

2018 AP® US HISTORY FREE-RESPONSE QUESTIONS

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1500 to 1750.
 - a) Briefly describe ONE specific historical difference between the role of religion in Spanish colonization and in the colonization of New England.
 - b) Briefly describe ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England.
 - c) Briefly explain ONE specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies.

4. Answer (a), (b), and (c).
 - a) Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
 - b) Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
 - c) Briefly explain ONE specific historical impact of the internal migration patterns in either period.

END OF SECTION I

2018 AP® US HISTORY FREE-RESPONSE QUESTIONS

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.

2018 AP® US HISTORY FREE-RESPONSE QUESTIONS

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 commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.
3. Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.
4. Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Short Answer Question 4

Answer (a), (b), and (c).

- a) Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
- b) Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
- c) Briefly explain ONE specific historical impact of the internal migration patterns in either period.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980
- ONE point for describing one specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980
- ONE point for explaining one specific historical impact of the internal migration patterns in either period

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics 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.

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Short Answer Question 4 (continued)

- **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.

Examples of responses to (a) that would earn credit:

NOTE: Credited responses must explicitly address both periods.

- Ongoing shift of rural population to cities of North and Midwest from 1910 to 1940 (e.g., Great Migration); greater shift of population to Sun Belt in the post-1945 period (e.g., Florida, California, Texas, Arizona, etc.).
- Population migration as a result of depression and want (push factors: foreclosure, loss of home, farm, lack of work, racism) 1910–1940 (e.g., Dust Bowl); migration as a result of affluence and economic change in the post-1940 period.
- Mexicans and Mexican Americans moved around the United States for work and to escape discrimination 1910–1940; post-1945 period, vigorous debates over Mexican labor.
- Ease of transportation: road system rudimentary between 1910–1940; interstate highway system constructed and easier mobility after 1940.
- People began moving to suburbs in much larger numbers following the conclusion of World War II. (NOTE: This could also be used as a similarity if the response compares it to other suburbanization movements in the first period.)

Examples of responses to (b) that would earn credit:

- The Great Migration of African Americans out of the South and to the North, Midwest, and West took place in both periods.
- Population shifted to follow industry and jobs in both periods.
- African Americans moved to escape discrimination in both periods.
- Population shifted to pursue military work in both periods (World War I in earlier period, World War II and the Cold War in later period).
- Trains and automobiles enabled internal migration in both periods.

Examples of responses to (c) that would earn credit:

NOTE: Responses must correctly identify an impact of internal migration from one of the periods as a historical effect, not a cause.

1910–1940

- Realignment of the Democratic Party.
- Early Civil Rights movement grew out of African American experiences after migration to the North, Midwest, and West.
- Changing racial and ethnic makeup of urban centers in North, Midwest, and West.
- Rise of the Harlem Renaissance.
- Musical styles moved from regions of origin and blend with others (e.g., blues and jazz).

1940–1980

- Urban racial conflict in the North and West (e.g., Zoot Suit riots).
- White flight phenomenon caused by racial/ethnic transitions in many urban areas.
- Movement of professional sports teams to the West; NASCAR; country music.
- Southernization/suburbanization of political culture; reapportionment of congressional seats.
- Retirement of older Americans to the South and West and political ramifications.
- Rise of conservatism.

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2018 SCORING GUIDELINES**

Short Answer Question 4 (continued)

- African Americans had more income and hence ability to support civil rights causes.
- African Americans who stayed in the South had some bargaining power for change.
- Musical styles move from regions of origin and blend with others (e.g., Motown, hip hop).
- Movement away from city centers resulted in urban decay and increases in urban crime rates due to a loss of tax revenue.
- Cultural conformity of white “picket fence” communities.
- Japanese Internment; forced migration of Japanese and Japanese Americans (1942–1946).

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2018 SCORING GUIDELINES**

Question 4 — Long Essay Question

Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how scientific or technological innovation changed the United States economy from 1950 to 2000.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none">• “Scientific and technological innovations changed the United States economy in the period 1950–2000. Due to those innovations a mass consumption culture emerged as well as a shift to service based industries.”• “From 1950 to 2000 scientific and technological advances and innovations heavily impacted the United States economy. The two major factors that played into this were the cold war and mass consumerism and production.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn this point, the response must accurately describe a context relevant to the ways in which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.</p> <p><i>Examples of context might include the following, with appropriate elaboration.</i></p> <ul style="list-style-type: none">• World War II and the Cold War• The emergence of corporate research and development departments as sources of scientific and technological innovation• Federal government investment in science and technology• Baby Boom/mass consumption.• Automation and deindustrialization/transition to a service economy.

