

**Question 3 or 4**

**Directions:** Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**
  - a. Briefly describe one way that one Native American society adapted to its environment prior to European contact.
  - b. Briefly explain one similarity in how Native American societies in two regions adapted to European contact from 1492 to 1763.
  - c. Briefly explain one difference in how Native American societies in two regions adapted to European contact from 1492 to 1763.
4. Respond to **parts a, b, and c.**
  - a. Briefly describe one way reform movements responded to economic conditions from 1880 to 1920.
  - b. Briefly explain one similarity in how two reform movements attempted to change United States society from 1880 to 1920.
  - c. Briefly explain one difference in how two reform movements attempted to change United States society from 1880 to 1920.

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
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2. Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.
  
  3. Evaluate the relative importance of causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.
  
  4. Evaluate the relative importance of causes of internal migration within the United States in the period from 1900 to 1970.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**Question 3: Short Answer No Stimulus****3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A) Briefly describe one way that one Native American society adapted to its environment prior to European contact. **1 point**

**Examples that earn this point include the following:**

- Great Plains Indians primarily relied on the American buffalo/bison for their survival as a source of food.
  - Mohawks and other Iroquois nations adapted to their environments by becoming semi-sedentary hunters, gatherers, and agriculturists.
  - Pueblo Indians built irrigation systems and adobe houses to address the arid conditions of what would become the Southwestern United States.
  - Native Americans in the Pacific Northwest built canoes, totem poles, and plank houses using the vast amounts of trees in the region.
  - Cherokee Indians relied on the fertile soil and temperate climate in the Southeast to engage in “three-sister farming.”
  - Members of the Iroquois Confederacy used the vast amounts of trees to build long houses and access to rivers to fish and trap animals for their furs.
  - The people of the Aztec and Inca empires built sedentary civilizations, utilizing the productive soil with plenty of water to build agricultural societies that produced enough wealth to build large marketplaces and urban infrastructures.
  - Groups like the Cherokee relied heavily on corn, fish, bison/buffalo, and maintaining important generational knowledge about the environment for survival.
  - Some Native American groups, particularly in the Great Lakes region, built extensive networks of earthen mounds for cultural and religious purposes.
  - Aztecs altered the physical environment to make areas more habitable by creating floating gardens (chinampas).
  - Eastern woodlands peoples altered the physical environment to make areas more habitable by burning forests to maximize hunting conditions.
  - Terraced agriculture was used by the Inca in Peru due to the mountain ranges.
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- (B)** Briefly explain one similarity in how Native American societies in two regions adapted to European contact from 1492 to 1763. **1 point**

**Examples that earn this point include the following:**

- Native American societies in the Northeast and Southwest welcomed European contact but then began to resist in order to preserve their lands and way of life.
- Groups in both the Great Plains and the Great Basin adapted their societies to center around access to horses introduced by Europeans.
- Native American societies in both New England and Middle colonies adopted guns, hatchets, copper kettles, and other manufactured items into their societies once they made contact with Europeans.
- Native American societies in French Canada and in the Middle colonies formed larger alliances with other Native American tribes in order to protect themselves from European invasion of their land.
- Algonquin and the Cherokees established extensive trade connections and networks with Europeans, ranging from rum to clothing.
- Both the Huron and Iroquois traded with the Europeans to get weapons so they could fight their enemies.

**Examples that earn this point might include the following, if appropriate elaboration is provided:**

- Aztec, Inca, Pueblo, Zuni, and Hopi resistance
- Native American alliances during the Seven Years' War
- Pocahontas from Powhatan and La Malinche from Aztec

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- (C)** Briefly explain one difference in how Native American societies in two regions adapted to European contact from 1492 to 1763. **1 point**

**Examples that earn this point include the following:**

- Some Native American societies responded through peaceful trade relations, such as in French Canada, compared to aggressive resistance, such as in some of the English colonies.
- Within French Canada Native American societies integrated French culture, whereas within New Spain, some Native American societies maintained sovereignty.
- The Plains Indians adapted European horses for hunting, while the groups in the Northeast continued to live by farming despite contact with Europeans.
- The Iroquois Confederacy made war on neighboring Indian groups to compensate for losses due to diseases introduced by Europeans (i.e., “mourning wars”), while Wendats (Huron) allied with the French.
- Some members of the Aztec elite entered into marriages with Europeans, while other tribes like the Pueblo refused assimilation.

