

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“. . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges¹ and sophistries² and slurring over of facts are employed to explain aggregations³ of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

¹ tricks

² lies

³ accumulations

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe one point of view suggested in the excerpt.
 - Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
 - Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

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 agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

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

- a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

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 the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.

 3. Evaluate the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.

 4. Evaluate the extent to which growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.

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

Examples that earn this point include the following:

- The point of view of the excerpt is that of a reformer.
- The point of view of the excerpt is that the Standard Oil Company is too big.
- The author believes that government needs to step in to regulate large corporations.

(B) Briefly explain how one specific historical development between 1865 to 1904 contributed to the development described in the excerpt. **1 point**

Examples that earn this point include the following:

- The development of trusts like Standard Oil was partly a result of the popularity of laissez-faire policies that opposed government intervention in the economy.
- The federal government supported policies that placed few restrictions on companies like Standard Oil, allowing it to become a trust.
- Companies like Standard Oil eliminated their competition to create monopolies, which made them very powerful.
- Policies that restricted the power of labor organizations contributed to companies like Standard Oil becoming more powerful.
- Westward expansion and imperialism opened new markets and resources, leading to some companies gaining a monopoly.

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

- The processes of horizontal integration
- The processes of vertical integration

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- | | | |
|------------|---|----------------|
| (C) | Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920. | 1 point |
|------------|---|----------------|
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Examples that earn this point include the following:

- The concerns raised by Tarbell contributed to calls by Progressives for federal legislation that they believed would effectively regulate the economy.
- By publishing her ideas, Tarbell gained support from the public, which contributed to trust-busting by the government.
- The criticisms of reforms about the power of corporations like Standard Oil resulted in the increased power of the federal government over the economy.
- The concerns raised by Tarbell promoted expanded union membership and agitation for higher wages, shorter hours, and safer working conditions.

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

- The impact of muckraking
- Application of federal laws such as the Sherman Anti-Trust Act (1890)
- The passage of laws such as the Clayton Anti-Trust Act (1914)

Total for question 2 3 points

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. Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“U.S. society was transformed after 1800 by the growth of political parties, evangelical Protestantism, and expanded suffrage.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Commercial development affected many parts of United States society from 1800 to 1855.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Commercial development changed the United States between 1800 and 1855.”</i> 	Responses that earn this point: Provide a historically defensible thesis or claim about how commercial development changed United States society from 1800 to 1855. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument. 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>“Commercial development greatly changed United States society by creating new national economic connections and facilitating stronger divisions over the institution of slavery.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Commercial development changed United States society by encouraging wage labor, fostering religious reform movements, and allowing more women to work outside of the home.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Commercial development changed society by inspiring reform movements.”</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>“When Europeans colonized North America, at first all they wanted was commerce with Native Americans.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“People felt very religious all the time in the early 1800s.”</i> 	Responses that earn this point: Accurately describe a context relevant to how commercial development changed United States society from 1800 to 1855. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> British regulations (Navigation Acts) Articles of Confederation Constitution First Great Awakening War of 1812 Manifest Destiny The Civil War The Second Industrial Revolution The Gilded Age Western expansion and debates over slavery Examples of acceptable contextualization: <ul style="list-style-type: none"> <i>“When the United States was a colony of Britain, the Navigation Acts made it so that the colonists couldn’t manufacture things. In the early 1800s, many people wanted to encourage the development of manufacturing to fix this so that the country could be more economically independent.”</i> <i>“During the War of 1812, Americans had trouble getting manufactured goods from Europe, so they were encouraged to begin manufacturing things themselves domestically.”</i> <i>“As America expanded its territory, it was becoming more divided on how slavery should be handled.”</i> (Minimally acceptable context)
	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. 	

Question 2: Long Essay Question, Transatlantic Trade

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 the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.

