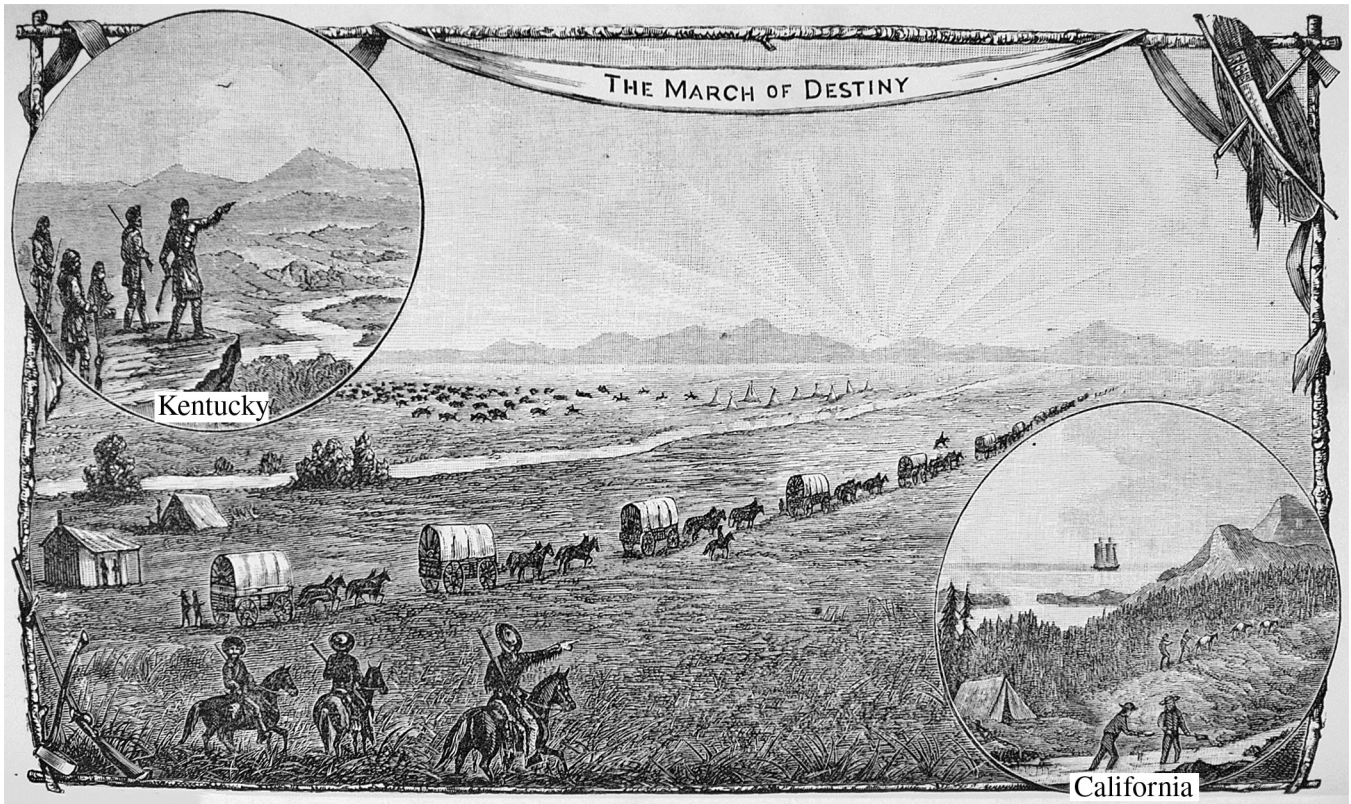


2019 AP® US HISTORY FREE-RESPONSE QUESTIONS

Frank Triplett, “The March of Destiny,” 1883



Courtesy The Newberry Library, Chicago

2. Using the image above, which depicts the first half of the nineteenth century, answer (a), (b), and (c).
- a) Briefly describe ONE historical perspective expressed in the image.
 - b) Briefly explain how ONE specific event or development in the period from 1800 to 1850 contributed to the process depicted in the image.
 - c) Briefly explain ONE specific historical effect in the period from 1844 to 1890 that resulted from the process depicted in the image.

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1607 to 1754.
- a) Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York).
 - b) Briefly describe one similarity between the economy of the Chesapeake colonies and the economy of the middle colonies.
 - c) Briefly explain one reason for a difference between the economy of the Chesapeake colonies and the economy of the middle colonies.

4. Answer (a), (b), and (c).
- a) Briefly describe ONE similarity between New Deal and Great Society programs.
 - b) Briefly describe ONE difference between New Deal and Great Society programs.
 - c) Briefly explain ONE reason for a difference between New Deal and Great Society programs.

