

“[I have] been selected as the representative of the twenty-five thousand [free African Americans] of Ohio, to ask your honorable body to the necessary and appropriate steps for striking from the . . . law of this State, all those clauses which make discriminations on the ground of color. . . .

“As men . . . we have rights, inherent rights, which civil society is bound to respect. . . . Prominent among those rights . . . is the elective franchise. . . . Self-government, in our opinion, is an inherent right. And without the privilege of saying who shall be the makers of our laws, . . . there can be no self-government. This was the view taken of the matter by the Fathers of the Republic. And it was upon this principle as enduring granite that they built up the free institutions of the land. . . .

“ . . . It is a . . . fundamental maxim of your political faith, that taxation and representation are never to be [separated], but always go together; and since we are taxed in common with all others to meet the expenditures of the government, we respectfully submit, that we ought to have the advantage of a fair and impartial representation [in the legislature]. . . .

“ . . . In conclusion . . . , we hold that it is unjust, anti-democratic, impolitic and ungenerous to withhold from us the right of suffrage.”

John Mercer Langston, petition to the Ohio state legislature, 1854

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe the point of view of the excerpt.
 - Briefly explain how one specific historical event or development between 1783 and 1854 led to developments such as that depicted in the excerpt.
 - Briefly explain how one specific historical event or development between 1854 and 1877 resulted from developments such as that depicted in the excerpt.

Question 3 or 4

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

3. Respond to **parts a, b, and c.**
 - a. Briefly describe one way that one Native American society adapted to its environment prior to European contact.
 - b. Briefly explain one similarity in how Native American societies in two regions adapted to European contact from 1492 to 1763.
 - c. Briefly explain one difference in how Native American societies in two regions adapted to European contact from 1492 to 1763.
4. Respond to **parts a, b, and c.**
 - a. Briefly describe one way reform movements responded to economic conditions from 1880 to 1920.
 - b. Briefly explain one similarity in how two reform movements attempted to change United States society from 1880 to 1920.
 - c. Briefly explain one difference in how two reform movements attempted to change United States society from 1880 to 1920.

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 relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

 3. Evaluate the relative importance of causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.

 4. Evaluate the relative importance of causes of internal migration within the United States in the period from 1900 to 1970.

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 the point of view of the excerpt. **1 point**

Examples that earn this point include the following:

- Langston was a free African American community leader supporting the interests of the Black community in Ohio.
- Langston believed that free African Americans like him deserved political representation.
- The author claims that it is against the founding principles of the nation to limit suffrage rights.

(B) Briefly explain how one specific historical event or development between 1783 and 1854 led to developments such as that depicted in the excerpt. **1 point**

Examples that earn this point include the following:

- The creation of the United States Constitution established ideals for representation that the government did not always live up to; this motivated calls for reform.
- In the early nineteenth century, access to suffrage expanded for most White men but not for women and non-White men. This injustice motivated people like Langston to call for expanded voting rights.
- The Second Great Awakening fueled a range of reform movements that advocated for expanding people's rights, such as Black citizenship.

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

- Gradual emancipation in the North
 - The role of the market revolution in reform
 - Growth of the antislavery movement
 - Westward migration
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- The role of Frederick Douglass
 - Sectional crisis events
 - The influence of Seneca Falls

(C) Briefly explain how one specific historical event or development between 1854 and 1877 resulted from developments such as that depicted in the excerpt. **1 point**

Examples that earn this point include the following:

- Activism by African Americans like Langston intensified sectional debates over the morality and legality of the practice of slavery.
- Following the Civil War, suffrage rights like those called for in the document were expanded through constitutional amendments.

