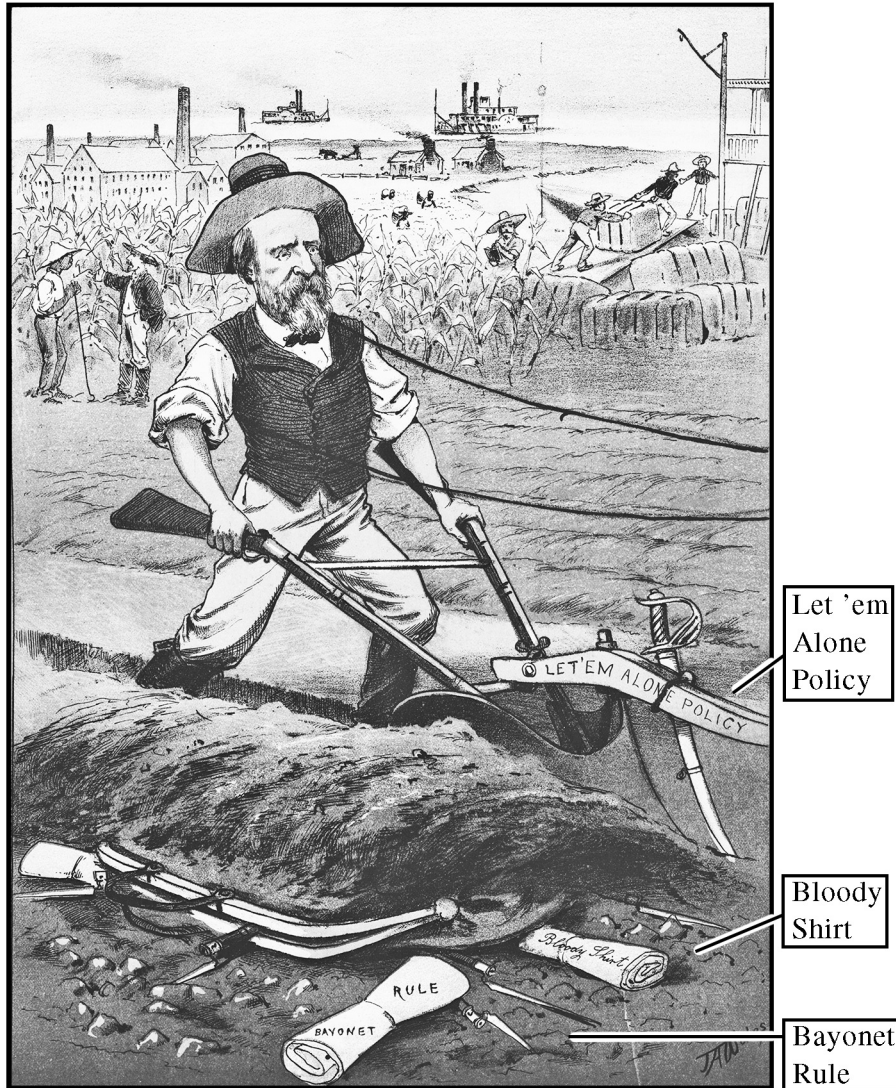


2017 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS



The “Weak” Government, 1877–1881.

Courtesy of the Library of Congress

3. Using the two images, both by artist James Wales, answer (a), (b), and (c).
- a) Briefly explain ONE historical perspective expressed by the artist about the changes from the period 1869–1877 to the period 1877–1881.
 - b) Briefly explain how ONE specific event or development led to a historical change suggested by the images.
 - c) Briefly explain ONE specific result in the period 1877–1900 of a historical change suggested by the images.

