisition and the displacement and domination of native people.
- Both were not tolerant of other religions in their colonies and often persecuted members of other religious groups.

Examples of responses to (c) that would earn credit:
NOTE: Examples must be confined to the period from 1500 to 1750 to earn credit.

- Spanish:
  - *Encomienda* system
  - Missions
  - Large-scale conversion to Catholicism
  - Pueblo Revolt
  - Conflicts between church and state

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Short Answer Question 3 (continued)

OR

- New England:
  - Puritan influence on government (e.g., Mayflower Compact, Fundamental Orders of Connecticut)
  - Local democracy in town meetings
  - Half-Way Covenant
  - Praying towns
  - Salem witch trials
  - Great Awakening
  - Puritan dissenters and the creation of new colonies in Connecticut and Rhode Island (Anne Hutchison, Roger Williams, Thomas Hooker)
  - Development of religious educational institutions (Harvard)
  - "City Upon a Hill" as an example of religious "greatness"

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Short Answer Question 4

Answer (a), (b), and (c).

a) Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
b) Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
c) Briefly explain ONE specific historical impact of the internal migration patterns in either period.

Scoring Guide

0–3 points

Score 3
Response accomplishes **all three** tasks set by the question.

Score 2
Response accomplishes **two** of the tasks set by the question.

Score 1
Response accomplishes **one** of the tasks set by the question.

Score 0
Response accomplishes **none** of the tasks set by the question.

Score NR
No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980
- ONE point for describing one specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980
- ONE point for explaining one specific historical impact of the internal migration patterns in either period

Scoring Notes

Introductory notes:
- Each point is earned independently.
- **Accuracy:** These rubrics 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.

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Short Answer Question 4 (continued)

- **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.

Examples of responses to (a) that would earn credit:
NOTE: Credited responses must explicitly address both periods.

- Ongoing shift of rural population to cities of North and Midwest from 1910 to 1940 (e.g., Great Migration); greater shift of population to Sun Belt in the post-1945 period (e.g., Florida, California, Texas, Arizona, etc.).
- Population migration as a result of depression and want (push factors: foreclosure, loss of home, farm, lack of work, racism) 1910–1940 (e.g., Dust Bowl); migration as a result of affluence and economic change in the post-1940 period.
- Mexicans and Mexican Americans moved around the United States for work and to escape discrimination 1910–1940; post-1945 period, vigorous debates over Mexican labor.
- Ease of transportation: road system rudimentary between 1910–1940; interstate highway system constructed and easier mobility after 1940.
- People began moving to suburbs in much larger numbers following the conclusion of World War II. (NOTE: This could also be used as a similarity if the response compares it to other suburbanization movements in the first period.)

Examples of responses to (b) that would earn credit:

- The Great Migration of African Americans out of the South and to the North, Midwest, and West took place in both periods.
- Population shifted to follow industry and jobs in both periods.
- African Americans moved to escape discrimination in both periods.
- Population shifted to pursue military work in both periods (World War I in earlier period, World War II and the Cold War in later period).
- Trains and automobiles enabled internal migration in both periods.

Examples of responses to (c) that would earn credit:
NOTE: Responses must correctly identify an impact of internal migration from one of the periods as a historical effect, not a cause.
1910–1940

- Realignment of the Democratic Party.
- Early Civil Rights movement grew out of African American experiences after migration to the North, Midwest, and West.
- Changing racial and ethnic makeup of urban centers in North, Midwest, and West.
- Rise of the Harlem Renaissance.
- Musical styles moved from regions of origin and blend with others (e.g., blues and jazz).

1940–1980

- Urban racial conflict in the North and West (e.g., Zoot Suit riots).
- White flight phenomenon caused by racial/ethnic transitions in many urban areas.
- Movement of professional sports teams to the West; NASCAR; country music.
- Southernization/suburbanization of political culture; reapportionment of congressional seats.
- Retirement of older Americans to the South and West and political ramifications.
- Rise of conservatism.

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Short Answer Question 4 (continued)

- African Americans had more income and hence ability to support civil rights causes.
- African Americans who stayed in the South had some bargaining power for change.
- Musical styles move from regions of origin and blend with others (e.g., Motown, hip hop).
- Movement away from city centers resulted in urban decay and increases in urban crime rates due to a loss of tax revenue.
- Cultural conformity of white "picket fence" communities.
- Japanese Internment; forced migration of Japanese and Japanese Americans (1942–1946).

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AP® UNITED STATES HISTORY
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Question 1 — Document-Based Question

Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about causes of the expanding role of the United States in the world in the period from 1865 to 1910. *Examples that earn this point include:* • "This change in foreign policy was caused by the need for new markets to expand [the] US economy and by imperialist sentiment. However, the most important cause of this change in the US's role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive." • "In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture."
B: Contextualization (0–1)	Describes a broader historical context relevant to the prompt. (1 point) *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.*	To earn the point, the response must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910. *Examples of context might include the following, with appropriate elaboration:* • The impact of the Civil War on the United States role in the world • International competition to establish colonies and maintain empires from 1865 to 1910 • Increasing United States industrialization and saturation of the domestic market, resulting in a desire to develop new global markets for goods • The closing of the frontier

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Question 1 — Document-Based Question (continued)

C: Evidence (0–3)	**Evidence from the Documents:** Uses the content of at least **three** documents to address the topic of the prompt. (1 point) *To earn 1 point the response must accurately describe — rather than simply quote — the content from at least three of the documents.* **OR** Supports an argument in response to the prompt using at least **six** documents. (2 points) *To earn 2 points the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.*	*See document summaries page for details.* • Document 1: Treaty concerning Russian possessions, 1867 • Document 2: Strong, *Our Country*, 1885 • Document 3: Mahan, *Interest of America in Sea Power*, 1897 • Document 4: *Boston Globe* cartoon, "Hardly Know Which to Take First," 1898 • Document 5: Hay, Second Open Door Note, 1900 • Document 6: *Puck* cartoon, "It's 'Up to' Them," 1901 • Document 7: Theodore Roosevelt, Fourth Annual Message, 1904
	Evidence Beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point) *To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.*	*Evidence used might include the following, with appropriate elaboration:* • The annexation of Guam at the end of the Spanish-American War (1898) could be used as evidence about the expansion of the United States beyond North America and in the Pacific. • The overthrow and annexation of Hawaii from 1894 to 1898 could be used as evidence of United States efforts to expand its control over other kingdoms or nations in the same period. • Missionary work could be used as evidence beyond the documents of the efforts of Americans to extend cultural influence and assert cultural superiority over other nations through the spread of Christianity ("White Man's Burden"). • The United States efforts to bring peace through diplomacy at the end of the Russo-Japanese War could serve as evidence of its more visible role as an international power. • Spanish-American War • Platt Amendment • Insular cases • Roosevelt Corollary to the Monroe Doctrine • Panama Canal • Great White Fleet • Big Stick/Big Brother Policies