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2018 SCORING GUIDELINES**

Question 4 — Long Essay Question (continued)

<p>C: Evidence (0–2)</p> <p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <ul style="list-style-type: none">• Airplanes• Computers• Internet• Telephones/cell phones• Television• Silicon Valley• G.I. Bill (1944)• Apple (Steve Jobs); Microsoft (Bill Gates)• Interstate Highway Act (1956)• Levittowns• Birth control pill• Space race• NASA• Strategic Defense Initiative• Polio vaccine• Stagflation• OPEC/oil crisis• Trickle-down/supply-side economics• Globalization• Service economy• Rust Belt• Military-industrial complex• Robotics• Sun Belt• Consumerism• Nuclear weapons• Cold War technology
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**AP® UNITED STATES HISTORY
2018 SCORING GUIDELINES**

Question 4 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity, and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"><i>Explaining a nuance of an issue by analyzing multiple variables</i><i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i><i>Explaining relevant and insightful connections within and across periods</i><i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i><i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none">• Explaining how the development and evolution of particular technological innovations (such as computers or the Internet) contributed to economic changes over time• Explanations of how some broader elements of the economy (such as capitalism or basic financial structures) demonstrated continuity over time in spite of scientific or technological changes. <p>OR</p> <p><i>Demonstrating a complex understanding might include:</i></p> <ul style="list-style-type: none">• Explaining a nuance of an issue by analyzing multiple variables, such as the interactions of multiple technologies that fostered economic change• Explaining both continuity and change, such as continuities in the United States economy in addition to changes• Explaining relevant and insightful connections within and across periods by linking scientific and technological innovation between 1950 and 2000 and between 1850 and 1900• Confirming the validity of an argument by corroborating multiple perspectives across themes, such as linking changing trade policy to the exportation of American popular culture as a component of globalization• Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as critiques of technological change
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If response is completely blank, enter -- for all four score categories: A, B, C, and D.

AP® UNITED STATES HISTORY

2018 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “Scientific and technological innovations in the 1950s to 2000 changed the United States economy by providing jobs and new discoveries, however, the new improvements weren’t always a positive effect on the economy.” (*The response suggests a line of argument about the extent of change.*)
- “Scientific advancements and new technology during 1950–2000 changed America forever, as it marked transition from an agricultural and industrial economy, to a more tertiary sector economy, which diversified America’s economy.” (*This response sets categories for analysis that effectively address the prompt.*)

Examples of unacceptable theses:

- “During the modern era which took place from 1950 to 2000, scientific and technological innovations changed the whole U. S. economy in a good way.” (*This response is too generic.*)
- “Technological innovations changed the U.S. economy in the period from 1950 to 2000 to the full extent.” (*This response merely restates the prompt.*)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader

AP® UNITED STATES HISTORY 2018 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to the ways in which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

Examples might include the following, with appropriate elaboration:

- World War II and the Cold War as sources of scientific and technological innovation
- The emergence of corporate research and development departments as sources of scientific and technological innovation
- Federal government investment in science and technology
- Baby Boom/mass consumption
- Automation and deindustrialization/transition to a service economy

Example of acceptable contextualization:

- “When soldiers returned from the war they wanted to start families which caused the “Baby boom.” Families then moved out of the city and into suburbs. Cookie-cutter houses were cheap and easy to make.” (*This response describes a broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “The consumers who buy these products would help businesses and provide a smooth flow in economy around 1920’s–1930’s when the Jazz Age was popular.” (*This response’s attempt at contextualization is merely a phrase and lacks relevance to the topic.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:

- Airplanes
- Computers
- Internet
- Telephones/cell phones
- Television
- Silicon Valley
- G.I. Bill (1944)
- Apple (Steve Jobs); Microsoft (Bill Gates)
- Interstate Highway Act (1956)

AP® UNITED STATES HISTORY

2018 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

- Levittowns
- Birth control pill
- Space race
- NASA
- Strategic Defense Initiative
- Polio vaccine
- Stagflation
- OPEC/oil crisis
- Trickle-down/supply-side economics
- Globalization
- Service economy
- Rust Belt
- Military-industrial complex
- Robotics
- Sun Belt
- Consumerism
- Nuclear weapons
- Cold War technology