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“An arrogant and stubborn faith in America’s power to shape the course of foreign events compounded the dangers sown by ideological rigidity. Policymakers . . . shared a common . . . conviction that the United States not only should, but could, control political conditions in South Vietnam, as elsewhere throughout much of the world. This conviction had led Washington to intervene progressively deeper in South Vietnamese affairs over the years. . . . This conviction prompted policymakers to escalate the war. . . . Domestic political pressures exerted an equally powerful . . . influence over the course of U.S. involvement in Vietnam. . . . Another ‘loss’ to communism in East Asia risked renewed and devastating attacks from the right.”

Brian VanDeMark, historian, *Into the Quagmire*, 1995

“The escalation of U.S. military intervention [in Vietnam] grew out of a complicated chain of events and a complex web of decisions that slowly transformed the conflict . . . into an American war. . . . [President Lyndon Johnson] made the critical decisions that took the United States into war almost without realizing it. . . . Although impersonal forces . . . influenced the president’s Vietnam decisions, those decisions depended primarily on his character, his motivations, and his relationships with his principal advisers. . . . The war in Vietnam was not lost in the field, nor was it lost on the front pages of *The New York Times* or on the college campuses. It was lost in Washington, D.C., even before Americans assumed sole responsibility for the fighting.”

H. R. McMaster, historian, *Dereliction of Duty*, 1997

4. Using the excerpts, answer (a), (b), and (c).
- a) Briefly explain ONE major difference between VanDeMark’s and McMaster’s historical interpretations of the United States involvement in the Vietnam War.
 - b) Briefly explain how ONE historical event or development in the period 1945 to 1975 that is not explicitly mentioned in the excerpts could be used to support VanDeMark’s interpretation.
 - c) Briefly explain how ONE historical event or development in the period 1945 to 1975 that is not explicitly mentioned in the excerpts could be used to support McMaster’s interpretation.

END OF SECTION I

2017 AP® UNITED STATES HISTORY FREE-RESPONSE QUESTIONS

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Evaluate the extent to which the market revolution marked a turning point in women’s lives in the United States.

In the development of your argument, explain what changed and what stayed the same for women as a result of the market revolution within the period 1800–1850. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women’s history.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940). (*Historical thinking skill: Periodization*)

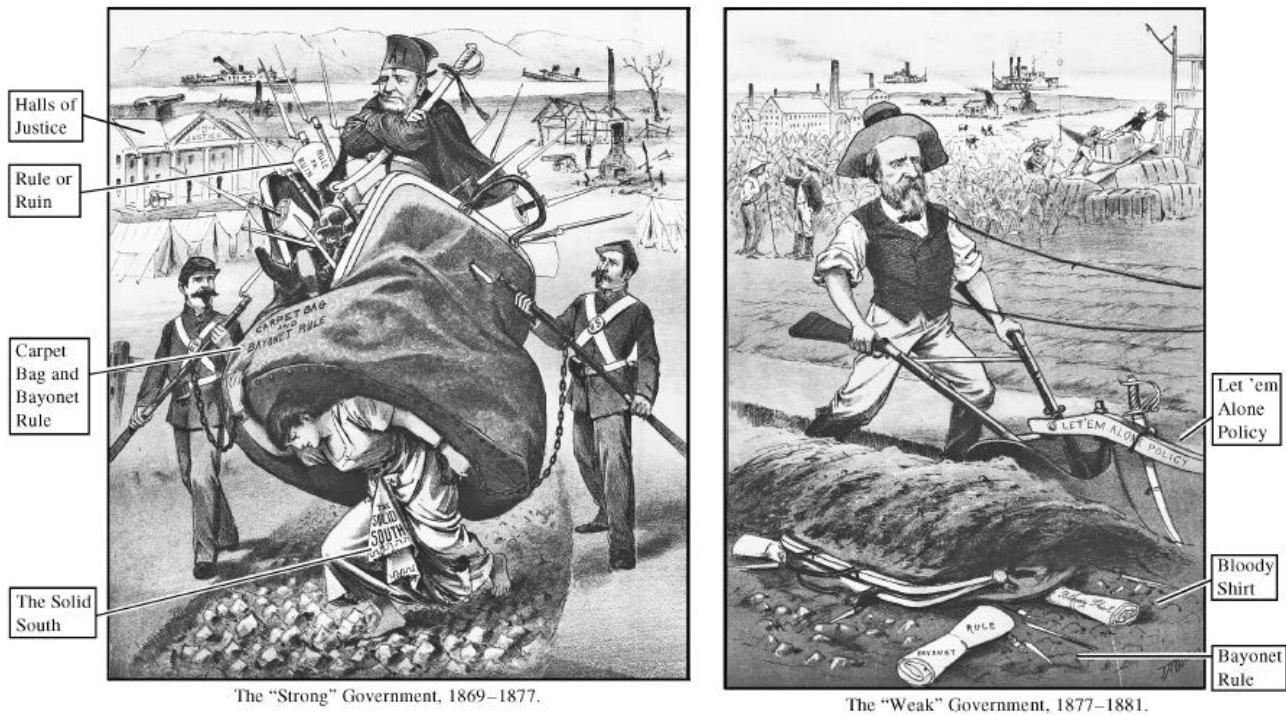
WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Short Answer Question 3