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

- Growth of the antislavery movement [can be used effectively for tasks B and C if appropriate elaboration is provided]
- Growth of the Republican Party
- Emancipation Proclamation
- Westward migration [NOTE: Exodusters are out of date range (1879)]
- Ratification of the 15th Amendment
- Ku Klux Klan and the backlash against African Americans' right to vote
- Civil War as it relates to African American rights
- The role of the Freedmen's Bureau

Total for question 2 3 points

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	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. 	Responses that earn this point: <ul style="list-style-type: none"> • Accurately describe a context relevant to how the United States developed a national identity between 1800 and 1855.
	Examples that do not earn this point: Provide a passing phrase or reference <ul style="list-style-type: none"> • <i>"Americans had Transcendentalism."</i> Provide historically inaccurate contextualization <ul style="list-style-type: none"> • <i>"Fighting the Nazis made people feel really proud to be American."</i> 	Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> • Anglicization during the colonial era • American Revolution • Declaration of Independence • Ratification of the United States Constitution • Second Great Awakening • Jacksonianism • Native American dispossession • Growth of slavery • First and Second Party Systems • Market revolution • Domestic ideals/separate spheres • Immigration from Ireland and central Europe • Reform and utopian movements • Kansas-Nebraska Act • Civil War Examples of acceptable contextualization: <ul style="list-style-type: none"> • <i>"During the late 1790s and early 1800s, conflicts over neutral trading rights and impressment with France and Great Britain, contributed to debates about U.S. foreign policy leading to questions about the young country's place in the world."</i>
Additional Notes: <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 		

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point 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.
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The response argues that the development of national identity was widespread, reaching multiple regions of the country. It corroborates that argument with relevant and insightful evidence from multiple variables such as how greater connections created by canals and railroads during the market revolution linked regions economically, culturally, and politically. The response argues that military conflicts in North America contributed to the growth of American national identity. It then qualifies that argument with evidence that debates over how to manage new territory acquired through warfare, especially whether to allow the expansion of slavery, counteracted nationalism with sectional sentiment. The response argues that some Americans developed a national identity through American literature. It then qualifies the argument with evidence that demonstrates the economic differences between the North and the South, noting that regional cultures led to Americans identifying more with their locality than with the nation as a whole. The response argues that there was a limited sense of national identity in the period from 1800 to 1855 rooted in the acceptance of democratic ideals and a strong central government. It then modifies this argument with evidence that these elements of national identity actually predate 1800. The response claims that the foundations of national unity are instead found in the Revolutionary period and early republic.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 	

6. Ralph Waldo Emerson, "The American Scholar," 1837	<ul style="list-style-type: none">• Argues against American imitation of European cultural models• Describes philosophy for American culture focused on individualism and innate knowledge and ability	<ul style="list-style-type: none">• American culture in the first half of the nineteenth century was influenced by Romantic ideas about the innate wisdom naturally within people and ideas about human perfectibility (situation)• Emerson was writing for scholars and intellectuals who sought to find and develop a unique American culture independent of European influences (audience)
7. Reverend Samuel W. Fisher, "Female Education," <i>Godey's Lady's Book</i> , 1850	<ul style="list-style-type: none">• Describes the equal abilities of men and women in pursuing education	<ul style="list-style-type: none">• As a religious leader espousing ideas about male and female equality, Fisher was influenced by more liberal social ideals that appealed to advocates of women's rights; this highlights the growing reach of elements of national identity (point of view)• Fisher sought to advocate for women's equality in education, while maintaining more traditional notions of separate gender roles for men and women (purpose)

Question 2: Long Essay Question, Population Movement to British America

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 causes of population movement to colonial British America in the period from 1607 to 1754.

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 causes of population movement to colonial British America in the period from 1607 to 1754. 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>“People moved to the American colonies for many reasons between 1607 and 1754.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Jobs in manufacturing industries typically attracted immigrants to the American colonies between 1607 and 1754.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Important factors caused population movement to colonial British America in the period from 1607 to 1754.”</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>“While the desire for religious freedom played an important role in population movement to colonial British America, economic incentives served as the primary incentive for both voluntary and forced migration to the region between 1607–1754.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Both the desire for religious freedom and the desire for economic opportunities encouraged people to migrate to the American colonies.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“People migrated to America seeking religious freedom.”</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 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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 explain the causes of population movement to colonial British America in the period from 1607 to 1754, although the reasoning may be uneven, limited, or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	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>“Colonists in Virginia grew tobacco.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how English desires to create profitable enterprises in the Americas led to the founding of Jamestown and establishment of tobacco farming in Virginia which attracted migrants. Discussing how different factors contributed primarily to population movement to the New England and Chesapeake colonies. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“English desires to create profitable enterprises in the Americas led to the founding of Jamestown and establishment of tobacco farming in Virginia. This opportunity for wealth attracted migrants to the colony.”</i> (Indicates a cause of population movement to the American colonies) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that, while the desire for religious freedom played an important role in population movement to colonial British America, economic incentives served as the primary incentive for both voluntary and forced migration to the region between 1607–1754. It then corroborates that argument with evidence from multiple variables such as the motives and economic activities of White settlers as well as evidence about the growth of the slave trade. The response argues that most people migrated to America seeking religious freedom and economic opportunities. It then qualifies that argument with evidence about how different groups and colonies weighted either religious freedom or economic opportunity more than the other. The response argues that the pursuit of religious freedom primarily drove population movement to the colonies. It then qualifies the argument with evidence that the Massachusetts colony quickly shifted to emphasizing commerce, and Boston rapidly became an important trading port which in some ways changed the reasons for migration.
	Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