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: Provide a historically defensible thesis or claim about how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
	Examples that do not earn this point: Provide an overly generalized response to the prompt <ul style="list-style-type: none"> <i>“The growth of transatlantic trade led to major economic and social changes in society.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“North American society changed as a result of the growth of trade in the Atlantic.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“The growth of transatlantic trade led to the development of a diverse economy in the British colonies that included the large-scale manufacturing of consumer goods and extensive silver mining.”</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 most significant and lasting impact of the growth of transatlantic trade was the increase in the racial, religious, and ethnic diversity of the colonies, while another important but less significant impact was the Anglicization of colonial society.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“The growth of trade in the Atlantic led to the spread of Enlightenment ideas and debates about British taxes, both of which contributed to the movement for independence.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The growth of transatlantic trade led to more slavery in the colonies.”</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 impressed sailors on American merchant ships which made Americans very mad and contributed to another war with Britain.”</i> 	Responses that earn 1 point: Identify at least two specific historical examples relevant to how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Indentured servitude Transatlantic slave trade Fur Trade Mercantilism First Great Awakening Enlightenment Anglicization Declaration of Independence Salutary neglect Navigation Acts Tobacco, sugar, rice Sugar Act Townshend Acts Tea Act Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“The British regulated colonial trade with things like the Sugar Act and Tea Act.”</i> 	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The growth of the fur trade led colonists to form relationships with Indigenous societies in northern colonies that contributed to cultural exchange.” (Uses evidence to support an argument about changes in colonial society that resulted from interactions with Indigenous Americans)</i> <i>“The growth of trade in the Atlantic helped spread religious ideas from Europe to the colonies which contributed to the first Great Awakening.” (Uses evidence to support an argument about the impact of transatlantic trade on culture)</i> <i>“The British allowed the colonists a fair amount of freedom to trade during salutary neglect, but when that changed, it led to resentment in colonial society.” (Uses evidence to support an argument about changes in the colonist loyalty to Britain)</i>
	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 two-part argument about increases in ethnic and intellectual diversity, using evidence about the New Netherlands and Enlightenment.) 		

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: Must demonstrate the use of historical reasoning to explain how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776, 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>“Mercantilism was an economic system used by the British in their colonies. It was designed to regulate trade.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how transatlantic trade caused the spread of plantation agriculture that led to an increase in slavery. Discussing how transatlantic trade led to an increase in the presence of different European religious and ethnic groups, which contributed to a significant degree of pluralism and intellectual exchange. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Early on, tobacco proved to be a very profitable crop for the Virginia colony in transatlantic trade. This created a demand for labor which at first brought in a significant number of European indentured servants and later enslaved Africans.”</i> (Indicates a change resulting from transatlantic trade) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that transatlantic trade led to a steady increase in the diversity of colonial society from 1607 to 1776. The response corroborates this argument with evidence from across themes about how various factors like cultural exchange, economic incentives, and imperial competition contributed to this steady increase in diversity over time. The response argues that British attempts to regulate transatlantic trade led to a decreasing loyalty to Britain in colonial society that culminated in the Declaration of Independence. The response then qualifies that argument with evidence of a gradual Anglicization of colonial society that in some ways brought the colonies and Britain closer. The response argues that transatlantic trade changed the ethnic, racial, and religious makeup of the colonies. It then qualifies that argument with evidence of demographic continuities, including a consistent Native American presence and constant migration from Britain.
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

