

4. In the United States, groups use different methods in order to achieve their policy goals. Take a position on whether legal challenges or social movements are the most effective means for changing federal policy in the area of civil rights.

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

- *The Federalist* 78
- The First Amendment
- “Letter from 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.

---

**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.
	Decision Rules and Scoring Notes	
	<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 about whether legal challenges or social movements are the most effective means for changing federal policy.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Restate the prompt</b> <ul style="list-style-type: none"> <li><i>“History has shown that legal challenges, which use the courts are clearly the most effective in changing federal policy when it comes to civil rights.”</i></li> </ul> <b>Do not respond to the prompt</b> <ul style="list-style-type: none"> <li><i>“Social movements work outside of the system and can mobilize citizens.”</i></li> </ul>	<b>Examples that earn this point:</b> <ul style="list-style-type: none"> <li><i>“Legal challenges are most effective because decisions of the court do not necessarily need to appeal to public opinion and have the effect of changing policy in the area of civil rights.”</i></li> <li><i>“Social movements are most effective because large numbers of people can put pressure on the political system which has resulted in policy changes in the area of civil rights.”</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>3 points</b> Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .
Decision Rules and Scoring Notes				
<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>Provide one piece of evidence relevant to the topic of the prompt.</li><li>May or may not have a claim or thesis.</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. This evidence can come from one of the foundational documents listed in the prompt, any other foundational document, <b>or</b> 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>“The Constitution protects Civil Rights.”</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>“Civil liberties protect citizens against the actions of the government.”</i></li></ul>	<b>Examples of evidence that are relevant to the <u>topic</u> of the prompt:</b> <ul style="list-style-type: none"><li>Social movements such as LGBTQ+, workers’, or women’s rights</li><li><i>Brown v. Board of Education</i> (1954) and other relevant cases</li><li>Civil Rights legislation such as the Civil Rights Act or Voting Rights Act</li><li>The Fourteenth and Fifteenth Amendments</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>“Mass social movements such as the women’s rights movement have used protests to bring attention to their causes.”</i></li><li><i>“Brown was a legal challenge that desegregated schools even though it was unpopular in that school district.”</i></li><li><i>“The Civil Rights Act was passed following the March on Washington.”</i></li></ul> <b>Examples of acceptable specific and relevant evidence from the foundational documents that support the claim or thesis (one example is one piece of evidence):</b> <ul style="list-style-type: none"><li><i>“The First Amendment protects freedom of speech which enables citizens to criticize federal policy.”</i></li><li><i>“The First Amendment protects freedom of assembly which allows groups to gather.”</i></li><li><i>“The First Amendment protects the right to petition which allows citizens to bring issues before the government.”</i></li><li><i>“Federalist 78 argues that courts have the power to determine whether acts of Congress are constitutional, which allows citizens to challenge laws through the courts.”</i></li><li><i>“Letter from Birmingham Jail argues in favor of non-violent, civil disobedience as a means to raise awareness of discriminatory policies or actions.”</i></li></ul>		
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>To earn two or three points in Row B, the response must have a defensible claim or thesis (earned the point in Row A).</li><li>To earn three points, the response must use one of the foundational documents listed in the prompt.</li></ul>				

Reporting Category	Scoring Criteria	
Row C Reasoning	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Explains how or why the evidence supports the claim or thesis.
(0–1 points)	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Explain the relationship between the evidence provided and the claim or thesis.</li> </ul> <b>Examples of reasoning that explain how the evidence supports the claim or thesis:</b> <ul style="list-style-type: none"> <li>• “Court cases such as <i>Brown v. Board of Education</i> established a precedent for desegregating schools which was one of the biggest achievements of the Civil Rights movement. Because schools are locally controlled, it would have been much more difficult to achieve such a broad victory through a social movement.”</li> <li>• “Political protest and civil disobedience are actions that can be taken when direct challenges to the system have been exhausted or are no longer effective. When a social movement gains prominent recognition, legislatures are more likely to move quickly to address the concerns of their citizens, unlike a legal challenge which can be costly and slow.”</li> </ul>
	<b>Additional Notes:</b> <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) and support that argument with at least one piece of specific and relevant evidence (earned at least two points in Row B).</li> <li>• The explanation of the relationship between one piece of evidence and the claim or thesis is sufficient to earn this point.</li> </ul>	

Reporting Category	Scoring Criteria	
<b>Row D</b> <b>Responds to Alternate Perspectives</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <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 refute, concede, or rebut that perspective.</li> <li>Refute a foundational document rather than an alternate perspective to the provided claim or thesis.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must describe an alternate perspective AND refute, concede, or rebut that perspective.</li> </ul>
	<b>Examples of responses that do not earn the point:</b> <b>Restate the opposite of the claim or thesis</b> <ul style="list-style-type: none"> <li><i>“Many would argue that legal challenges are better, but this is simply untrue.”</i></li> </ul> <b>Describe an alternate perspective but do not refute, concede, or rebut that perspective</b> <ul style="list-style-type: none"> <li><i>“Some would argue that social movements are better because they mobilize people for change.”</i></li> </ul>	<b>Examples of acceptable responses to an alternate perspective may include:</b> <ul style="list-style-type: none"> <li><i>“Some argue that social movements are better because they mobilize a large number of people for change, but social movements require coordination and participation which takes time.”</i></li> <li><i>“Some argue that legal challenges are more effective because they don’t require changing public opinion, but legal challenges generally require financial support and could take a long time.”</i></li> </ul>
<b>Additional Notes:</b> <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>		