

4. Both interest groups and social movements provide avenues for political participation. Develop an argument as to whether interest groups or social movements better reflect the participatory model of democracy.

Use at least one piece of evidence from one of the following foundational documents:

- *Federalist No. 10*
- The First Amendment of the United States Constitution
- “Letter from a Birmingham Jail”

In your response, you should do the following:

- ✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.
- ✓ Support your claim with at least TWO pieces of specific and relevant evidence.
  - One piece of evidence must come from one of the foundational documents listed above.
  - A second piece of evidence can come from any other foundational document not used as your first piece of evidence or it may be from your knowledge of course concepts.
- ✓ Use reasoning to explain why your evidence supports your claim or thesis.
- ✓ Respond to an opposing or alternate perspective using refutation, concession, or rebuttal.

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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.**

**Question 4: Argument Essay****6 points**

Reporting Category	Scoring Criteria	
Row A Claim/Thesis (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a defensible claim or thesis 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>Only restate the prompt.</li> <li>Do not make a claim that responds to the prompt.</li> </ul>		<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Respond to the prompt rather than restating or rephrasing the prompt and establish a line of reasoning.</li> <li>Provide a defensible claim or thesis that establishes a line of reasoning regarding whether interest groups or social movements better reflect the participatory model of democracy.</li> </ul>
<b>Examples that do not earn this point:</b> <p><b>Restate the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Interest groups better reflect the participatory model of democracy."</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Social movements are better at pressuring the government to change laws."</i></li> </ul>		<b>Examples that earn this point:</b> <ul style="list-style-type: none"> <li><i>"Interest groups better reflect the participatory model because they bring together people with common goals."</i></li> <li><i>"Interest groups better reflect the participatory model of democracy because they are an established part of the policy making process."</i></li> <li><i>"Social movements better reflect the participatory model, and they are inclusive."</i></li> <li><i>"Social movements better reflect the participatory model of democracy since people can directly and immediately create the change they seek."</i></li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</li> <li>A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</li> </ul>		

Reporting Category	Scoring Criteria			
Row B Evidence  (0–3 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides one piece of evidence that is <u>relevant to the topic</u> of the prompt.	<b>2 points</b> Uses <u>one</u> piece of specific and relevant evidence to <u>support the claim or thesis</u> . <b>OR</b> Provides two pieces of evidence that are relevant to the topic of the prompt.	<b>3 points</b> Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .
<b>Decision Rules and Scoring Notes</b>				
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Do not provide any accurate evidence.</li> <li>Provide evidence that is not relevant to the topic.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must provide one piece of evidence relevant to the topic of the prompt. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Provide one piece of specific and relevant evidence that supports the claim or thesis.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>Must provide two pieces of evidence relevant to the topic of the prompt. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.</li> </ul>	<b>Responses that earn 3 points:</b> <ul style="list-style-type: none"> <li>Provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence <b>must</b> come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts.</li> </ul>	
<b>Examples that do not earn points:</b> <b>Provide evidence that is not specific</b> <ul style="list-style-type: none"> <li><i>"Social movements give power to the people."</i></li> </ul> <b>Provide evidence that is not relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>"Letter from a Birmingham Jail was a statement in a local newspaper."</i></li> </ul>	<b>Examples of evidence that are relevant to the topic of the prompt:</b> <ul style="list-style-type: none"> <li><i>"Political parties organize voters based on their ideological interests."</i></li> <li><i>"Social media has made it easier for groups of people to organize."</i></li> <li><i>"Federalist No. 10 discussed the impact that factions can have on a republic."</i></li> <li><i>"The First Amendment allows people to petition the government for change."</i></li> <li><i>"Letter from a Birmingham Jail advocates for social movements, like the Civil Rights Movement."</i></li> </ul> <b>Examples of acceptable specific and relevant evidence that support the claim or thesis (one example is one piece of evidence):</b> <ul style="list-style-type: none"> <li><i>"Political efficacy is the feeling that you can influence what government does. Interest groups give people a wide variety of ways to influence governmental actions."</i></li> <li><i>"Representatives in Congress are concerned about re-election, which makes them sensitive to activists and social movements in the places they represent."</i></li> <li><i>"In Federalist No. 10, the Federalists advocated for a large republic because they were concerned about factions, their word for interest groups, and how factions would have too much power in a small republic or a direct democracy."</i></li> <li><i>"The First Amendment protects the rights of assembly and free speech, which means that people can express their political views easily."</i></li> <li><i>"In Letter from a Birmingham Jail, Martin Luther King suggests that people shouldn't wait for the courts to change unjust laws and argues that people should protest instead."</i></li> </ul>			
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn one or two points in Row B, the response does not need to have earned the point for claim/thesis in Row A.</li> <li>To earn three points in Row B, the response must have a defensible claim/thesis (earned the point in Row A).</li> <li>To earn three points in Row B, the response must use one of the foundational documents listed in the prompt.</li> </ul>				

