

**Question 3 or 4**

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

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

- a) Briefly describe ONE specific historical continuity in relations between American Indians and the United States in the period from 1776 to 1815.
- b) Briefly describe ONE specific historical change in relations between American Indians and the United States in the period from 1776 to 1815.
- c) Briefly explain how ONE historical development in the period from 1815 to 1848 arose from earlier changes in relations between American Indians and the United States.

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

- a) Briefly describe ONE specific historical continuity in industrial work in the period from 1865 to 1898.
- b) Briefly describe ONE specific historical change in industrial work in the period from 1865 to 1898.
- c) Briefly explain how ONE specific historical development between 1865 and 1920 was a response to the change in industrial work.

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**END OF SECTION I**

**UNITED STATES HISTORY**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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 at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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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.**

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**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.
2. Evaluate the extent to which trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas.
3. Evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848.
4. Evaluate the extent to which international conflicts in the period from 1898 to 1930 affected the role of the United States in the world.

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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.**

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**STOP**

**END OF EXAM**

**Question 4: 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 specific historical continuity in industrial work in the period from 1865 to 1898. **1 point**

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

- Laborers largely worked for employers and were paid wages rather than owning their own businesses.
- The bulk of industrial work throughout the period involved repetitive tasks and limited skills.
- Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
- Federal and state governments generally created laws and policies that supported businesses and business owners rather than workers.
- The labor force of the time period was consistently composed of unskilled immigrant labor.
- Women and immigrant workers earned less pay for industrial jobs.

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- (B)** Briefly describe ONE specific historical change in industrial work in the period from 1865 to 1898. **1 point**

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

- Industrial work became increasingly large-scale and routinized.
- The use of assembly lines by the end of the 19th century increased the pace of industrial production, as well as creating new demands for natural resources and labor.
- As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services.
- Many Americans' standards of living improved, while the gap between rich and poor grew.

- The industrial workforce expanded, and child labor increased.
- Many new workers joining the workforce were immigrants, particularly from Southern and Eastern Europe.
- Chinese laborers became common in the railroad industry.
- Labor union membership fluctuated/increased during the time period as a result of poor working conditions and pay.

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<b>(C)</b>	Briefly explain how ONE specific historical development between 1865 and 1920 was a response to the change in industrial work.	<b>1 point</b>
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**Examples that earn this point include the following:**

- Concerns over worsening working conditions and the treatment of workers saw increasing numbers of strikes and violent outbursts by workers against employers like the Pullman Strike.
- Responding to the increasing hardship for industrial workers, social reformers worked to effect social changes in cities and among immigrant populations who worked in industries.
- Labor unions advocated for changes in the workplace as a result of the changing nature of industrial work. They advocated for the eight-hour workday, increased safety measures, and better pay.
- As the working conditions became worse, the federal government became involved in settling labor disputes and passed legislation, which worked toward protecting industrial workers.
- Changes in industrial work fostered the mass production of goods, which resulted in the increase in consumerism.
- New industrial jobs drew workers to cities and resulted in the development of large urban centers.

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

- Journalists during the Progressive Era attacked what they saw as political corruption, social injustice, and economic inequality related to industrial work.

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**Total for question 4    3 points**

## Question 4: Long Essay Question, International Conflicts 1898–1930

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 extent to which international conflicts in the period from 1898 to 1930 affected the role of the United States in the world.