END OF SECTION I

2019 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

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.
-
2. Evaluate the extent to which ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

 3. Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.

 4. Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

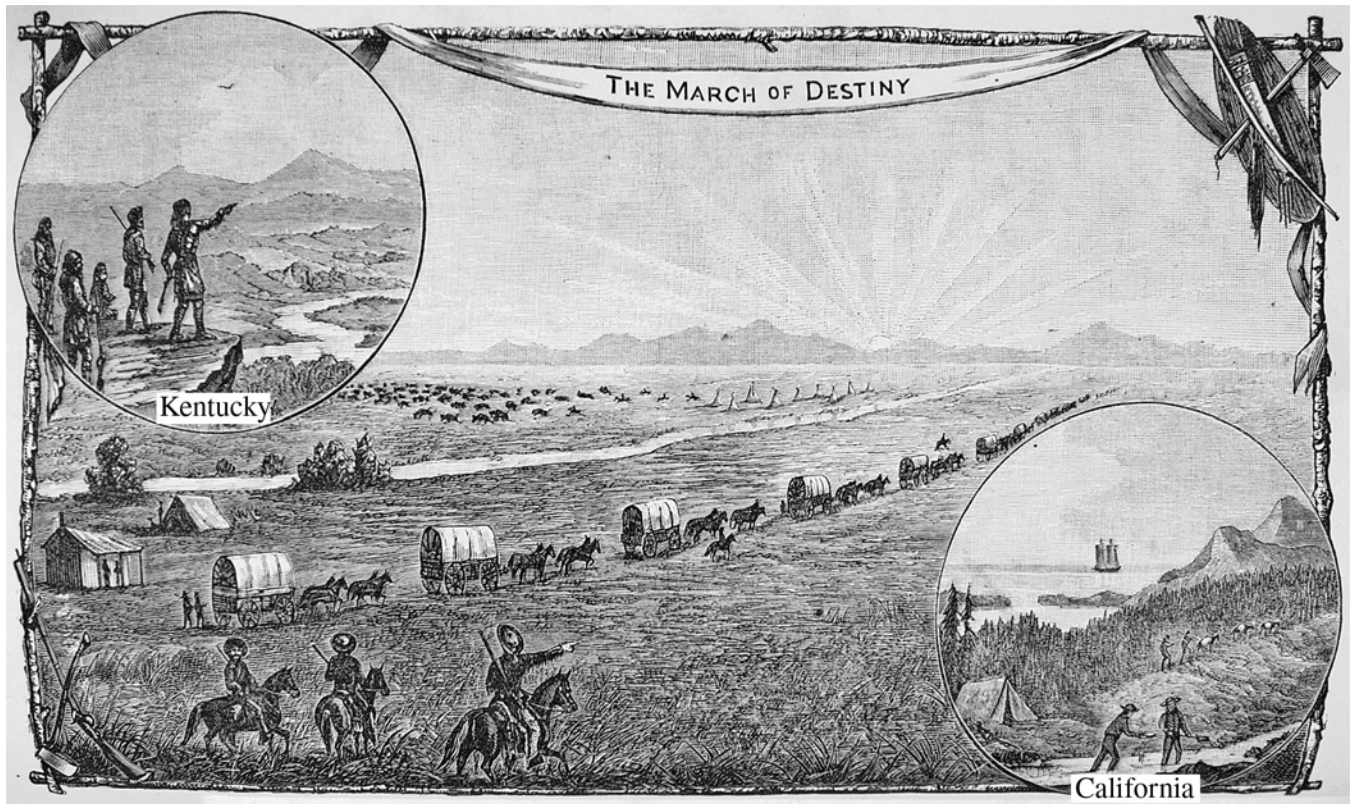
WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

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Short Answer Question 2



Using the image above, which depicts the first half of the nineteenth century, answer (a), (b), and (c).

- a) Briefly describe ONE historical perspective expressed in the image.
- b) Briefly explain how ONE specific event or development in the period from 1800 to 1850 contributed to the process depicted in the image.
- c) Briefly explain ONE specific historical effect in the period from 1844 to 1890 that resulted from the process depicted in the image.

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.

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2019 SCORING GUIDELINES

Short Answer Question 2 (continued)

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Question-Specific Scoring Guide

- ONE point for describing ONE historical perspective expressed in the image
- ONE point for explaining how ONE specific event or development in the period from 1800 to 1850 contributed to the process depicted in the image
- ONE point for explaining ONE specific historical effect in the period from 1844 to 1890 that resulted from the process depicted in the image

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics 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.