Courtesy of the Library of Congress

Courtesy of the Library of Congress

Using the two images, both by artist James Wales, answer (a), (b), and (c).

- Briefly explain ONE historical perspective expressed by the artist about the changes from the period 1869–1877 to the period 1877–1881.
- Briefly explain how ONE specific event or development led to a historical change suggested by the images.
- Briefly explain ONE specific result in the period 1877–1900 of a historical change suggested by the images.

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.

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Short Answer Question 3 (continued)

Score NR

No response. Response is completely blank.

Introduction

The cartoons

- The artist, in the left image, depicts the South in the post-Civil War era as victimized by carpetbaggers, military rule, and a federal government exceeding its authority; the northern-dominated government is portrayed as vindictive and arrogant, more interested in punishment than in true reconstruction.
 - The image includes the large number of weapons, the presence of Union soldiers, and the bag depicting Union government on the back of a white woman labelled “The Solid South” and chained to the two Union soldiers.
 - A burned-out farm and a sinking ship also appear in the background in the upper right.
 - President Ulysses S. Grant, as representative of the arrogant federal government, rides atop the carpet bag.
- The artist, in the right image, depicts the changed South as prospering and productive without federal control and better off economically and socially if left alone.
 - The image includes President Rutherford B. Hayes, as representative of the federal government after the Compromise of 1877, in the foreground plowing a furrow using a plough fashioned from rifles and swords. The plough is labelled “Let ‘Em Alone Policy.”
 - A bloody shirt (a symbol for the Civil War) is being buried alongside other tools for war.
 - African Americans are depicted as once again working in fields, picking cotton, and moving bales of cotton.
 - The background shows prosperous farms, trade, and shipping.

Scoring Notes

- a) Response briefly explains ONE historical perspective expressed by the artist about the changes from the period 1869–1877 to the period 1877–1881.

NOTE: It is acceptable for test-takers to explain the historical perspective expressed by the artist without reference to specific cartoons.

Examples of responses to (a) that would earn the point:

The South is portrayed as victimized from 1869–1877, and the South is portrayed as prospering and productive from 1877–1881.

- Evidence for victimized South (1869–1877) could include but is not limited to:
 - North/Government: carpetbaggers, military occupation (bayonet rule), federal government exceeding its authority, a vindictive northern-dominated government as a result of the Civil War seeking to punish the South.
 - South: oppression (bent over and chained white woman), agricultural collapse (burned-out farm), economic ruin (sinking ship).

OR

- Evidence for a prospering and productive South (1877–1881) could include but is not limited to:
 - North/Government: Compromise of 1877 resulting in “Let ‘Em Alone Policy” as end of federal control, withdrawal of federal troops (rifles and sword turned into plough), end of Civil War vindictiveness (bayonet rule and bloody shirt buried).
 - South: better off economically and socially (prospering farms, trade, shipping), African Americans depicted as once again working in fields.