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Question 1 — Document-Based Question (continued)

D: Analysis and Reasoning (0–2)	**Sourcing:** For at least **three** documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point) *To earn this point, the evidence must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.*	*See document summaries page for examples of possible explanations of the relevance of sourcing.*
	Complexity: 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. (1 point) *A response may demonstrate a complex understanding in a variety of ways, such as:* • *Explaining a nuance of an issue by analyzing multiple variables* • *Explaining both similarities and differences, 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.*	*Examples of demonstrating a complex understanding might include:* • Explaining a nuance by exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded • Explaining similarities and differences in the United States role in different parts of the world • Explaining connections to other time periods such as efforts to establish United States international standing in the late 18th and early 19th centuries • Confirming the validity of the response's argument about the United States expanding role in the world by explaining how different documents corroborate the argument in spite of differing perspectives among the authors (for example, adroitly using the Puck cartoon which criticizes imperialism as well as the Roosevelt document that justifies it) • Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time • Proving the relative importance of causes throughout the paper, not simply stating their importance

If response is completely blank, enter -- for all four score categories A, B, C, and D.

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Question 1 — Document-Based Question (continued)

Document Summaries and Possible Sourcing

Document	Summary of Content	Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	• Russia cedes territory in North America to the United States for $7.2 million in gold. • Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws	• United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent (situation). • Foreign nations viewed the United States as a more important international power as a result of the treaty (audience).
2. Strong, *Our Country*, 1885	• Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land • Thinks Anglo-Saxon religion and culture have particular merit and deserve to control more land	• Advocates of United States imperialism promoted ideas about racial competition and "Anglo-Saxon" superiority (point of view). • Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions (situation). • Strong sought to impress on American leaders the need to acquire more lands and resources (purpose).
3. Mahan, *Interest of America in Sea Power*, 1897	• Claims that Britain's power and influence has been derived by its ability to support its international trade with a powerful navy • Argues United States does not have sufficient naval power to assert its interests in the Caribbean or Central America, nor to protect its own seaboards	• European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests (situation). • Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America's influence abroad (point of view). • Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East (purpose).
4. *Boston Globe* cartoon, "Hardly Know Which to Take First," 1898	• Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories • Uncle Sam is unsure which to capture first	• The United States engaged with Spain in the Spanish-American War over control of islands in Spanish possession (situation). • The cartoonist portrayed McKinley as serving the interests of United States imperialists by acquiring these lands in the Far East and Caribbean regions (point of view).

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Question 1 — Document-Based Question (continued)

5. Hay, Second Open Door Note, 1900	• Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations' rights there, and ensure free trade there	• The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests (situation). • United States had not been issued equal trade access, as had other European powers (through so-called "spheres of influences"), from the Chinese authorities. This was an attempt to assert United States' equal rights to the markets of China (situation). • The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion (purpose).
6. *Puck* cartoon, "It's 'Up to' Them," 1901	• Cartoon depicting Uncle Sam offering both soldiers and school teachers to indigenous Filipinos • Suggests United States was willing to use both military force and educational uplift to gain power abroad	• The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation (situation). • The cartoonist depicted Uncle Sam as an Imperialist giving the Filipinos a choice as to how it would like to be conquered either through peaceful or military means (point of view).
7. Theodore Roosevelt, Fourth Annual Message, 1904	• Argues that those who oppose necessary action in foreign lands are timid and unmanly • Argues that sometimes peace results from engaging in necessary conflict • Argues nations must act to protect their rights and interests • Argues United States simply wants stability in Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention	• The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors (situation). • Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats (point of view).

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Question 1 — Document-Based Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays 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 essays 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the U.S. ideal of manifest destiny." (*This example suggests a historically defensible line of argument development.)*
- "The country was doing this for a few reasons, such as expanding its territory, (manifest destiny or imperialism) preserving its national interests such as trading with China, and helping other nations." (*This example establishes the analytic categories for the argument.)*

Examples of unacceptable theses:

- "Due to this, America began to embark on an imperialistic mission in the latter half of the 1800's in the name of economic, social, and political 'necessities'." (*This example is too generic and not specific to the time period.*)
- "Different causes and events had a major importance in expanding the role of the US in the world." (*This example largely restates the prompt.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader

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Question 1 — Document-Based Question (continued)

historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910.

Examples of context might include:

- The impact of the Civil War on the United States role in the world
- International competition to establish colonies and maintain empires from 1865 to 1910
- Increasing United States industrialization and desire to develop new markets for goods
- The closing of the frontier in 1890

Example of acceptable contextualization:

- "In the aftermath of the war, internationally the world was changing, Europe was slicing up Africa, many countries started fighting for their independence, and the fight for influence and money ensued between the most powerful nations. During the time periods of 1865–1900, the US sought to keep up with Europe and expand its sphere of influence in the world under the leadership of Roosevelt, McKinley and other presidents." (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "Throughout all of American history, the debate over whether or not to create alliances with foreign countries continues to be prominent. Documents such as Washington's Farewell Address or the Monroe Doctrine warned against these alliances. However, towards the end of the 1800's, America began to engage in foreign countries through alliances or attempting to imperialize other nations." (*This example does not earn credit for contextualization because it is historically inaccurate in asserting that the Monroe Doctrine warned against alliances, and it is not a trend or development that influenced imperialism of the late 19th century.)*

C. Evidence (0–3 points)

Evidence from the Documents

In order to earn 1 point for using evidence from the documents, the response must address the **topic** of the prompt by using at least **three** documents. To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote or paraphrase — content from at least three of the documents to address the topic of the prompt.