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**Total for question 3    3 points**

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about how the United States developed a national identity between 1800 and 1855. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Do not focus on the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The United States got a nation because George Washington beat the British during American Revolution.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Americans began to think of themselves as one nation after 1800.”</i></li> </ul> <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“The United States developed a national identity between 1800 and 1855.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“During the first half of the 19th century, Americans were able to develop a unified national identity to a large extent. Specifically, by drawing distinctions against the British after the War of 1812 and identifying uniquely American national values, the U.S. started to move away from seeing itself primarily as a collection of states.”</i></li> </ul> <b>Establish a line of reasoning with analytic categories</b> <ul style="list-style-type: none"> <li><i>“The U.S. was developing a unified national identity by embracing the ideals of the founding documents, individuality, and voting rights.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“After 1800, the United States developed a national identity by continuing to break away from British identity.”</i> (Minimally acceptable thesis/claim)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

**Question 3: Long Essay Question, Industrial Capitalism Later 1800s**

**6 points**

**General Scoring Notes**

- Except where otherwise noted, each point of these rubrics is earned independently; for example, 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.

Evaluate the relative importance of causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Many factors caused the rise of industrial capitalism in the United States in the period from 1865 to 1900.”</i></li> </ul> <b>Provide a claim that is not historically defensible</b> <ul style="list-style-type: none"> <li><i>“The rise of industrial capitalism in the last nineteenth century resulted mainly from increased government regulation to protect the environment.”</i></li> </ul> <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“Industrial capitalism grew in the late nineteenth century.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“The rise of industrial capitalism between 1865 and 1900 was primarily caused by ‘captains of industry’ who benefitted from technological innovations and new forms of business enterprises. Secondary roles were played by the availability of enhanced transportation systems and the availability of a large labor supply that facilitated America’s industrialization.”</i></li> <li><i>“Industrial capitalism grew between 1865 to 1900 due to the discovery of many natural resources along with improvements in a national transportation system. However, the most important cause were the inventions, such as the Bessemer process, that made industrialization possible.”</i></li> </ul> <b>Establish a line of reasoning with analytic categories</b> <ul style="list-style-type: none"> <li><i>“The causes of the growth of industrial capitalism were innovations in manufacturing technology and the end of the Civil War.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The cause of the growth of industrial capitalism in the late nineteenth century was the end of the Civil War.”</i> (Minimally acceptable thesis/claim)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“The Lowell textile mills were some of the earliest factories in the United States.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>Trusts and monopolies</li> <li>Federal subsidies and land grants</li> <li>Interlocking-directorates</li> <li>Railroads</li> <li>New South / Henry W. Grady</li> <li>Industries (clothing, meatpacking, steel)</li> <li>Bessemer process</li> <li>Telegraph</li> <li>Telephone</li> <li>Sewing machine</li> <li>Garment industry/sweatshops</li> <li>Incandescent light bulb</li> <li>Business leaders (Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, J.P. Morgan)</li> <li>Social Darwinism</li> <li>Natural resources (oil, copper, coal, lumber, iron ore)</li> <li>Vertical integration</li> <li>Horizontal integration</li> <li>New Immigrants</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“John D. Rockefeller’s Standard Oil Company engaged in vertical integration.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“To increase profits, John D. Rockefeller’s Standard Oil Company engaged in vertical integration to control all aspects of oil production.”</i> (Uses evidence to support an argument about how business organization drove industrial capitalism)</li> <li><i>“The federal government supported the rise of industrial capitalism by providing subsidies and land grants to the railroad industry.”</i> (Uses evidence to support an argument about the role of the federal government in the rise of industrial capitalism)</li> <li><i>“New inventions such as the sewing machine allowed faster and more efficient production of goods, fueling the rise of industrial capitalism.”</i> (Uses evidence to support an argument about the role of technology)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about business organization and the role of the federal government with evidence about government land grants.)</li> </ul>		