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Short Answer Question 3 (continued)

- b) Response briefly explains how ONE specific event or development led to a historical change suggested by the images.

Examples of responses to (b) that would earn the point:

- Opposition to Reconstruction policies
- Violence against former slaves and Reconstruction-era political leaders (both white and black) in the South by organizations such as the Ku Klux Klan
- The emergence of Redeemer governments in the South and the removal of military occupation
- The Compromise of 1877
- The weakening resolve of the northern public and politicians
- Migration into or out of South: African Americans leaving the South (Exodusters 1879), Chinese coming to South as farm laborers, Northern whites moving to the South
- The emergence of sharecropping in the South as a new form of servitude for African Americans

- c) Response briefly explains ONE specific result in the period 1877–1900 of a historical change suggested by the images.

Examples of responses to (c) that would earn the point:

- Economics
 - The agricultural and industrial recovery of the New South (e.g., sharecropping, tenant farming, steel factories, textile mills)
 - The continued impoverishment of the South (e.g., white southerners' continued poverty, economic productivity, and standard of living declined after the war)
- Politics
 - End of Radical Reconstruction
 - Decline of Republican Party in the South
 - Shift to Redeemer (Democratic) government in Southern states
 - Rise of Populist Party and popularity in South/agrarian reform for Southern white and African American farmers
- Race relations
 - The rise of racial violence and legal segregation (Jim Crow laws, *Plessy v. Ferguson*)
 - The disfranchisement of African Americans
 - The lack of enforcement of the Fourteenth and Fifteenth Amendments
 - The system of slavery replaced by sharecropping, which offered some independence but kept many former slaves indebted, impoverished, and bound to the land

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Question 3

Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women’s history.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940). (*Historical thinking skill: Periodization*)

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a response could earn the point for synthesis without earning the point for thesis.
- Evidence credited for one point cannot be credited for another point.

Points	Rubric	Notes
A: Thesis (0–1)	<p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. (1 point)</p> <p><i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i></p>	<p>Acceptable thesis statements must explicitly make a historically defensible, evaluative claim regarding the extent to which the Nineteenth Amendment marked a turning point in United States women’s history.</p> <ul style="list-style-type: none"> • “Ratification of the Nineteenth Amendment played a large role in the lives of women in the United States. The amendment helped shift women to become more involved outside the home and more valued politically, and helped women to establish less social constraints, but it did not help women to become significantly more equal to men.” • “While the ratification of the 19th Amendment to the Constitution did give women the right to vote, there were not many other drastic changes for women’s rights after it occurred, so the ratification of the 19th Amendment did not mark a turning point in U.S. women’s history.”
B: Argument Development: Using the Targeted Historical Thinking Skill — Periodization (0–2)	<p>Argument Development — Describes: Describes the ways in which the historical development specified in the prompt was different from or similar to developments that preceded AND followed. (1 point)</p> <p>Argument Development — Explains: Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed. (1 point)</p>	<p>Responses earn one point by <u>describing</u> how women’s lives changed or remained the same before and after the Nineteenth Amendment. <i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Gender ideals for women before and after 1920 • Women’s work before and after 1920 <p>Responses earn one point by <u>explaining the extent to which</u> the women’s lives changed and remained the same before and after the Nineteenth Amendment. <i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Explaining the extent of change in popular ideas about women’s political and cultural roles • Explaining the extent of change in gender roles

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Question 3 (continued)