Example of describing the content of a document:

- "Doc. 6 depicts Uncle Sam, its purpose showing the US having control over the country, trying to seem generous, when it actually isn't." (*This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the cause of the expanding role of the United States in the world, so it does not contribute toward the second point.*)

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Question 1 — Document-Based Question (continued)

Example of unacceptably describing the content of a document:

- "Document 6 is the effect of document 2, where the whites try to get other people to share the wonders of Christianity, albeit in a slightly conventional way." (*This example does not contribute toward describing evidence from the documents relevant to the topic because it misinterprets the document and is confused in its assertion.*)

OR

Document Content — Supporting an Argument

Responses earn 2 points by using the content of at least six documents to support an argument that responds to the prompt. (2 points) To earn 2 points, responses must accurately describe the document's content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Example of supporting an argument using the content of a document:

- "However, social causes were also a factor in the practice of American Imperialism. There was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxon, were a more fit race than any to expand, and Christianize and civilize the rest of the world (Doc. 2)." (*This example connects Strong's inferred Social Darwinism to the cause of the United States expansionism.*)

Example of unacceptably supporting an argument using the content of a document:

- "Document 2 really demonstrates the effect of religious superiority, and the pride in racial heritage." (*This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the cause of the expanding role of the United States in the world, so it does not contribute toward the second point.*)

Evidence Beyond the Documents

In order to earn 1 point for evidence beyond the documents, the response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the topic. To earn this point, the evidence must be described and must be more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as supporting **evidence beyond the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

Evidence used might include the following, with appropriate elaboration:

- Anti-Imperialist League; Peace Movement
- Algeciras Conference, 1906
- Berlin Conference, 1884–1885
- Burlingame Treaty, 1868
- Chinese Exclusion Act
- Gentleman's Agreement

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Question 1 — Document-Based Question (continued)

- Root-Takahira Agreement, 1908
- Dollar diplomacy
- Annexation of Guam
- Platt Amendment/ Teller Amendment
- Annexation of Hawaii
- Insular cases
- Roosevelt Corollary to the Monroe Doctrine
- Mexican Revolution
- Manifest Destiny
- *USS Maine*; The *Maine*
- Missionary work
- Social Darwinism
- Panama (Hay-Bunau-Varilla Treaty, 1903)
- Panama Canal
- Russo-Japanese War; United States mediation (Treaty of Portsmouth, 1905)
- Spanish-American War
- Filipino Insurrection, Emilio Aguinaldo
- Venezuela Crisis
- "White Man's Burden"
- William Seward (Seward's Folly, Seward's Icebox)
- Yellow Journalism (William Randolph Hearst, Joseph Pulitzer)
- Theodore Roosevelt's foreign policy; Big Stick diplomacy, jingoism
- Treaty of Paris, 1899

Example of acceptable use of an additional piece of specific historical evidence:

- "Newspapers had risen in popularity among the public, a majority who could read, and many companies competed to attract the public's attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cuban." (*This example uses a particular piece of evidence beyond the documents to make a connection to a larger argument.*)

Example of unacceptable use of an additional piece of specific historical evidence:

- "The result of Josiah's saying was Manifest Destiny. This westward expansion would create new states and territories, importantly also creating the Missouri Compromise." (*This example would not earn credit for evidence beyond the documents because it is historically inaccurate and not connected to the question concerning late 19th-century American imperialism*)

D. Analysis and Reasoning (0–2 points)

Document Sourcing

For at least three documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt. To earn this point, the response must explain how or why — rather than simply identifying — the document's point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

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Question 1 — Document-Based Question (continued)

Example of an acceptable explanation of the relevance of the document's point of view:

- "The point of view of the artist is actually critical of America's policy of imperialism, seeing it as a sign of America's ego in its superiority and greed." (*This example contributes toward a point for document sourcing because it correctly identifies the point of view of the cartoon as satirical of United States imperialism.)*

Example of an unacceptable explanation of the relevance of the document's point of view:

- "The document (4) shows the pride many Americans felt at living in a country that controlled such vast amounts of territory." (*This example does not contribute toward a point for document sourcing because it falsely states that the cartoon illustrates a United States point of view that is positive concerning overseas expansionism when the cartoon portrays the opposite.*)

Example of an acceptable explanation of the relevance of the document's purpose:

- "Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War; it was fought to liberate Cuba but it ended with the oppression of the Philippines." (*This example contributes toward a point for document sourcing because it links the purpose of the cartoon to the effect of expansionism for the Filipinos.)*

Example of an unacceptable explanation of the relevance of the document's purpose:

- "The purpose of this document was to tell America why Russia was ceding its territory and giving permission." (*This example does not contribute toward a point for document sourcing because it presents the content of the document and does not explain its purpose.)*

Example of an acceptable explanation of the relevance of the historical situation of a document:

- "The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of." (*This example contributes toward a point for document sourcing because it situates the document in reference to the Spanish-American War and the increased possibilities that became open to the United States abroad.)*

- **Example of an unacceptable explanation of the relevance of the historical situation of a document:** "According to the Puck cartoon (Document 6), the United States sent missionaries to the Philippines." (*This example does not contribute toward a point for document sourcing because it does not connect United States missionary activity to the expansion of its role in the world.*)

Example of an acceptable explanation of the relevance of the audience:

- "This highlights that Strong was appealing to a White audience likely to support imperialism for the maintenance of racial hierarchy." (*This example contributes toward a point for document sourcing because it connects the audience for Strong's book to support the reason behind imperialism.*)

Example of an unacceptable explanation of the relevance of the audience:

- "In document 1, the audience is the United States government." (*This example does not contribute toward a point for document sourcing because it does not connect the stated audience to the relevant argument concerning causes of imperialism.)*

Demonstrating Complex Understanding

The response demonstrates a complex understanding, using evidence to corroborate, qualify, or modify an argument that addresses the question.

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Question 1 — Document-Based Question (continued)

Demonstrating a complex understanding for this prompt might include:

- Explaining a nuance by exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded
- Explaining similarities and differences in the United States role in different parts of the world
- Explaining connections to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries
- Confirming the validity of the response's argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors
- Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time
- Exploring the effects of imperialism on indigenous peoples above and beyond inferences from documents

This understanding must be part of the argument, not merely a phrase or reference.