Examples of responses to (a) that would earn credit:

- Artist supports Manifest Destiny and the spread of United States settlers westward; image suggests that American civilization is spreading.
- Image in upper left suggests explorers discovering land that appears to be unoccupied.
- The image of the wagon train in the center suggests progress and movement of people westward.
- The image may connote that homesteading and establishing new farms will improve the West.
- Depiction of American Indians suggests that they are passive observers of United States westward expansion/accepting of United States expansion.
- The depiction of the sun suggests the light of progress through United States westward expansion (sun is either rising or setting).
- The image in the lower right depicts people digging for gold in California, which suggests the many ways to profit from westward movements (e.g., fur trapping, cattle ranching, mining, farming, commercial shipping, trade).
- All of these views associate Manifest Destiny and the western expansion of the United States with economic progress, social and geographic mobility, religious mission, and ideas of racial superiority.
- These views also associate Manifest Destiny with white male settlers.

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2019 SCORING GUIDELINES

Short Answer Question 2 (continued)

Examples of responses to (b) that would earn credit:

- The Louisiana Purchase added to the territory of the United States that was accessible for national expansion.
- The War of 1812 and the defeat of Tecumseh's Indian Confederacy opened the Old Northwest to United States settlement.
- Promotion of the idea of opportunities in the West through the press and by journalists (e.g., John L. O'Sullivan, Horace Greeley) encouraged Americans to move west.
- Mexican–American War and the resulting acquisition of new land by the United States opened new land for United States settlement.
- Particular population movements into the West contributed to or facilitated westward mobility.
 - Migration of family farmers for economic opportunity
 - Emergence of new cities and towns in the West
 - Oregon Trail allowing for westward movement
 - Mormon migration
 - Free-soilers moving to the West
- Expanded transportation networks (e.g., canals and railroads) facilitated westward expansion.
- Economic development of the West encouraged westward migration.
 - Agricultural staple production in the Midwest
 - Cotton production and slavery expanding to the West
 - Growth of the internal slave trade
 - Fur trade in the Pacific Northwest
 - Development of extractive industries such as mining
 - Gold rushes in California and elsewhere
 - Development of cattle ranching
- American Indian removal led to the dispossession of land that could then be acquired by U.S. western migrants.

Examples of responses to (c) that would earn credit:

- Mexican–American War and the resulting acquisition of new land for the United States.
- Controversies over the spread of slavery to the West, which ultimately led to the Civil War.
 - Kansas–Nebraska Act
 - Compromise of 1850
 - Free Soil Party
 - Foundation of the Republican Party
- Developments that contributed to the continuation of population movement into the West between 1844 and 1890.
 - Migration of family farmers for economic opportunity
 - Emergence of new cities and towns in the West (e.g., Chicago)
 - African American “Exoduster” migration from the South
- Expanded transportation networks and greater integration of the West with the economies of the Northeast and Midwest (e.g., transcontinental railroads).
- Continued economic development of the West.
 - Farming on the Great Plains
 - Largely extractive industries such as mining
 - Gold rushes in California and elsewhere
 - Cattle ranching
- Federal government encouragement of western development (e.g., Homestead Act, railroad land grants, and subsidies).

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Short Answer Question 2 (continued)

- United States westward expansion created conflicts between white settlers and American Indians.
 - Wars between federal government and American Indians (e.g., Sand Creek massacre (1864), General George Custer's campaigns, Battle of Little Big Horn (1876), Dawes Act (1887), Wounded Knee (1890))
 - Forcing of American Indians onto reservations
- More interest by business leaders in gaining access to and control over external markets in Latin America and beyond.
- Destruction of American bison (buffalo) and reduction in other natural resources in the West.
- International migrants from places such as eastern Asia came to the western United States for labor and economic opportunities.
- The desire of white Americans to exclude nonwhite immigrants from competing for economic opportunities in the West led to immigration restrictions such as the Chinese Exclusion Act (1882).
- Western Agrarian activists (e.g., Grangers, Farmer's Alliance/Populists) organized to oppose the monopolistic practices of western transportation companies and agribusinesses.