C: Argument Development: Using Evidence (0–2)	<p>Using Evidence — Examples: Addresses the topic of the question with specific examples of relevant evidence. (1 point)</p>	<p>Responses can earn one point by <i>addressing</i> the topic of the question by referring to specific examples or relevant evidence. Essays can earn this point without having a stated thesis or a relevant argument.</p> <p><i>Common examples might include the following:</i></p> <ul style="list-style-type: none"> • Suffrage in western states, Jeanette Rankin • Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, Lucretia Mott • Flappers • NWP, NAWSA • Alice Paul, Lucy Stone • Jane Addams, Margaret Sanger, Ida B. Wells-Barnett, Ida Tarbell
	<p>Using Evidence — Effective Substantiation: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1 point)</p> <p><i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p>	<p>This point is earned by clearly and consistently <u>linking significant evidence to the argument</u> and showing how the evidence demonstrates the <u>extent</u> to which the Nineteenth Amendment marked a major turning point in women’s lives in the United States.</p>
D: Synthesis (0–1)	<p>Synthesis: Extends the argument by explaining the connection between the argument and either a development in a different historical period or geographical area and/or a course theme and/or approach that is not the focus of the essay. (1 point)</p> <p><i>The synthesis point is not awarded for merely a phrase or reference.</i></p>	<p><i>Commonly seen examples might include:</i></p> <ul style="list-style-type: none"> • Different period or area: the second-wave feminist movement of the 1960s and 1970s; suffrage movements in Europe • Different theme: African American history or history of labor

If response is completely blank, enter - - for all four score categories A, B, C, and D.

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Question 3 (continued)

Scoring Notes

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

A. Thesis (1 point)

Acceptable thesis statements must explicitly make a historically defensible, evaluative claim regarding the extent to which the Nineteenth Amendment marked a turning point in United States women's history (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable theses:

- "Ratification of the Nineteenth Amendment played a large role in the lives of women in the United States. The amendment helped shift women to become more involved outside the home and more valued politically, and helped women to establish less social constraints, but it did not help women to become significantly more equal to men."
- "The ratification of the 19th Amendment marked a great turning point in United States women's history. Before the ratification, women were not taken seriously and could not participate in any political activity. After the amendment was passed, women began to lead new, liberated lives."
- "The ratification of the Nineteenth Amendment was vastly important to women in the United States. Granting them the right to vote, women had worked for decades to reach this goal. The Nineteenth Amendment radically changed the political power of women and the feminist movement but barely changed the familial roles of women in America."
- "While the ratification of the 19th Amendment to the Constitution did give women the right to vote, there were not many other drastic changes for women's rights after it occurred, so the ratification of the 19th Amendment did not mark a turning point in U.S. women's history."

Unacceptable examples of theses:

- "The 19th Amendment was ratified in 1920, 50 years after universal male suffrage. The 19th Amendment was a turning point in American history. Women had protested for women's rights and suffrage at the Seneca Falls Convention in 1848. The ratification of the 19th amendment resulted in an increasing role of women in politics and the workforce, which was especially useful during the world wars where women had just as important of a role as men." (*This response fails to address the 19th Amendment as a turning point, and it focuses on events beyond the scope of the question, addressing time periods outside of those listed in the prompt.*)
- "The ratification of the Nineteenth Amendment which granted female suffrage allowed females to want to receive a higher education, work, and be more involved in politics." (*This response is brief and simplistic, and it fails to address the amendment as a turning point.*)

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by describing how United States women's history changed or remained the same in the periods before and after the Nineteenth Amendment (1 point).

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Question 3 (continued)

Note: In evaluating a turning point, responses must discuss developments that preceded AND followed in order to earn either point.

Examples of acceptable descriptions of continuity or change:

- “Women also gained a standing in government and politics when allowed to vote, leading to more women being involved in larger government roles. Women were finally able to gain rights in the working environment after the ratification of the Nineteenth Amendment.”
- “Now that women had the right to vote, they became more involved in politics, and were increasingly seeing themselves as equals to men. Since they saw what they were able to accomplish through persistent protest, they did not stop there. Women continued to fight for more causes, related to women’s rights or not ... When they finally gained suffrage, women challenged the social norms and became increasingly involved in politics and political activism.”

