



Courtesy of the American Historical Association

2. Using the image above from the cover of a 1944 government pamphlet, answer (a), (b), and (c).
- a) Briefly describe ONE historical situation in the United States during the Second World War suggested by the image.
 - b) Briefly explain how ONE specific event or development in the period from 1900 to 1941 led to the historical situation for women suggested by the image.
 - c) Briefly explain how ONE specific event or development in the period from 1944 to 1970 resulted from the historical situation suggested by the image.

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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.
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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 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.

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- (A)** Briefly describe ONE historical situation in the United States during the Second World War suggested by the image. **1 point**

Examples that earn this point include the following:

- Wartime demands resulted in new employment opportunities for women in many fields that had previously restricted their participation.
- Women made up a significant portion of the industrial workforce during the Second World War.
- Women more directly supported the war effort by serving as nurses and as auxiliary members of the armed services.
- The Second World War contributed to existing debates about gender and the proper roles of women in society.

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- (B)** Briefly explain how ONE specific event or development in the period from 1900 to 1941 led to the historical situation for women suggested by the image. **1 point**

Examples that earn this point include the following:

- Women were asked to support the war effort in any way possible during the Second World War, as they had during the First World War.
 - Although relatively small, women's participation in previously male-only professions like medicine and law began to increase throughout the Progressive Era and helped pave the way for women's employment during the war.
 - Many women, particularly young women and those who were poor, had consistently been involved in specific areas of industrial production, particularly textile production.
 - The economic strains of the Great Depression had already contributed to increased women's participation in the labor market in the years prior to the Second World War.
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- Women were involved in the reform movements of the Progressive Era, particularly the woman suffrage movement, resulting in more opportunities for women in society.

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

- Women's participation in white-collar employment such as secretarial work increased.
- Women were experiencing greater opportunities in society in the 1920s Flapper era.

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- (C)** Briefly explain how ONE specific event or development in the period from 1944 to 1970 resulted from the historical situation suggested by the image. **1 point**

Examples that earn this point include the following:

- Women were expected to leave their jobs once the war ended and be wives/mothers.
- Many women wanted to keep their wartime jobs and pushed for further access to employment and to educational opportunities.

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

- Many women pushed to stay in the workforce after the war.
- Women were expected to create ideal domestic environments for their families, particularly as many experienced improved standards of living and sought suburban lifestyles.
- The second wave of the feminist movement developed.
- The number of women enrolled in college and who pursued careers in professional fields increased throughout this period.

Total for question 2 3 points

Question 2: Long Essay Question, Trans-Atlantic Voyages

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 extent to which trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas.

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 how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. 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 do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas a whole bunch.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages led to a great increase in Native American populations.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas little in the fifteenth century, because Native Americans remained powerful, most of the Americas remained unknown to Europeans, and Native American cultures persisted despite European contact.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas by leading to Native American demographic decline, European colonization, and trans-Atlantic trade.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americans by establishing regular commerce between the Americas and Europe.”</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 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		
	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 prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“The British king passed the Proclamation of 1763 to stop wars between colonists and Indians.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Christopher Columbus Ferdinand Magellan Aztec Empire Spanish conquest of Mexico Columbian Exchange (diseases, plants, animals) Smallpox Encomienda Silver mining Plantation agriculture Trans-Atlantic slave trade Henry Hudson John Smith Roanoke Jamestown Powhatan Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“The Spanish instituted the encomienda in America.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The arrival of Europeans in the Americas disrupted Native American societies because of the introduction of new diseases like smallpox. Many Natives died, and their weakened societies could be defeated by European conquerors.”</i> (Uses evidence to support an argument about the disruption of Native American societies because of trans-Atlantic voyages) <i>“Native American societies gained use of new goods, such as metal tools and prestige goods such as jewelry through trade with European voyagers.”</i> (Uses evidence to support an argument about changes in Native American material culture because of trans-Atlantic voyages) <i>“Despite the arrival of Spanish conquerors from across the Atlantic, Native Americans such as the Mayans resisted European incursions by revolting against the Spanish and maintaining their own cultural practices.”</i> (Uses evidence to support an argument about the limits of the effects of trans-Atlantic voyages in the Americas)
	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. (For example, supporting a three-part argument about demographic decline, European colonization, and trans-Atlantic trade with evidence about the spread of smallpox and the sugar trade.) 		

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 how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. 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 do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The growth of the economy greatly affected the United States role in the world between 1898 and 1930.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“International conflicts affected the role of the United States in the world a lot.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“International conflicts affected the international role of the United States.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The United States role in the world was greatly affected by international conflicts by 1930, as the United States became a world power after the Spanish-American War and a key player in the negotiations to end the First World War.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Fighting in a world war and disagreements about protecting national sovereignty encouraged the United States to avoid a large role in world affairs by 1930.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Participation in international conflicts influenced the United States to increase its role in the world.”</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. 		