NOTE: *Be sure to note the overlapping dates on (b) and (c) and make sure the answers for (b) and (c) are within the correct time period specified.*

NOTE: *It may be acceptable for test takers to use some of the same examples to respond to either (b) or (c) as long as they show how the evidence is appropriate for each part of the question. Merely mentioning an event will not result in the awarding of points in part (b) and (c). Responses must provide an explanation that answers the relevant question.*

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2019 SCORING GUIDELINES

Question 2 — Long Essay Question

Evaluate the extent to which ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how ideas of self-government influenced American colonial reaction to British imperial authority from 1754 to 1776.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> “Although these taxes are considered to be the reasoning behind the American Revolution, the impending war was more so about the need for individual freedom and republican government that the British deprived them of after the end to salutary neglect.” “During the era of the Enlightenment, colonists clung to these ideas of Republicanism and self-government and used them to justify opposition to Britain’s economic control and political control of the colonies.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to how ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> Mayflower Compact and/or acknowledgment of first chartered colonies Enlightenment ideas about liberty and consent in government Colonial experience with local control of religious institutions (e.g., Congregationalist church) Salutary neglect / Limited enforcement of the Navigation Acts (1651, 1660, and 1663)

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2019 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <ul style="list-style-type: none"> • Virginia House of Burgesses • Mayflower Compact • Albany Congress (1754) • Seven Years’ War (French and Indian War), 1754–1763 • Pontiac’s Rebellion (1763) • Royal Proclamation of 1763 • Virtual representation • Sons of Liberty (Massachusetts) • Nonimportation/nonconsumption • Quartering Act (1765) • Vice admiralty courts • Stamp Act and protests (1765–1766) • Stamp Act Congress • “No taxation without representation” • Townshend Act (1767) • Boston Massacre (1770) • Tea Act (1773) • Boston Tea Party (1773) • Coercive/Intolerable Acts (1773) • First and Second Continental Congress • Olive Branch Petition (1775) • Thomas Paine, <i>Common Sense</i> (1776) • Declaration of Independence (1776)
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2019 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: 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. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none"> • Explaining how particular ideas from the Enlightenment helped cause American resistance to British rule, such as the Stamp Act protests or the Boston Tea Party • Tracing the continuity of earlier institutions of self-government such as the Virginia House of Burgesses to the role of local governing bodies in colonial protests, such as committees of correspondence <p>OR</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of self-government played out in different colonies, such as Virginia and Massachusetts • Explaining multiple causes of American resistance to British colonial authority, such as the development of a unique American identity • Explaining relevant and insightful connections within and across periods by, for example, making comparisons with arguments over federalism in the 1780s and 1790s or states’ rights in the 1850s or 1960s • Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, exploring cultural ideas about British American exceptionalism or the socioeconomic differences of British American societies from Great Britain • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, examining the reasons why colonial resistance against the Navigation Acts before the 1760s was limited compared to the colonial reaction to British imperial authority after 1763
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>		

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2019 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., 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.

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible claim that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “Although these taxes are considered to be the reasoning behind the American Revolution, the impending war was more so about the need for individual freedom and republican government than the British deprived them of after the end to salutary neglect.” *(The response makes a historically defensible claim that addresses the prompt and establishes a line of reasoning.)*
- “During the era of the Enlightenment, colonists clung to these ideas of Republicanism and self-government and used them to justify opposition to Britain’s economic control and political control of the colonies.” *(The response makes a historically defensible claim that addresses the prompt and establishes a line of reasoning.)*

Examples of unacceptable theses:

- “The colonists of North America, armed with their new ideas of a self-ruling government, paved the way for a new country.” *(This example is too vague and does not directly respond to the prompt.)*
- “Ideas of self-government significantly influenced American colonial reaction to British imperial authority.” *(The response simply restates the prompt with an additional adverb and does not make a historically defensible claim.)*
- “The unfair expectations from the British ultimately led to the American Revolution.” *(This thesis attempt does not respond to the prompt.)*

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Question 2 — Long Essay Question (continued)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to how ideas of self-government influenced American colonial reaction to British imperial authority from 1754 to 1776.

Examples might include the following, with appropriate elaboration:

- Mayflower Compact and/or acknowledgment of first chartered colonies.
- Enlightenment ideas about liberty and consent in government.
- Colonial experience with local control of religious institutions (e.g., Congregationalist church).
- Salutary neglect/limited enforcement of the Navigation Acts (1651, 1660, and 1663).
- Colonists' beliefs that they had rights to English liberty and representation.
- The Glorious Revolution (1688) demonstrated an unpopular monarch could be deposed.
- Debt from French and Indian War (Seven Years' War) led to increased economic regulations.
- The Constitution embodied ideas about self-rule and liberty.