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: Provide a historically defensible thesis or claim about how changes in United States foreign policy contributed to territorial growth from 1840 to 1898. The thesis must suggest at least one main line of argument development or establish the 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>“Consistent changes in U.S. foreign policy contributed to consistent territorial growth from 1840 to 1898.”</i> Provide an overly generalized response to the prompt <ul style="list-style-type: none"> <i>“Economic, social, and political changes in United States foreign policy contributed to territorial growth.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“The isolationist foreign policy of the United States motivated America to fight to get the Europeans out of our area.”</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 foreign policy of the early republic contributed to significant territorial expansion with the Louisiana Purchase, once ideas associated with Manifest Destiny started to motivate U.S. foreign policy, there was a massive expansion that took the U.S. all the way to the Philippines.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Changes in U.S. foreign policy contributed to the Louisiana Purchase, the annexation of Texas, the Mexican cession, and the taking of areas further away like Alaska and Hawaii.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Americans used Manifest Destiny to justify taking more 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 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: Must demonstrate the use of historical reasoning to explain how changes in United States foreign policy contributed to territorial growth from 1840 to 1898, 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>“William Seward was a politician who served as the Secretary of State in the 1860s. He negotiated with Russia about Alaska.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how U.S. foreign policy became more aggressive over time and contributed to wars to acquire territory. Explaining how U.S. foreign policy shifted from a focus on acquiring territory in the West to a policy of acquiring territory overseas. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“At first the U.S. was mostly focused on taking land from Native Americans and Mexico in the West, but by the end of the century, U.S. foreign policy focused on getting land in the Caribbean and Pacific.”</i> (Indicates a change in foreign policy related to territorial acquisition) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that U.S. foreign policy got steadily more aggressive about acquiring territory. It corroborates this argument by providing evidence across themes, including ideological motivations emanating from Manifest Destiny, economic interest resulting from industrialization and agriculture, and global competition related to European imperialism. The response argues that the U.S. became much more willing to use war to gain territory over the course of the 19th century. It then qualifies the argument about change with evidence of continuity, noting that warfare was used to take land from Native Americans from the 17th century through the 19th century. The response argues that changes in foreign policy played a minor role in the growth of the United States. The response modifies the argument by contending that it was the actions of citizens that primarily contributed to growth, providing evidence like settlers pushing into Indigenous land.
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

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: Provide a historically defensible thesis or claim about how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. The thesis must suggest at least one main line of argument development or establish the 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>“Fear led to major changes in U.S. foreign policy.”</i> Provide an overly generalized response to the prompt <ul style="list-style-type: none"> <i>“National security concerns led to social, economic, and political changes in U.S. foreign policy.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“As the most powerful country in the World, the United States didn’t feel like it needed any other countries’ help to address its security concerns, so it established an isolationist foreign policy.”</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 most significant change to U.S. policy that resulted from the fear of communism was the formation of permanent alliances, something the U.S. had never done, the U.S. also increased its use of foreign aid and military power in the period.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Security concerns led to more alliances and increased foreign aid during the Cold War.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Concerns about national security led to the formation of permanent alliances.”</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 United States helped broker the Oslo Accords which improved the relationship between Israel and Palestine.”</i> 	Responses that earn 1 point: Identify at least two <u>specific historical examples</u> relevant to how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> The Cold War Nuclear weapons Containment Second Red Scare Korean War Vietnam War Potsdam and Yalta Conferences NATO SEATO The United Nations Marshall Plan The Alliance for Progress Ronald Reagan Truman Doctrine Cuban Missile Crisis Duck and Cover Drills Peace Corps Detente Nixon’s visits to China & Soviet Union OPEC Oil Embargo Camp David Accords Iran Hostage Crisis Mikhail Gorbachev Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“President Truman met with the leaders of the Soviet Union and the United Kingdom to plan for the end of World War II at the Yalta and Potsdam Conferences.”</i> 	Responses that earn 2 points: Use at least two <u>specific historical examples</u> to support an argument regarding how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“As the Soviet Union promoted the spread of communism around the world which led to the Red Scare, the United States responded by developing a foreign policy based on containment.”</i> (Uses evidence to support an argument about how the spread of communism shaped foreign policy) <i>“Shortly after World War II ended, several other countries developed nuclear weapons, including some enemies, so the U.S. started building a lot more of these bombs.”</i> (Uses evidence to support an argument about the growth of the U.S. nuclear arsenal) <i>“Fear of Soviet power motivated the United States to create permanent alliances for the first time, for example, NATO.”</i> (Uses evidence to support an argument about why the U.S. formed alliances)
	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 two-part argument about alliances with NATO and military spending with nuclear weapons.) 		