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. 	Responses that earn this point: <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.
	Examples that do not earn this point: Do not provide context that is relevant to the topic of the prompt <ul style="list-style-type: none"> • <i>“Power in the South shifted from Republicans to Democrats in the years after the Civil War.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> • <i>“New technological ideas produced economic innovation and the industrial revolution.”</i> 	Examples of relevant context that earn this point include the following if appropriate elaboration is provided: <ul style="list-style-type: none"> • Westward expansion • Market Revolution • Technological innovation • Transportation innovation • Cottage industry • Civil War • Competition with European powers • Segregation • Business organization • Immigration • Urbanization Example of acceptable contextualization: <ul style="list-style-type: none"> • <i>“Transportation innovations and advances in manufacturing during the market revolution led to the growth of business and laid the groundwork for the rise of industrial capitalism after the Civil War.”</i>
	Additional Notes: <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 	

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 explain the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900, although the reasoning may be uneven, limited, or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	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>“Telegraphs and telephones became popular means of communication.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the development of new technologies such as the Bessemer process contributed to the rise of steel production and heavy industry. Explaining how federal land grants and subsidies encouraged the growth of transcontinental railroads. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> “The development of new technologies such as the Bessemer process contributed to the rise of steel production and heavy industry.” (Indicates a cause of the rise of industrial capitalism) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that new inventions were the primary reasons for the rise of industrial capitalism. It then corroborates that argument with evidence from multiple variables, such as how multiple industries in different regions of the country benefited from different types of inventions. The response argues that new inventions were the primary reason for the rise of industrial capitalism. It then qualifies that argument with evidence that new forms of business organization allowed these new inventions to be implemented and incorporated into manufacturing practices. The response argues that the rise of industrial capitalism resulted mainly from laissez-faire government policies. It then qualifies the argument with evidence claiming that while there were few government regulations, government subsidies and pro-business policies, which were not strictly speaking laissez-faire, also supported the growth of capitalism.
	Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		

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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	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 explain the causes of internal migration within the United States in the period from 1900 to 1970, although the reasoning may be uneven, limited, or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	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>“As more leisure activities, such as the TV and the radio were created, people were able to enjoy their days more satisfying.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how factors such as sharecropping and racial segregation contributed to African American population movement out of the South during the Great Migration. Discussing similarities and differences between the African American Great Migration and the movement of urban dwellers to the suburbs. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Innovations such as the automobile, airplane travel, and air conditioning encouraged increased population movement to the American Southwest.”</i> (Indicates a cause of internal migration to the Southwest) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that the allure of economic opportunities served as the main reason for these population movements. It then corroborates that argument with evidence from multiple variables about multiple population movements, such as the African American Great Migration, the movement of people in pursuit of war industry jobs, the movement of people to the Sun Belt, and the movement of people from cities to suburbs. The response argues that the allure of economic opportunities served as the main reason for these population movements. It then qualifies that argument by pointing out and providing evidence that while economic opportunity was significant for all groups, racism was also an important factor for some segments of the population, both motivating and preventing migration. The response argues that economic opportunity, climate, and discrimination contributed to internal migration. It then modifies the argument by claiming that internal migration was not a significant development in this period, providing evidence that most Americans did not, in fact, migrate between 1900 to 1970.
	Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 		