

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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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.

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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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 specific historical continuity in relations between American Indians and the United States in the period from 1776 to 1815. **1 point**

Examples that earn this point include the following:

- Americans continued westward expansion into territory such as the Northwest Territory that was controlled by American Indian nations and groups but was claimed by the United States.
- The United States and American Indian nations signed treaties to establish territorial boundaries.
- White settlement continued to force American Indians to relocate westward.
- The United States used military force against American Indians in order to force them to relocate.

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- (B)** Briefly describe ONE specific historical change in relations between American Indians and the United States in the period from 1776 to 1815. **1 point**

Examples that earn this point include the following:

- The Pan-Indian movement/organizations of tribes such as the Western Confederacy were established to unify groups against United States expansion.
- Charismatic leaders like Tecumseh and Tenskwatawa (the Prophet) emerged to lead new groups to resist United States expansion.
- A series of conflicts began between United States and Native forces such as the Battle of Fallen Timbers, the Battle of Tippecanoe, and the Northwest Indian War.
- Large areas in the Northwest Territory were ceded to the United States through treaties such as the Treaty of Greenville and the Treaty of Fort Wayne.
- Some American Indians allied with the British against the United States in the Revolutionary War and/or the War of 1812 in order to gain restrictions on further White settlement.

- Some American Indians allied with the United States against the British in the Revolutionary War/War of 1812 in order to create a favorable relationship and/or to gain advantage over competing American Indian nations

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| (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. | 1 point |
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Examples that earn this point include the following:

- Earlier efforts to remove American Indians from the Northwest Territory served as a model for Cherokee Removal from the southeastern United States.

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

- Supreme Court Cases upheld Native American rights to land but were not enforced by the government:
 - *Worcester v. Georgia*
 - *Cherokee Nation v. Georgia*
- Native American groups engaged in conflict against White settlers to resist relocation in the Southeast:
 - Seminole Wars
 - Blackhawk Wars
- The ideology of Manifest Destiny was popularized as a way of justifying continued United States westward expansion.
- Andrew Jackson's support for the Indian Removal Act and the United States government's forced removal of Native Americans on the Trail of Tears.

Total for question 3 3 points

| 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 | | |
| <p>Responses that do not earn this point:</p> <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. <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The Cold War represented the most significant source of social change in the United States from 1940 to 1970."</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Economic growth led to few changes in United States society in the period from 1940 to 1970."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Economic growth led to changes in United States society in the period from 1940 to 1970."</i> | | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about how economic growth led to changes in United States society in the period from 1940 to 1970. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument. <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"Economic growth during and after World War II changed American society a great deal by encouraging suburban ideals and gender roles. Living the reality of these ideals, however, was more possible for White Americans than for African Americans."</i> <i>"Although economic growth changed American society between 1940 and 1970 by bringing more money to more people and providing consumer goods, it did not fundamentally change economic structures."</i> <i>"The Second World War helped to bring the United States out of the Great Depression. Continued economic growth through the 1970s resulted in a sense of affluence, particularly as suburbanization accelerated, though this feeling was not shared by all Americans."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"Economic growth changed the United States from 1940 to 1970 by bringing more people into the middle class and encouraging suburbanization."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Economic growth changed the United States from 1940 to 1970 by growing the middle class."</i> |

Question 3: Long Essay Question, Reform Movements in the 19th Century

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 reform activity in the United States in the period from 1800 to 1848.

| Reporting Category | Scoring Criteria | |
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| 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 | | |
| <p>Responses that do not earn this point:</p> <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. <p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"There was a big market revolution in the US between 1800 and 1848."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Reform movements between 1800 and 1848 had many, many causes."</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Reform movements between 1800 and 1848 had two causes."</i> <p>Additional Notes:</p> <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. | <p>Responses that earn this point:</p> <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the causes that led to reform activity in the United States in the period from 1800 to 1848. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument. <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The spread of slavery was the most important factor in inspiring the spread of reform movements in the mid-1800s."</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"New religious ideas during the Second Great Awakening were more important than new political ideas in leading to reform movements in the early 1800s."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"The effects of the market revolution and ideological influence of the Declaration of Independence led to reform activity in the United States between 1800 and 1840."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The effects of the market revolution led to reform activity in the United States between 1800 and 1840."</i> (Minimally acceptable thesis/claim) | |

| Reporting Category | Scoring Criteria | | |
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| Row C Evidence (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Provides specific examples of evidence relevant to the topic of the prompt. | 2 points Supports an argument in response to the prompt using specific and relevant examples of evidence. |
| Decision Rules and Scoring Notes | | | |
| <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"The United States won World War II big time."</i> | | <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Imperialism Spanish-American War (1898–1899) Philippines Teddy Roosevelt Big Stick policy William H. Taft Dollar Diplomacy Mexican Revolution Woodrow Wilson First World War (1915–1918) Treaty of Versailles League of Nations Washington Conference (1921) <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"Teddy Roosevelt and Rough Riders took San Juan Hill during the Spanish-American War."</i> | <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"President Roosevelt won the Nobel Peace Prize for negotiating the end of the Russo-Japanese War, which helped the United States gain stature in its role in the world."</i> (Uses evidence to support an argument that the United States used the mediation of international conflicts as a means of increasing its international role) <i>"Many American were disillusioned by World War I, which led them to be less supportive of a continued international role for the country through the League of Nations."</i> (Uses evidence to support an argument that the United States role in the world lessened as a result of the First World War) <i>"The United States enforced the Roosevelt Corollary to the Monroe Doctrine to prevent European countries from invading Latin American countries, thus increasing its control over the Western Hemisphere."</i> (Uses evidence to support an argument that the United States prevented conflicts between Latin American and European countries in order to increase its role in the world) |
| <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. (For example, with a two-part argument on the Spanish-American War and the First World War, using evidence about the conquest of the Philippines and the Treaty of Versailles.) | | | |