Example of acceptably providing evidence relevant to the topic of the prompt:

- “For example, one of the technological innovations that changed the U.S. economy was the cookie-cutter house. When soldiers returned from the war, they started families that led to the “Baby boom”. . . Cookie-cutter houses helped to show mainstream culture in the economy.” (*This response cites evidence relevant to the topic, as the term “cookie-cutter houses” is a reference to Levittowns, so it earned the first evidence point, but it does not use that evidence to support a historically defensible argument about changes in the United States economy so it did not earn the second point. While responses tend to use the baby boom as historical context, this response employs it as evidence.*)

Example of unacceptably providing evidence relevant to the topic of the prompt:

- “One example would be the space race with the USSR as NASA was created and discovered the moon in 1960.” (*This response did not earn a point for evidence because it is historically inaccurate.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- “We adapted our education and expanded NASA’s budget, creating a growing market for Rocket Scientists and specialized engineers. This bolstered the US economy. Suddenly more people were attending college and getting higher paying jobs.” (*This response connects research and development with changes in the United States economy.*)

AP® UNITED STATES HISTORY

2018 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Example of unacceptable use of evidence to support an argument:

- “Many industries have used technology in order to make bombs and those factories needed employers. The whole economy was made into producing nukes for the Cold War. Also during this time, the U.S. and Russia were having a space station race to see who would be the first to launch a satellite (Sputnik-first Russian satellite).” (*This response cites evidence relevant to the topic, so it earned the first evidence point, but it does not connect that evidence to an argument about changes in the United States economy, so it did not earn the second point for supporting an argument. In addition, the response includes historical inaccuracies that detract from the attempt to develop an argument.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the development and evolution of particular technological innovations (such as computers or the Internet) contributed to economic changes over time
- Explanations of how some broader elements of the economy (such as capitalism or basic financial structures) demonstrated continuity over time in spite of scientific or technological changes

Example of acceptable use of historical reasoning:

- “Eisenhower warned of the military industrial complex which Reagan amplified. When President Kennedy died, Johnson replaced him and brought in the ‘Great Society.’ This wasn’t able to function due to the money going toward the Cold War.” (*This response earns the point for historical reasoning because it indicates changes fostered by the technological advancements of the military-industrial complex. The response indicates economic consequences for social programs caused by rising Cold War tensions.*)

Example of unacceptable use of historical reasoning:

- “Technological innovations brought America to faster and more efficient ways to transport.” (*This sentence did not earn the point for historical reasoning because the language does not effectively explain change, continuity, comparison, or causation in regard to the United States economy.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as the interactions of multiple technologies that fostered economic change

AP® UNITED STATES HISTORY

2018 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

- Explaining both continuity and change such as continuities in the United States economy in addition to changes
- Explaining relevant and insightful connections within and across periods by linking scientific and technological innovation between 1950 and 2000 and between 1850 and 1900
- Confirming the validity of an argument by corroborating multiple perspectives across themes, such as linking changing trade policy to the exportation of American popular culture as a component of globalization
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as critiques of technological change

This understanding must be part of the argument, not merely a phrase or reference.

Example of acceptable demonstration of a complex understanding:

- *This response earned 2 points by explaining relevant and insightful connections within and across periods by linking technological innovations between 1950 and 2000, and between 2000 and the present day. The response provides rich context for economic changes in the latter portion of the 20th century, pointing out that “crises for oil had led to an increase in inflation, coupled with a stagnant economy under Jimmy Carter.” The response set the stage for a nuanced discussion of supply-side economics as stimulus. “The industrial revolution created many low wage job for unskilled workers. On the other hand, this rise in technological innovation created a desire for innovators and people with ideas and knowledge who had higher education. This change in technology would continue to change our economy after 2000. The rise of e-commerce is a perfect example of this. Companies like Amazon would begin to sell goods over the internet in much higher quantities. This has created a type of second wave consumerism.”*

Example of unacceptable demonstration of a complex understanding:

- *This response did not earn the complexity point. Although the response attempts to explain an aspect of communication technology, it is not specific and asserts a link to decreasing unemployment without providing evidence to support the assertion. “Communication fostered economic growth in many aspects of American society. Advancements in mass media allowed corporations to grow and decreased the unemployment rate.”*