Examples of unacceptable descriptions of continuity or change:

- “Women, with the 19th amendment, were given a say in political elections. They had the ability to vote which was a major difference in their lives prior to the amendment ... What stayed the same, in accordance to politics, is the acceptance of women as being educated enough to vote.” (*The element of change discussed in the response is too general, and the example of continuity is inaccurate.*)
- “Before the ratification of the nineteenth amendment, women had little improvement in becoming independent ... Once Female Suffrage was granted, many women became more confident in being independent.” (*The concept of female independence presented in the response is too general.*)

b) Argument Development — Explains

Responses earn one point by explaining the extent to which women’s lives in the United States changed and remained the same in the periods before and after the Nineteenth Amendment (1 point).

Examples of acceptable explanations of the extent of continuity and change:

- “With the economic boom of the 1920s, women began to change style with flapper dresses and tradition by bypassing traditional courting methods. Women gained access to white-collar, secretarial jobs and were increasingly employed. However, despite all these changes, women in general were not very different, as far as roles in society. By the 1930s, the depression was in full force and women were back to being housewives, having lost their jobs to men or the depression.”
- “For example, it was an unfair system of government if women could not be represented, therefore their rights would not be met by the government that was supposed to protect them. Still, many women, mostly in the South, were opposed to this idea, and preferred the traditional setting of staying home and not working. Women also mainly did not take place in fighting in the war, and were often nurses for the soldiers, and participated in many ways to help the war on the home front. Before women were given the right to vote, they remained at home to help their family, but soon after they would be involved in their country.”

Examples of unacceptable explanations of the extent of continuity and change:

- “After the ratification of the Nineteenth Amendment, the fight for equality was still not over. Women were allowed the basic human rights and the increase of working in the labor force.” (*The response has no connection to an argument and no explanation of extent of continuity.*)

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Question 3 (continued)

- “Due to this ratification, many women were given many more opportunities to have a voice & make changes.” (*The response has no specific connection to an argument and no explanation of extent of change.*)

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by addressing the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples might include the following:

- Separate spheres
- Cult of Domesticity
- Suffrage in western states
- Jeanette Rankin
- Elizabeth Cady Stanton
- Susan B. Anthony
- Carrie Chapman Catt
- First proposal of Equal Rights Amendment
- Flappers
- League of Women Voters
- National Woman’s Party
- National American Woman Suffrage Association
- Alice Paul
- Lucy Stone
- Ida B. Wells-Barnett
- Ida Tarbell
- IWW
- WCTU
- Triangle Shirtwaist Factory fire
- Jane Addams / Hull House
- Margaret Sanger / Planned Parenthood
- Woodrow Wilson
- Eleanor Roosevelt
- Great Depression

Examples of using specific evidence to address the topic of the question:

- “NAWSA and other groups — even some as radical as the IWW — were united, in part, by the ideal of Women’s Equality by means of women’s right to vote. NAWSA would later become much more conservative, whilst other figures, such as Alice Paul and Jane Addams, would remain progressive.”

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Question 3 (continued)

- “Although it did not happen in all states at once, states began to recognize the importance of women in the society. Starting in Wyoming, they were the first state to allow women the right to vote. More states followed in the coming years until it was noticed on a federal level.”

Examples of unsuccessfully using evidence to address the topic of the question:

- “In the time period right before the passing of the amendment, women were crucial to the Civil Rights movement. An example of this is Harriet Beecher Stowe’s “Uncle Tom’s Cabin” creating a wide-spread want for the end of slavery.” *(The evidence presented in the response is outside of the time period delineated by the prompt.)*
- “In World War II more women than ever enlisted to serve America. Famously, Rosie the Riveter was used to attract women to enlist.” *(The evidence presented in the response is outside the time period delineated by the prompt.)*
- “Due to the Nineteenth Amendment there was also greater participation in the government by women were as in the 1800’s women were basically excluded from politics. Many women gained seats in the government fighting for women’s rights. Many women became state governors.” *(The generalization in the response about the effect of the Nineteenth Amendment is not historically accurate.)*

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about the extent to which the Nineteenth Amendment marked a turning point in women’s lives in the United States (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the extent to which the Nineteenth Amendment marked a turning point in United States women’s history.

