

2. Using the image, respond to **parts a, b, and c**.
- Briefly describe one historical situation in which the image was created.
 - Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936.
 - Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

4. Respond to **parts a, b, and c.**

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

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 at least two pieces of specific and relevant evidence.
 - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
 - Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.
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2. Evaluate the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.

 3. Evaluate the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

 4. Evaluate the relative importance of the effects of movements for social change from 1945 to 1980.

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.

Question 2: Short Answer Primary Source**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 historical situation in which the image was created. **1 point**

Examples that earn this point include the following:

- There was mass unemployment during the Great Depression.
- The New Deal created new federal government programs to aid in recovery from the Great Depression.
- Franklin Delano Roosevelt was elected president and passed many new government programs.

[b] Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936. **1 point**

Examples that earn this point include the following:

- In 1877, government economic policy was laissez-faire, and by 1936 the government was more involved in the economy.
 - During the Progressive Era many Americans argued for a more active government role in the economy.
 - The stock market crash and the Great Depression convinced many Americans that government intervention was necessary.
 - Herbert Hoover encouraged voluntary charitable efforts to address the Great Depression as opposed to government programs.
 - The government allowed boom and bust cycles caused by the industrial economy as opposed to intervening during economic downturns.
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- [c]** Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945. **1 point**

Examples that earn this point include the following:

- Some Americans believed that the government should assist people through Great Society programs.
- After the Second World War the G.I. Bill extended benefits to aid veterans, just as earlier government provided aid to older Americans.
- Government intervention in the economy continued in the 1960s and 1970s through the enactment of new environmental regulations on businesses.

Total for question 2 3 points

Question 2: Long Essay Question, European and Native American Competition

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 the causes of conflict among Europeans and Native Americans from 1500 to 1763.

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. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Many factors caused competition between Europeans and Native Americans in the period from 1500 to 1763.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Native Americans controlled land in North America before Europeans arrived.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“A European policy of assimilating Native Americans through boarding school education and associating land claims to individuals rather than tribes led to competition between the two groups.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“Europeans and Native Americans fought over cultural differences, land expansion, and resources. However, the most significant cause of competition was cultural misunderstanding since differences in organization justified wars between Europeans and natives.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Trade alliances and encroachment on Native lands led to increasing competition with European colonists.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Native Americans and Europeans fought over land.”</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. 		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The experience of fighting together in the Second World War helped bring Americans together and fostered a national culture.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Because they lived in the United States, Americans had a lot in common and developed a national culture.”</i> 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to the growth of a national culture in the United States from 1800 to 1848. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Development of colonial regions Anglicization during the colonial era American Revolution Declaration of Independence Constitutional Convention Federalism Napoleonic Wars Civil War Chinese Exclusion Act Immigration from southern and eastern Europe Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“Cultural diversity in the United States started during the colonial era when different colonial regions, such as the northern and southern colonies, developed different regional cultures due to differences in the Europeans who settled there and their relationship to slavery.”</i> <i>“Americans debated about the power of the federal government during the founding.”</i> [Minimally acceptable contextualization]
	Additional Notes: <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the growth of a national culture in the United States from 1800 to 1848. 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.
	Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“Mark Twain’s novel The Adventures of Huckleberry Finn is often considered one of the defining works of American literature.”</i> 	Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Market revolution Rise of political parties [e.g., Democrats v. Whigs] The Second Great Awakening Romanticism Louisiana Purchase Manifest Destiny War of 1812 / <i>Star-Spangled Banner</i> Era of Good Feelings National Road / Erie Canal Henry Clay / American System Literary figures [e.g., Irving, Poe, Emerson, Fuller] Jacksonian America/Era of the “Common Man” Church of Jesus Christ of Latter-day Saints [Mormons] Southern regional culture Slave revolts [e.g., Prosser, Turner, Vesey] Declaration of Sentiments Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“The War of 1812 was fought between the United States and the British, and the ‘Star-Spangled Banner’ was written during it.”</i> 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The ‘Star-Spangled Banner,’ written during the War of 1812, celebrated American endurance and eventually became the national anthem, a common unifying element in American culture.”</i> [Uses evidence to support an argument about how cultural and literary works helped bring Americans together in a common national culture] <i>“Nat Turner’s Rebellion and the German Coast uprising in Louisiana, illustrates how national culture throughout the period remained fractured along racial lines.”</i> [Uses evidence to support an argument about how the growth of slavery hindered the growth of a common national culture] <i>“The construction of transportation innovations such as the Erie Canal and the National Road helped to physically connect Americans and promoted the growth of a national culture.”</i> [Uses evidence to support an argument about the market revolution and transportation innovation supporting a national culture]
Additional Notes: <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. 			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“The Second Great Awakening was a religious revival during the first half of the 1800s.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how literary and artistic developments contributed to the growth of a common American culture. Explaining how cultural ideas about slavery in the North differed from ideas about slavery in the South. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Authors such as Washington Irving, Nathaniel Hawthorne, and James Fenimore Cooper all wrote widely read stories and books about aspects of American life. These shared stories, read by</i> 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> A response may argue that the most important causes of the growth of national culture were related to economic development. It points to the ways that the West relied on products produced in northern factories and how northern factories relied on the southern cotton. It complicates this by pointing out that an effect of this economic development was cultural fractionalization because of debates over slavery’s expansion. [Explains multiple causes] A response may argue that a broadly democratic American culture emerged in the first half of the 1800s due to the expansion of voting rights for White men. It then complicates this argument with evidence of the limits on democracy for women, African Americans, and Native Americans during this era. [Explains multiple perspectives]