Example of demonstrating complex understanding:

- *The response qualifies its argument throughout by interweaving historically insightful nuances that richly qualify the argument. The following example illustrates this sophisticated historical analysis*:
  "The US took many efforts to try to assimilate the Filipinos to make them have the same political and societal views as they did. This reflects the ongoing trend of that time of racial superiority which is synonymous to how the US treated newly freed slaves at home. However, despite the imposing negative shadow the US cast over conquered lands due to nationalism, this feeling came from a sense of morality and genuine care for other people."

Example of unacceptably demonstrating complex understanding:

- *This essay fails to deeply qualify the argument for it is too general and nondescript throughout. The following example illustrates this simplistic approach:* "This time period was difficult to go through, but when other nations realized that they needed the United States, it gave them what they all wanted and needed. Over time, the United States' role expanded to helping others by trading, protecting and claiming their territories for the better of their lives."

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question

Evaluate the extent to which commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775. *Examples that earn this point include:* • "Because of mercantilism . . . This caused very little economic change or deviation between the two, and caused the colonies to become heavily subservient to Britain." • "This system of exchange [mercantilism] restricted and harmed the British North American economy."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt (1 point) *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 a reference.*	To earn the point, the response must accurately describe a context relevant to the ways in which commercial exchange systems such as mercantilism fostered change in the British North American economy. *Examples of context might include the following, with appropriate elaboration.* • The development of joint-stock companies • The growth of British imperial power • Increasing trans-Atlantic and worldwide economic connections and trade • Increased British role in international slave trade • European competition in the New World • Extended discussion of mercantilism

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Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Economic activity in three colonial regions: North (shipping, fishing), Middle (grains), South (cash crops such as tobacco, indigo, rice) • African slave trade • Triangular trade/growth of merchant class • Agrarian societies/Plantations • South Atlantic System/West Indies • Indentured servants/Bacon's Rebellion (1676) • Navigation Acts • Salutary neglect • Woolen Act (1699) • Hat Act (1732) • Molasses Act (1733) • Iron Act (1750) • Currency Act (1751) • Seven Years' War (French and Indian War), 1754–1763 • Pontiac's Rebellion/Proclamation of 1763 • Stamp Act (1765)/Stamp Act Congress • Sugar Act (1764) • Townsend Acts (1767–8) • Tea Act (1773)/Boston Tea Party • Intolerable/Coercive Acts (1774) • Colonial boycotts • Committees of correspondence/Sons of Liberty/ Daughters of Liberty

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Question 2 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **Complexity:** 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 (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a 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.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how the growth of trade and mercantilist exchange fostered the increased availability of consumer goods in 18th-century British American colonies • Explaining how colonial efforts to avoid mercantilist restrictions helped foster the growth of smuggling and informal trade networks **OR** *Ways of demonstrating a complex understanding of this prompt might include the following:* • Explaining a nuance of an issue by analyzing multiple variables, such as examining how mercantilism and British salutary neglect of the colonies existed simultaneously • Explaining both continuity and change, such as the continued agricultural nature of the economy even as trade expanded and became more important • Explaining relevant and insightful connections within and across periods, such as connecting economic development in the colonial period with that during the market revolution or industrialization in the 19th century • 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, such as arguing that mercantilism had both positive and detrimental effects on the British American economy

If response is completely blank, enter - - for all four score categories: A, B, C, and D.

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Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

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- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays 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 essays 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 points)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "Commercial exchange systems such as mercantilism fostered change in the British North American economy from 1660 until the beginning of the Revolutionary War by pushing the colonies away from a simple, bartering lifestyle that is dependent on British goods to a complex, commercialized economy that was self-sufficient." *(The response suggests an evaluative line of argument development.)*
- "Commercial exchange systems such as mercantilism fostered a great deal of change in the British North American economy because it meant an increase in the shipping industry, a single yet ready market for the colonies, and an increase in the use of slavery in the colonies." *(The response establishes the analytic categories for the argument.)*

Examples of unacceptable theses:

- "The switch to mercantilism created a bad economy for the colonies but not Britain." *(This mentions the economic situation in the colonies but does not suggest a line of reasoning about how commercial exchange systems such as mercantilism contributed to that claim).*
- "The British North American economy fostered change to a great extent due to commercial exchange systems such as mercantilism." *(This example largely restates the prompt.)*

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Question 2 — Long Essay Question (continued)

B. Contextualization (0–1 points)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point the response must accurately describe a context relevant to the ways in which commercial exchange systems such as mercantilism fostered change in the British North American economy.

Examples might include the following, with appropriate elaboration:

- The development of joint-stock companies
- The growth of British imperial power
- Increasing trans-Atlantic and worldwide economic connections and trade
- Increased British role in the international slave trade
- Reduction in Puritan rules and beliefs
- Commercial revolution of 18th century
- Seven Years' War between Britain and France
- Increased intercolonial trade

Example of acceptable contextualization:

- "As soon as the first settlers landed in the New World it was an opportunity for economic gain. The Spanish had the intention of finding gold in Mezoamerica. The French also had the intention of making money in the north through the all-important fur trade. Many English settlers came to the New World in search of economic gain, mostly the wealthy." *(The response earned 1 point for contextualization because it has a short but accurate description of the economic motivations of three empires in the age of mercantilism.)*

Example of unacceptable contextualization:

- "Under the system of mercantilism, a colony, such as America, is only able to buy and sell resources and products from its mother country, Britain. *(The response did not earn the point for contextualization because it does not fully explain a broader historical situation relevant to the prompt. Instead it provides only a straightforward definition for the term "mercantilism.")*

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

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Question 2 — Long Essay Question (continued)

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:

- Navigation Acts of 1660, 1663, 1673, and 1696
- Staple Act (1673)
- Woolen Act (1699)
- Hat Act (1732)
- Molasses Act (1733)
- Iron Act (1750)
- Currency Act (1751)
- Smuggling/piracy
- Stamp Act (1765)
- Seven Years' War (French and Indian War), 1754–1763
- Sugar Act (1764)
- Townshend Acts (1767–8)
- Tea Act (1773)/Boston Tea Party
- Intolerable Acts (1774)
- Colonial boycotts of British goods
- Committees of correspondence/Sons of Liberty/Daughters of Liberty

Example of acceptably providing evidence relevant to the topic of the prompt:

- The end of salutary neglect would lead to "the establishment of acts like the Tea and Stamp Act. These acts hindered the colonist's economy as they were forced to be taxed on everyday goods. This appalled Americans as they were restricted of also their trade with other nations due to Britain." *(The response earned 1 point for evidence. The response correctly identifies legislation and its impact on the colonial economy. The evidence is not used to advance an argument about changes in the British North American economy, so it did not earn the second point.)*

Example of unacceptably providing evidence relevant to the topic of the prompt:

"The invention of the cotton gin increased revenue and allowed mercantilism to enter into the trade between the colonies and Great Britain." *(The response incorrectly identifies the cotton gin as having relevance to the era of mercantilism. Not enough specific and relevant information was provided to earn the point.)*

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

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Question 2 — Long Essay Question (continued)

Example of acceptable use of evidence to support an argument:

- "For example, the Molasses Act put a tariff on foreign goods that limited the ability of colonists to buy cheaper goods, while measures such as the Woolen Act prevented them from manufacturing within the colonies because English manufacturers depended on their markets." *(The response correctly identifies two specific pieces of relevant information, which are then used to develop the larger argument that mercantilism prioritized the colonial production of raw goods.)*

Example of unacceptable use of evidence to support an argument:

- "Then as events such as the French and Indian War destroyed the British economy, it looked to the colonies. . . . This marked the overturning of the economy as the colonies were now seen as a source of income." *(The response earned 1 point for providing examples of evidence relevant to the topic of the prompt. The response did not earn a second evidence point because the example is not used to fully develop an argument about economic change.)*

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the growth of trade and mercantilist exchange fostered the increased availability of consumer goods in 18th-century British American colonies
- Explaining how American efforts to avoid mercantilist restrictions helped foster the growth of smuggling and informal trade networks

Example of acceptable use of historical reasoning:

- "Commercial exchange systems led to a change from the headright system to an increased use of slavery. . . . In addition, the Navigation Acts led to increased economic dependence of the colonies upon Britain." *(The response earned 1 point because it identifies the ways in which commercial exchange systems affected the British North American economy and its role in mercantilism; however, this is not developed in a complex fashion to earn the additional analysis point.)*

Example of unacceptable use of historical reasoning:

- "British North American colonies focused on planting food crops to support themselves and their economy. However, the soil was terrible, so they turned to other methods." *(This did not earn the first point for historical reasoning because the argument is too vague and the language does not indicate change, continuity, comparison, or causation.)*

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Question 2 — Long Essay Question (continued)

OR

Complexity
Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as examining how mercantilism and British salutary neglect of the colonies existed simultaneously
- Explaining both continuity and change, such as the continued agricultural nature of the economy even as trade expanded and became more important
- Explaining relevant and insightful connections within and across periods, such as connecting economic development in the colonial period with that during the market revolution and industrialization in the 19th century
- 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, such as arguing that mercantilism had both positive and detrimental effects on the American economy

This understanding must be part of the argument, not merely a phrase or reference.

Example of acceptable demonstration of a complex understanding:

- *The response earned the point for complexity as the argument makes relevant and insightful connections by building from the economic freedom of the early colonial period to later colonies in* "defiance of English rule." *The response notes that* "England paid very little attention to its colonies due to its own inner turmoil." *The response then expands on this by discussing the* "loosely-enforced Navigation Acts" *which allowed the colonies* "to expand and prosper independently." *It then connects this to the end of salutary neglect and the French and Indian War. Finally, the response builds toward the act that* "taxed colonists and that put some restraint on their economic independence . . . and infringed on colonial independence in other ways."

Example of unacceptable demonstration of a complex understanding:

- *This response earned 1 point for historical reasoning because it presents a straightforward change over time argument about the colonies becoming an increasing source of wealth for Great Britain. It does not earn the complexity point, however, because it does not demonstrate a nuance, explain continuity as well as change, explain relevant connections across periods, or achieve the other criteria for complexity.* "To this end, Britain encouraged production of cash crops such as sugar and tobacco, as well as raw materials such as lumber and iron and agricultural products. Britain also discouraged domestic industries in the colonies, preferring that colonists purchase British goods."

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AP® UNITED STATES HISTORY
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Question 3 — Long Essay Question

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how the Civil War fostered change in the United States economy in the period from 1861 to 1900. *Examples that earn this point include:* • "The Civil War fostered economic change in the fact that the Southern labor force was forever changed, but it fostered less economic change, due to the North's and South's role in the economy staying the same." • "Due to the Civil War from 1861, America's economy massively changed due to Industrialization, the creation of railroads, and the stopping of slavery in entirety."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *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 a reference.*	To earn this point, the response must accurately describe a context relevant to the ways in which the Civil War fostered change in the United States economy in the period from 1861 to 1900. *Examples of context might include the following, with appropriate elaboration.* • Industrial expansion, particularly in the North • Government support for economic development • Adoption of standardized parts and industrial manufacturing • Corporate consolidation and monopolies • Boom and bust business cycle • Market Revolution • Internal improvements: roads, canals, etc. • Sectional tension: Missouri Compromise through Compromise of 1850 • Institution of slavery • Political aspects of Reconstruction

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Question 3 — Long Essay Question (continued)

C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Sherman's "March to the Sea" • Union blockade of the South • Southern war debt/bonds • Emancipation Proclamation (1863) • King Cotton • Greenbacks • Free Silver/William Jennings Bryan • Homestead Act (1862) • Transcontinental railroad; Union/Central Pacific Railroads • Freedmen's Bureau • Black codes/Jim Crow/Ku Klux Klan • Robber barons/captains of industry: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J.P. Morgan • Labor unions/strikes (general or specific) • Thirteenth, Fourteenth, Fifteenth Amendments • Sharecropping/tenant farming/crop-lien system • Economic aspects of Reconstruction • Morrill Tariff (1862) • Carpetbaggers/scalawags • Grant's scandals/Jay Gould/James Fisk • Panic of 1873 • Redeemers/Redemption • Trusts/monopolies/corporations • Alexander Graham Bell/AT&T • Thomas Edison • George Westinghouse • General Electric • Pacific Railway Acts (1862 and 1864) • Vertical/horizontal integration • Gospel of Wealth/Social Darwinism • Jane Addams/Hull House • Child labor • Samuel Gompers/American Federation of Labor (AFL) • Eugene V. Debs • Assembly line/Taylorism • Second Industrial Revolution • Immigrant labor/nativism • New South/Henry Grady • Textile mills • Booker T. Washington/W. E. B. DuBois • Migration for jobs