Reporting Category	Scoring Criteria	
Row C Reasoning  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses reasoning (classification, process, causation, or comparison) to explain how or why the evidence supports an argument relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Include evidence but offer no reasoning to connect the evidence to the claim or thesis.</li> <li>Restate the prompt without explaining how the evidence supports the claim or thesis.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain the relationship between the evidence provided and an argument.</li> </ul> <p><b>Examples of reasoning that explains how the evidence supports the claim or thesis:</b></p> <ul style="list-style-type: none"> <li><i>"Interest groups are made up of elites, lobbyists, and concerned citizens. By bringing together a wide range of voices, interest groups reflect the participatory model of democracy because interest groups desire to satisfy the needs of their members."</i></li> <li><i>"Through the right of protest, which is protected by the First Amendment, social movements can get the attention of policymakers, which directly connects the people to the government and is closer to the participatory model of democracy."</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn this point, the response must have provided at least one piece of specific and relevant evidence.</li> <li>The explanation of the relationship between one piece of evidence and a well reasoned argument relevant to the prompt is sufficient to earn this point.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Responds to Alternate Perspectives  (0–1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to an opposing or alternate perspective using rebuttal or refutation.
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Restate the opposite of the claim or thesis.</li> <li>• May identify or describe an alternate perspective but do not rebut or refute that perspective.</li> <li>• Rebut or refute a foundational document rather than an alternate perspective.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must describe an alternate perspective AND rebut or refute that perspective.</li> </ul>
	<p><b>Examples of responses that do not earn the point:</b></p> <p><b>Restate the opposite of the claim or thesis</b></p> <ul style="list-style-type: none"> <li>• <i>“Social movements better reflect the participatory model of democracy.”</i></li> </ul> <p><b>Describe an alternate perspective but do not rebut or refute that perspective</b></p> <ul style="list-style-type: none"> <li>• <i>“Some people might argue that social movements better reflect the participatory model because they include people who are typically outside the system.”</i></li> </ul>	<p><b>Examples of acceptable responses to an alternate perspective may include:</b></p> <ul style="list-style-type: none"> <li>• <i>“It might be true that social movements include more people, but this is only true in times of crisis or injustice. On the other hand, interest groups are always working to increase participation.”</i></li> <li>• <i>“Some people might argue that social movements better reflect the participatory model of democracy because they include large groups of people. However, social movements do not always target wide segments of the population and some deliberately limit their membership to certain groups of people.”</i></li> <li>• <i>“Interest groups aren’t as inclusive as one might think, since many require members to have resources. Social movements offer participation that requires little from people except their time and their voices.”</i></li> <li>• <i>“Some people might argue that interest groups better represent the participatory model because they have more direct access to members of Congress. However, even with better access, interest groups only benefit a certain segment of the population, while social movements have the potential to include a much broader range of people.”</i></li> </ul>
	<p><b>Additional Notes</b></p> <ul style="list-style-type: none"> <li>• To earn this point, the response must have a defensible claim or thesis (earned the point in Row A).</li> <li>• Responses that demonstrate an incorrect understanding of the alternate perspective do not earn this point.</li> </ul>	