

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.

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.

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 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 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.

**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.

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 way reform movements responded to economic conditions from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- Progressive reforms called for government regulation of business.
- The power of railroads over farmers contributed to the rise of the Populist Party.
- The Populist Party advocated for economic reforms to address concerns of farmers.
- The rise of industrial capitalism and resulting issues such as poor working conditions and long hours contributed to the establishment and expansion of labor unions, such as the American Federation of Labor (AFL) in steel and other industries.
- Economic hardship among immigrants inspired the settlement house movement.
- Sanitation issues caused by urbanization and industrialization contributed to the emergence of groups that sought to establish and enforce public health measures.
- The exclusion of African Americans from many economic opportunities led organizations such as the NAACP to advocate for political and social change.

(B) Briefly explain one similarity in how two reform movements attempted to change United States society in the period from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- Women activists and African American reformers attempted to expand suffrage.
- Both Populists and Progressives sought to regulate big businesses and redefine the role played by the government in the economy.
- Settlement house workers and temperance activists believed that women's distinctive qualities and political culture could cleanse society.
- Social Gospel and Gospel of Wealth advocates wanted to improve American society by tackling poverty and other urban problems.

- Union members and Populists both tried to get the government to regulate corporations in order to address economic problems.
- The Hull House/settlement house movement, led by Jane Addams, and the woman suffrage movement led by Susan B. Anthony, Elizabeth Cady Stanton, and others both advanced the leadership potential and political priorities of American women.

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

- Anti-lynching and anti-big business movements calling for government action

(C)	Briefly explain one difference in how two reform movements attempted to change United States society in the period from 1880 to 1920.	1 point
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Examples that earn this point include the following:

- The temperance movement tried to get rid of alcohol, but the suffrage movement wanted the vote for women.
- Social Gospel advocates argued churches had a moral obligation to address social ills, while Gospel of Wealth advocates believed that the rich had an obligation to serve society and the less fortunate.
- The labor union and Social Gospel movements of the late nineteenth century both addressed social problems related to economic inequality in the Gilded Age. Yet, the two movements had very different solutions. Whereas labor unions fought for higher wages, better workplace safety, and other material benefits, Social Gospel leaders advocated for Christian-based cultural reforms to address poverty and other social ills.
- Preservationists and conservationists both cared about the environment and natural resources, but to different degrees. Preservationists wanted to limit human impact on large areas of the environment, while conservationists wanted to regulate the use of natural resources through long-term management.
- While both advocated for African American civil rights and social improvement, Booker T. Washington asserted that African Americans could still achieve change while accommodating segregationist policies, while W. E. B. DuBois argued that an improved place in society could not be achieved until segregation was eliminated.
- Artists and commentators of the Social Gospel during the Gilded Age suggested a new vision of economics and society, while Progressive Era reformers pushed for a more technical and efficient government.

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

- Progressives vs. Populists
- Industrial education vs. Talented Tenth
- National American Woman Suffrage Association supported the First World War, but Alice Paul's Congressional Union opposed the war

Total for question 4 3 points

Question 4: Long Essay Question, Internal Migration 1900 to 1970

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 internal migration within the United States in the period from 1900 to 1970.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. Examples that do not earn this point: <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Internal migration took place for social, economic, and cultural reasons."</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> <i>"The primary reason from internal migration 1900 to 1970 was the search for religious freedom."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Many factors caused internal migration within the United States in the period from 1900 to 1970."</i> 		Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the causes of internal migration within the United States in the period from 1900 to 1970. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument. Examples that earn this point: <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"Although living in hostile environments where natural disasters or a history of unfair treatment forced some Americans to migrate within the U.S., it has been the allure of economic opportunities that has served as the main reason for these movements."</i> <i>"Americans moved inside the U.S. often to escape racism and discrimination or in the 1930s to escape the Dust Bowl. The most important reason for internal migration was the industrialization of northern cities that offered the promise of economic prosperity and a better life."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"Internal migration during the period between 1900 and 1970 were driven by wars, economic opportunities, and the growth of the middle class."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Many Americans moved to urban areas between 1900 and 1970 to pursue the growing jobs in industry."</i> (Minimally acceptable thesis/claim)
Additional Notes: <ul style="list-style-type: none"> 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). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		