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Question 3 — Long Essay Question (continued)

		• Exodusters • Gilded Age • Urbanization • Interstate Commerce Act (1887)/Interstate Commerce Commission • Grange/Farmers' Alliance • Economic imperialism
D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **Complexity:** 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. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a 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*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how innovations that began during the Civil War, such as the abolition of slavery or a standardized system of currency, contributed to economic changes over time • Explanations of how some broader elements of the economy, such as regional divisions between a more agricultural South and more industrial North or the growing role of big business and particular industries such as railroads, demonstrated continuity over time in spite of the Civil War **OR** *Demonstrating a complex understanding might include:* • Explaining a nuance of an issue by analyzing multiple variables, such as effects of transportation changes on westward expansion and imperialism and their ties to the economy • Explaining both continuity and change, such as continuities in the United States economy in addition to changes • Explaining relevant and insightful connections within and across periods by linking the economic impact of the Civil War with the economic impact of other wars • Confirming the validity of an argument by corroborating multiple perspectives, such as considering the place of poor white Southerners in the economy in addition to African Americans and plantation owners

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Question 3 — Long Essay Question (continued)

	• *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.*	Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the South experienced economic devastation during the war but then recovered after the war through renewed industrialization in certain areas, renewed cotton cultivation through systems such as sharecropping, and establishment of new systems of labor control

If response is completely blank, enter - - for all four score categories: A, B, C, and D.

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Question 3 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays 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 essays 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "The Civil War fostered economic change in the fact that the Southern labor force was forever changed, but it fostered less economic change, due to the North's and South's role in the economy staying the same." *(The response suggests a line of reasoning with both change and continuity.)*
- "Due to the Civil War from 1861, America's economy massively changed due to Industrialization, the creation of railroads, and the stopping of slavery in entirety." *(The response establishes the analytic categories for the argument.)*

Examples of unacceptable theses:

- "After the war, much damage was done to the South, including their major cities and plantations. Their economy struggled greatly during and in the years after the war." *(The example is primarily descriptive and provides no basis for an analytical claim.)*
- "The Civil War totally flipped the US economy upside-down from 1961-1900. At the end of wartime, the US has some strengths and weaknesses that it had to address. The economy was rejuvenated and new. While also being archaic and unable to keep up with current laws." *(This attempts to suggest a line of reasoning about how the Civil War changed the economy but is too vague.)*

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Question 3 — Long Essay Question (continued)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn this point, the response must accurately describe a context relevant to the ways in which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

Examples might include the following, with appropriate elaboration:

- Small producers before the war
- Industrial expansion, particularly in the North
- Southern reliance on cotton production
- Government support for economic development
- Adoption of standardized parts and industrial manufacturing
- Corporate consolidation and monopolies
- Boom and bust business cycle

Example of acceptable contextualization:

- "Throughout the first half of America's 19th century, the country was going through the market revolution. The nation was developing a national economy as internal improvements sprung up, connecting the country with canals and roads. Amidst this economic change however, sectional tensions between the North and South developed and grew." (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "Factories continue even beyond 1900 for the same purpose, which is making materials necessary in war & civilian life. . . . Factories provided a huge shift and boom for American wealth to both workers although not as much as the employers who make a lot of money which helped sti[m]ulate the American economy and made it prosperous for a good while until the depression." (*This example in itself would not earn credit for contextualization because occasional references to the 20th century are vague and not clearly relevant to the prompt.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

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Examples of evidence used might include:

- Sherman's "March to the Sea"
- Union blockade of the South
- Southern war debt/bonds
- Emancipation Proclamation
- King Cotton
- Greenbacks
- Free Silver/William Jennings Bryan
- Homestead Act (1862)
- Transcontinental railroad; Union/Central Pacific Railroads
- Freedmen's Bureau
- Black codes/Jim Crow/Ku Klux Klan
- Robber barons/captains of industry: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J. P. Morgan
- Labor unions/strikes (general or specific)
- Thirteenth, Fourteenth, Fifteenth Amendments
- Sharecropping/tenant farming/crop-lien system
- Economic aspects of Reconstruction
- Morrill Tariff (1862)
- Carpetbaggers/scalawags
- Grant's scandals/Jay Gould/James Fisk
- Panic of 1873
- Redeemers/Redemption
- Trusts/monopolies/corporations
- Alexander Graham Bell/AT&T
- Thomas Edison
- George Westinghouse
- General Electric
- Pacific Railway Acts (1862 and 1864)
- Vertical/horizontal integration
- Gospel of Wealth/Social Darwinism
- Jane Addams/Hull House
- Child labor
- Samuel Gompers/American Federation of Labor (AFL)
- Eugene V. Debs
- Assembly line/Taylorism
- Second Industrial Revolution
- Immigrant labor/nativism
- New South/Henry Grady
- Textile mills
- Booker T. Washington/W. E. B. DuBois
- Migration for jobs
- Exodusters
- Gilded Age
- Urbanization

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Question 3 — Long Essay Question (continued)

- Interstate Commerce Act (1887)/Interstate Commerce Commission
- Grange/Farmer's Alliance
- Economic imperialism

Example of acceptably providing evidence relevant to the topic of the prompt:

- "Business moguls like John D. Rockefeller and Andrew Carnegie made trusts out of oil and steel, respectively." (*This example cites evidence relevant to the topic, so it earned the first evidence point, but it does not use that evidence to support an argument about changes in the United States economy, so it did not earn the second point.*)

Example of unacceptably providing evidence relevant to the topic of the prompt:

- "After being freed, many Africans Americans in the South traveled North in the Great Migration." (*This response did not earn credit for evidence because the term is outside of the time period.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- "The Southern half of the US stayed rooted in its agricultural traditions following the Civil War. The agricultural economy had relied on slave labor which was no longer available, Southern farmers turned to slavery-like practices such as sharecropping to keep African Americans bound to work for very little pay." (*This example connects a specific piece of evidence — the development of sharecropping — to ways in which the South remained largely agricultural despite changes from the Civil War.*)

Example of unacceptable use of evidence to support an argument:

- "In addition to African Americans, immigrants from Asia, Poland, Ireland, and many other countries traveled to the North." (*This example cites evidence relevant to the topic, so it would count for the first evidence point, but it does not use that evidence to support an argument about changes in the United States economy due to the Civil War or another relevant argument, so it did not earn the second point.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

