

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Briefly describe one political development in British North America from 1607 to 1753.
 - B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
 - C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.
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4. Respond to parts A, B, and C.

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I

UNITED STATES HISTORY
SECTION II
TIME – 1 HOUR AND 40 MINUTES

Directions:

Section II has 1 document-based question (DBQ) and 1 long essay question, and lasts 1 hour and 40 minutes.

In this section, answer Question 1 (DBQ) and **either** Question 2 **or** Question 3 **or** Question 4. After reviewing Questions 2, 3, and 4, choose the question that you are best prepared to answer. This section of the exam requires answers in essay form. Use complete sentences; an outline or bulleted list alone is not acceptable.

You may pace yourself as you answer the questions in this section, or you may use these optional timing recommendations:

For Question 1 (DBQ), it is suggested that you spend approximately 15 minutes reading the question and planning your answer, and then 45 minutes writing your essay. The suggested writing time for the long essay question is 40 minutes.

You may use scratch paper for notes and planning, but credit will only be given for responses entered in this application. Text you enter as an annotation will **not** be included as part of your answer. You can go back and forth between questions in this section until time expires. The clock will turn red when 5 minutes remain—**the proctor will not give you any time updates or warnings.**

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1. Evaluate the extent to which the role of the federal government in the United States economy changed from 1932 to 1980.

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 four 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 two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1

Source: Letter from women members of the Workers Council of Colored People to Harry Hopkins, head administrator of the Works Progress Administration (WPA), 1937

“We the Workers Council of Colored People in Raleigh, [North Carolina,] do wish to state some facts to you about how colored women (mostly heads of families) have been treated by W.P.A. heads here. Also wish you to make investigation about it at once for its pure injustice to us, the way it has been done....

We also wish you to investigate why [it is] that so many teachers unemployed and eligible to teach have not been employed by the Adult Education here, [so] that these teachers can have classes as they once had and help the illiterate colored people. One time it was many grown and old people going to the classes learning and proud of the opportunities.... Mr. Hopkins, colored women have been turned out of different jobs [and] projects to make us take other jobs...and white women were hired and sent for and given places that colored women was made to leave or quit.

Let us say that if we cannot work on W.P.A. projects and be compelled to take these poor paying jobs that [instead] food, clothes, and rent money be provided for us at once because we are suffering. We the Workers Council understood that...colored women cannot be hired this winter on any of the W.P.A. projects. We wish you to tell us why.”

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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

2. Evaluate how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.

3. Evaluate how different reform movements in the United States responded to industrialization from 1820 to 1900.

4. Evaluate how United States foreign policy responded to changes in the world from 1890 to 1930.

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.

A Briefly describe one political development during Reconstruction from 1865 to 1877. **1 point**

Examples of acceptable responses may include the following:

- During Reconstruction politicians debated whether to extend suffrage to formerly enslaved men.
- Congress ratified the Thirteenth Amendment.
- African American men held political office.
- Reconstruction resulted in debates over the process of readmitting states back into the Union.
- The Compromise of 1877 resulted in the end of Reconstruction.

B Briefly describe one effect of the end of Reconstruction from 1877 to 1900. **1 point**

Examples of acceptable responses may include the following:

- The end of Reconstruction resulted in the passage of segregation laws throughout the South.
- The Democratic Party regained its political power in the South as a result of the end of Reconstruction.
- Sharecropping remained the dominant agricultural system in the South as African Americans' access to land decreased.

C Briefly explain how one group responded to debates about the federal government from 1900 to 1945. **1 point**

Examples of acceptable responses may include the following:

- Progressives responded to debates about the federal government by arguing that the federal government had additional powers to intervene in the economy, and they called for the federal government to regulate big business.

	<p>Additional Notes:</p> <ul style="list-style-type: none">• Typically, statements credited as evidence will be more specific than statements credited as contextualization.• 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.
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Question 4: Long Essay Question, US Foreign Policy and Changes in the World

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 how United States foreign policy responded to changes in the world from 1890 to 1930.