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	Responses that earn 1 point: <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to movements for social change from 1945 to 1980. 	Responses that earn 2 points: <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the relative importance of the effects of movements for social change from 1945 to 1980.
	Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“W. E. B. Du Bois helped establish the NAACP.”</i> 	Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> <i>Brown v. Board of Education of Topeka</i> Martin Luther King, Jr. Rosa Parks Civil Rights movement Civil Rights Act of 1964 Voting Rights Act of 1965 Black Panther Party Lyndon Johnson Great Society Chicano movement César Chávez American Indian Movement [AIM] Counterculture Richard Nixon Southern Strategy Feminist movement National Organization for Women [NOW] <i>Roe v. Wade</i> Equal Rights Amendment [ERA] Phyllis Schlafly Students for a Democratic Society [SDS] Antiwar movement Beatniks Rachel Carson Ralph Nader 	Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The ideals of Students for a Democratic Society, as expressed in the Port Huron Statement, helped establish a new model for political activism.”</i> [Uses evidence to support an argument about the rise of student political activism] <i>“The Stonewall riots marked a transition in which gays and lesbians became more visible and politically active.”</i> [Uses evidence to support an argument about the growth of LGBT rights movements] <i>“The American Indian Movement’s occupation of Alcatraz increased the prominence of demands for Native American rights.”</i> [Uses evidence to support an argument about the influence of civil rights activism on Native American activists]

		<ul style="list-style-type: none">• Student Nonviolent Coordinating Committee [SNCC]• Southern Christian Leadership Conference [SCLC]• Stonewall riots• Young Americans for Freedom• Ronald Reagan <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none">• <i>“The Civil Rights Movement saw major victories in the mid-1960s with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.”</i>	
	<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.		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the effects of movements for social change from 1945 to 1980. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“The Equal Rights Amendment was not ratified.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the African American Civil Rights movement contributed to an expansion of civil and voting rights. Explaining similarities and differences between the student movements of the 1960s and the African American Civil Rights movement. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Actions by the African American civil rights activists contributed to the passage of the Civil Rights Act of 1964, which outlawed racial segregation in the</i> 	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> A response may argue that multiple movements caused change the nature of political activism. It discusses how African American activist won greater civil rights, women’s rights activists influenced new gender norms for women in public life and the workplace, student activists rejected the values of earlier generations, conservative activists helped grow the New Right. [Explains multiple causes] A response may argue that the African American Civil Rights movement helped cause a significant expansion of rights and reduction of segregation. It then qualifies that argument with evidence that segregation persisted and that full equality was not achieved during this era. [Explains both continuity and change]

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		<p><i>United States.”</i> [Indicates an effect of the African American Civil Rights movement]</p>	<ul style="list-style-type: none"> The response argues that the student movements of the 1960s led to important changes in society such as growing freedom of speech. It then argues that the most important effect of movements for social change at this time was the emergence of a new conservative movement that eventually led to the rise of Ronald Reagan. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]
	<p>Additional Notes:</p> <ul style="list-style-type: none"> To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. This complex understanding must be part of the argument and may be demonstrated in any part of the response. While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference. 		