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Question 3 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how innovations that began during the Civil War, such as the abolition of slavery or a standardized system of currency, contributed to economic changes over time
- Explanations of how some broader elements of the economy, such as regional divisions between a more agricultural South and more industrial North or the growing role of big business and particular industries such as railroads, demonstrated continuity over time in spite of the Civil War

Example of acceptable use of historical reasoning:

- "The Civil War boosted industry in the North and destroyed agriculture in the South. The Northern economy thrived due to an increase in industry production for Union troops and extended trade with other countries such as Egypt. The Southern Economy was left in ruins due to need for confederate soldiers, trade blockade by the North, destruction of land, and the abolition of slavery." (*This example earned the point for historical reasoning because it compares/contrasts the war-caused economic growth in the North with war-caused economic devastation in the South.*)

Example of unacceptable use of historical reasoning:

- "The Civil War also fostered another Great change in the economy, but in a negative way in the South." (*This sentence did not earn the point for historical reasoning because the attempt at a comparison is only stated on one side and undeveloped due to "change" and "negative" being too vague.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as effects of transportation changes on westward expansion and imperialism and their ties to the economy
- Explaining both continuity and change, such as continuities in the United States economy in addition to changes
- Explaining relevant and insightful connections within and across periods by linking the economic impact of the Civil War with the economic impact of other wars
- Confirming the validity of an argument by corroborating multiple perspectives across themes, such as considering the place of poor white Southerners in the economy in addition to African Americans and plantation owners
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the South experienced economic devastation during the war but then recovered after the war through renewed industrialization in certain areas, renewed cotton cultivation through systems such as sharecropping, and establishment of new systems of labor control
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the Southern economy did not change much as a result of the Civil War

This understanding must be part of the argument, not merely a phrase or reference.

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Question 3 — Long Essay Question (continued)

Example of acceptable demonstration of a complex understanding:

- *The following thesis sets up a more complex and nuanced approach to the prompt than typically seen. The response continues to develop this line of argument throughout the essay, arguing that the "economy & industry of the Northern states" saw "minimal" shift, the transition from slavery to sharecropping was "purely nominal" and railroad expansion during the war "acted as a catalyst for acceleration, not change" that was "inadvertent." This framework allows for discussion of continuity and change as well as comparison of the North to the South. This response earned both points for analysis.* "The economic situation of the country, while being accelerated on its original course, was not changed in any drastic fashion. The North remained an Industrial & Manufacturing economy. The South remained an agrarian economy (with sharecroppers instead of slaves), and the railroads built during the Civil War to facilitate troop movements only solidified the Northern Economic dominance prevalent before the war."

Example of unacceptable demonstration of a complex understanding:

- *The following response provides a framework for analysis through discussion of transportation improvements, agriculture, and big business. However, it does not expand its analysis to generate a more complex argument. Therefore, this response earned the first point but did not receive the second point for analysis and reasoning.* "The construction of the railway opened many new markets through the easier transportation of goods. . . . The 13th amendment freeing slaves saw the South changing it's farming policy to sharecropping. . . . The government took a hands-off approach to the economy."

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Question 4 — Long Essay Question

Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	**Thesis/Claim:** Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point) *To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.*	The thesis must make a historically defensible claim that establishes a line of reasoning about how scientific or technological innovation changed the United States economy from 1950 to 2000. *Examples that earn this point include:* • "Scientific and technological innovations changed the United States economy in the period 1950–2000. Due to those innovations a mass consumption culture emerged as well as a shift to service based industries." • "From 1950 to 2000 scientific and technological advances and innovations heavily impacted the United States economy. The two major factors that played into this were the cold war and mass consumerism and production."
B: Contextualization (0–1)	**Contextualization:** Describes a broader historical context relevant to the prompt. (1 point) *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 a reference.*	To earn this point, the response must accurately describe a context relevant to the ways in which scientific or technological innovation changed the United States economy in the period from 1950 to 2000. *Examples of context might include the following, with appropriate elaboration.* • World War II and the Cold War • The emergence of corporate research and development departments as sources of scientific and technological innovation • Federal government investment in science and technology • Baby Boom/mass consumption. • Automation and deindustrialization/transition to a service economy.

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Question 4 — Long Essay Question (continued)

C: Evidence (0–2)	**Evidence:** Provides specific examples of evidence relevant to the topic of the prompt. (1 point) *To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.* **OR** **Supports an Argument:** Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points) *To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.*	*Examples of evidence used might include:* • Airplanes • Computers • Internet • Telephones/cell phones • Television • Silicon Valley • G.I. Bill (1944) • Apple (Steve Jobs); Microsoft (Bill Gates) • Interstate Highway Act (1956) • Levittowns • Birth control pill • Space race • NASA • Strategic Defense Initiative • Polio vaccine • Stagflation • OPEC/oil crisis • Trickle-down/supply-side economics • Globalization • Service economy • Rust Belt • Military-industrial complex • Robotics • Sun Belt • Consumerism • Nuclear weapons • Cold War technology

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Question 4 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	**Historical Reasoning:** Uses historical reasoning (e.g., comparison, causation, continuity, and change over time) to frame or structure an argument that addresses the prompt. (1 point) *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.* **OR** **Complexity:** 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. (2 points) *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:* • *Explaining a 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.*	*Examples of using historical reasoning to frame or structure an argument might include:* • Explaining how the development and evolution of particular technological innovations (such as computers or the Internet) contributed to economic changes over time • Explanations of how some broader elements of the economy (such as capitalism or basic financial structures) demonstrated continuity over time in spite of scientific or technological changes. **OR** *Demonstrating a complex understanding might include:* • Explaining a nuance of an issue by analyzing multiple variables, such as the interactions of multiple technologies that fostered economic change • Explaining both continuity and change, such as continuities in the United States economy in addition to changes • Explaining relevant and insightful connections within and across periods by linking scientific and technological innovation between 1950 and 2000 and between 1850 and 1900 • Confirming the validity of an argument by corroborating multiple perspectives across themes, such as linking changing trade policy to the exportation of American popular culture as a component of globalization • Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as critiques of technological change
If response is completely blank, enter - - for all four score categories: A, B, C, and D.		