Examples of utilizing evidence to substantiate an argument:

- “Before the right to vote, in 1865-1920 a woman’s life was miserable. It was unpopular for women to work and those who did so worked in awful conditions. An example of this was the Triangle Shirtwaist Factory fire which killed many working women. While this event led to some reform, conditions were still bad. Pay was significantly lower than men’s and they were frowned upon by society to work. Instead, they were to raise families at home. Unmarried women especially found this hard.” *(The response substantiates an argument that poor working conditions did not change as a result of the passage of the Nineteenth Amendment.)*
- “Jobs were still largely restricted and they ended up voting very similar to their husbands, therefore not having enormous political impact. However, once the 1920’s rolled around women were doing unprecedented things such as becoming flappers with shorter clothing and attending speakeasies. Youth were experimenting more and sex was openly talked about. Sadly, this was quickly diminished with the onset of the Great Depression.” *(The response substantiates an argument that the Nineteenth Amendment, at least for a period of time, marked both a political and social change for women.)*

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Question 3 (continued)

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- “Due to the fact that they had been given a chance in politics, the election of the first female official in politics, Frances Perkins, was elected. This made a major difference in women’s lives because more women were encouraged to join politics.” (*This response is too general and is inaccurate.*)
- “Secondly, the ratification of the nineteenth amendment led to the decreased belief of separate social spheres. The belief of separate social spheres was especially strong in the nineteenth century, and even more so in the South than in the North. But because of the ratification of the nineteenth amendment, this put women on a more even platform with men & they could now make their opinion heard.” (*This response is too general to substantiate the argument.*)

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their arguments in one of two possible ways (1 point).

- a) Responses can extend their arguments by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area. These connections must consist of more than just a phrase or reference.

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- “The passage of the 19th amendment is similar to the passage of the 15th amendment for black men who gained the right to vote under it. It marked less of a turning point to them because while it did give them the right to vote, the KKK and other white supremacist groups attempted to prevent them from voting. While the 19th amendment was more of a turning point for women, the 15th amendment also marked a turning point for African American men in terms of voting rights.”
- “Even years later, women were still subjugated in society. 1950s media depicted them as damsels in distress or caretakers of the husbands, and never as an independent entrepreneur. Betty Friedan’s The Feminine Mystique details the false progress of women. She sought equal rights throughout society; however, the Equal Rights Act (ERA) she heavily supported never even passed. While the 19th Amendment did acknowledge women’s worth, it did not really alter their roles in society at all.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- “The 19th Amendment marking a turning point in women’s history [that] can synthesize quite easily to African Americans and the act that allowed them to vote. Both African Americans and women had fought for equality and with these passings of their rights to vote they both were given the same basic rights as white male americans. Both movements fought for an incredibly long time and when they achieved what was fought for, it marked a huge turning point in their history and the opportunities they will have in the future.” (*The general mention of African Americans and women in the response is insufficient to extend the argument.*)
- “After the ratification of the Nineteenth Amendment, women became a crucial part of United States history. Now, the presidential candidates had to also appeal to women, not just men. First Ladies such as Nancy Reagan waged a war on social issues (Nancy’s was drugs). Women became big parts of society that men could no longer ignore.” (*The connection to the development in the response is too general to extend the argument.*)

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Question 3 (continued)

- b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). These connections must consist of more than just a phrase or reference.

Example of synthesis by connecting the argument to a different course theme or approach to history:

- “The women’s suffrage movement wasn’t the only group that had success in having their demands met. Labor unions in the Progressive era were also successful in achieving their goals through the work of groups like the AFL led by Samuel Gompers, or the IWW, they protested and ultimately forced the government to give in to their demands of better working conditions, shorter hours, higher wages, etc.” (*The response gets the point for a connection to the theme of Work, Exchange and Technology.*)