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Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays 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 essays 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- "Scientific and technological innovations in the 1950s to 2000 changed the United States economy by providing jobs and new discoveries, however, the new improvements weren't always a positive effect on the economy." *(The response suggests a line of argument about the extent of change.)*
- "Scientific advancements and new technology during 1950-2000 changed America forever, as it marked transition from an agricultural and industrial economy, to a more tertiary sector economy, which diversified America's economy." *(This response sets categories for analysis that effectively address the prompt.)*

Examples of unacceptable theses:

- "During the modern era which took place from 1950 to 2000, scientifical and technological innovations changed the whole U. S. economy in a good way." *(This response is too generic.)*
- "Technological innovations changed the U.S. economy in the period from 1950 to 2000 to the full extent." *(This response merely restates the prompt.)*

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader

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Question 4 — Long Essay Question (continued)

historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the ways in which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

Examples might include the following, with appropriate elaboration:

- World War II and the Cold War as sources of scientific and technological innovation
- The emergence of corporate research and development departments as sources of scientific and technological innovation
- Federal government investment in science and technology
- Baby Boom/mass consumption
- Automation and deindustrialization/transition to a service economy

Example of acceptable contextualization:

- "When soldiers returned from the war they wanted to start families which caused the "Baby boom." Families then moved out of the city and into suburbs. Cookie-cutter house were cheap and easy to make." *(This response describes a broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- "The consumers who buy these products would help businesses and provide a smooth flow in economy around 1920's–1930's when the Jazz Age was popular." *(This response's attempt at contextualization is merely a phrase and lacks relevance to the topic.)*

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:

- Airplanes
- Computers
- Internet
- Telephones/cell phones
- Television
- Silicon Valley
- G.I. Bill (1944)
- Apple (Steve Jobs); Microsoft (Bill Gates)
- Interstate Highway Act (1956)

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Question 4 — Long Essay Question (continued)

- Levittowns
- Birth control pill
- Space race
- NASA
- Strategic Defense Initiative
- Polio vaccine
- Stagflation
- OPEC/oil crisis
- Trickle-down/supply-side economics
- Globalization
- Service economy
- Rust Belt
- Military-industrial complex
- Robotics
- Sun Belt
- Consumerism
- Nuclear weapons
- Cold War technology

Example of acceptably providing evidence relevant to the topic of the prompt:

- "For example, one of the technological innovations that changed the U.S. economy was the cookie-cutter house. When soldiers returned from the war, they started families that led to the "Baby boom". . . . Cookie-cutter houses helped to show mainstream culture in the economy." (*This response cites evidence relevant to the topic, as the term "cookie-cutter houses" is a reference to Levittowns, so it earned the first evidence point, but it does not use that evidence to support a historically defensible argument about changes in the United States economy so it did not earn the second point. While responses tend to use the baby boom as historical context, this response employs it as evidence.)*

Example of unacceptably providing evidence relevant to the topic of the prompt:

- "One example would be the space race with the USSR as NASA was created and discovered the moon in 1960." (*This response did not earn a point for evidence because it is historically inaccurate.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- "We adapted our education and expanded NASA's budget, creating a growing market for Rocket Scientists and specialized engineers. This bolstered the US economy. Suddenly more people were attending college and getting higher paying jobs." *(This response connects research and development with changes in the United States economy.)*

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Question 4 — Long Essay Question (continued)

Example of unacceptable use of evidence to support an argument:

- "Many industries have used technology in order to make bombs and those factories needed employers. The whole economy was made into producing nukes for the Cold War. Also during this time, the U.S. and Russia were having a space station race to see who would be the first to launch a satellite (Spondnik-first Russian satellite)." *(This response cites evidence relevant to the topic, so it earned the first evidence point, but it does not connect that evidence to an argument about changes in the United States economy, so it did not earn the second point for supporting an argument. In addition, the response includes historical inaccuracies that detract from the attempt to develop an argument.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the development and evolution of particular technological innovations (such as computers or the Internet) contributed to economic changes over time
- Explanations of how some broader elements of the economy (such as capitalism or basic financial structures) demonstrated continuity over time in spite of scientific or technological changes

Example of acceptable use of historical reasoning:

- "Eisenhower warned of the military industrial complex which Reagan amplified. When President Kennedy died, Johnson replaced him and brought in the "Great Society." This wasn't able to function due to the money going toward the Cold War." *(This response earns the point for historical reasoning because it indicates changes fostered by the technological advancements of the military-industrial complex. The response indicates economic consequences for social programs caused by rising Cold War tensions.)*

Example of unacceptable use of historical reasoning:

- "Technological innovations brought America to faster and more efficient ways to transport." (*This sentence did not earn the point for historical reasoning because the language does not effectively explain change, continuity, comparison, or causation in regard to the United States economy.)*

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as the interactions of multiple technologies that fostered economic change

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Question 4 — Long Essay Question (continued)

- Explaining both continuity and change such as continuities in the United States economy in addition to changes
- Explaining relevant and insightful connections within and across periods by linking scientific and technological innovation between 1950 and 2000 and between 1850 and 1900
- Confirming the validity of an argument by corroborating multiple perspectives across themes, such as linking changing trade policy to the exportation of American popular culture as a component of globalization
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as critiques of technological change

This understanding must be part of the argument, not merely a phrase or reference.

Example of acceptable demonstration of a complex understanding:

- *This response earned 2 points by explaining relevant and insightful connections within and across periods by linking technological innovations between 1950 and 2000, and between 2000 and the present day. The response provides rich context for economic changes in the latter portion of the 20th century, pointing out that "crises for oil had led to an increase in inflation, coupled with a stagnant economy under Jimmy Carter." The response set the stage for a nuanced discussion of supply-side economics as stimulus.* "The industrial revolution created many low wage job for unskilled workers. On the other hand, this rise in technological innovation created a desire for innovators and people with ideas and knowledge who had higher education. This change in technology would continue to change our economy after 2000. The rise of e-commerce is a perfect example of this. Companies like Amazon would begin to sell goods over the internet in much higher quantities. This has created a type of second wave consumerism."

Example of unacceptable demonstration of a complex understanding:

- *This response did not earn the complexity point. Although the response attempts to explain an aspect of communication technology, it is not specific and asserts a link to decreasing unemployment without providing evidence to support the assertion.* "Communication fostered economic growth in many aspects of American society. Advancements in mass media allowed corporations to grow and decreased the unemployment rate."

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