Examples of acceptable contextualization:

- “In the period before the French and Indian War, the colonies enjoyed a great amount of economic, political, and social freedom and even had a government as laid out in the Mayflower Compact. Before the war, there were Navigation Acts that required the colonies only trade with Britain, but they were not strictly enforced. Because of these freedoms, it was never heard of that the colonies were seeking independence or self-government.” (*The response earned 1 point for contextualization because it describes broader historical patterns prior to the time period that established a predisposition to self-government among the British North American colonies.*)
- “The ideas of self-rule originally came from the Enlightenment movement. Notable figures such as John Locke and Thomas Hobbes came up with ideas of liberty and the people ruling their own government.” (*The response earned 1 point for contextualization because it describes the intellectual movements that created a foundation for ideas about self-government in British North American colonies.*)

Example of unacceptable contextualization:

- “In 1754 the British colonies have expanded along the east coast and have begun their own political system of government but were still under control from the monarchy of Great Britain.” (*The response did not earn the point for contextualization because it is too broad.*)

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2019 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument, or a significant portion of it, in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:

- Virginia House of Burgesses
- Mayflower Compact
- New England town meetings
- Fundamental Orders of Connecticut
- Colonial charters
- English liberties
- British constitution
- Albany Congress (1754)
- Seven Years' War (French and Indian War), 1754–1763
- Pontiac's Rebellion (1763)
- Royal Proclamation of 1763
- Virtual representation
- Sons of Liberty (Massachusetts)
- First and Second Continental Congress
- State constitution making
- Committees of safety
- Committees of correspondence
- Nonimportation/nonconsumption
- Quartering Act (1765)
- Vice admiralty courts
- The Declaration of Rights and Grievances (1765)
- Stamp Act and protests (1765–1766)
- Stamp Act Congress
- “No taxation without representation”
- Declaratory Act (1766) — authority to pass any law regulating colonies “in all cases whatsoever”
- Townshend Act (1767)
- Boston Massacre (1770)
- Tea Act (1773) — British East India Co. can sell to colonies without tax
- Boston Tea Party (1773)
- Coercive/Intolerable Acts (1773)
- First and Second Continental Congress
- Olive Branch Petition (1775)
- Thomas Paine, *Common Sense* (1776)
- Declaration of Independence (1776)

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Question 2 — Long Essay Question (continued)

Example of acceptably providing evidence relevant to the topic of the prompt:

- “The British parliament began to tax goods without the knowledge/consent of the colonists. Political figures began to write documents and pamphlets such as Thomas Paine’s ‘Common Sense.’” *(The response earned 1 point for evidence. This example correctly identifies the idea of “no taxation without representation” and Thomas Paine’s pamphlet. It did not earn the second evidence point because the response does not clearly connect the evidence to an argument about self-government.)*

Examples of unacceptably providing evidence relevant to the topic of the prompt:

- “During the 1754’s to 1776’s, America had been left on its own to self govern themselves and was given an opportunity to establish its own government.” *(This example did not earn points for evidence as it confuses the prompt’s time period with salutary neglect.)*
- “The Crown was putting a massive tax on the smallest things.” *(This example did not earn points for evidence because it is too broad and vague. More specificity about the kinds of goods taxed and/or the name of the tax act is necessary to earn this point.)*

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- “The Stamp Act was the first direct tax on the colonists that they really noticed. The colonists responded to this with the proclamation of ‘No taxation without Representation,’ the argument that they could not be taxed if they weren’t represented in Parliament.” *(The response earned 2 points for evidence. It correctly identifies examples in the form of the Stamp Act, which is then used to develop the larger argument about the relationship between ideas of self-government as a response to British imperial authority.)*

Example of unacceptable use of evidence to support an argument:

- “The Boston Tea Party is one significant and influential example about the backlash against the British tea act. Crates of British tea was dumped by the Sons of Liberty, who were activists against tax collectors.” *(The response earned 1 point for providing evidence relevant to the topic of the prompt. This response did not earn a second evidence point because the Boston Tea Party is not directly connected back to an argument in response to the prompt.)*

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Question 2 — Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how particular ideas from the Enlightenment helped cause American resistance to British rule, such as the Stamp Act protests or the Boston Tea Party
- Tracing the continuity of earlier institutions of self-government such as the Virginia House of Burgesses to the role of local governing bodies in colonial protests, such as committees of correspondence

Examples of acceptable use of historical reasoning:

- “The Boston Tea Party was a protest where colonists dumped British tea into Boston harbor to go against the burdensome tea tax that Parliament imposed. In response, Britain seized the port, shut down the Massachusetts legislature, and replaced the former, elected officials with unelected bureaucrats from England.” *(The response earned 1 point for historical reasoning because it demonstrates causation. It did not earn an additional point for complexity as the response did not corroborate, qualify, or modify an argument.)*
- “These ideas of self-government created a stirring in them that first questioned, then resented, then sought to change their reality.” *(The response earned 1 point for historical reasoning for demonstrating change over time. This theme carries throughout the essay, culminating with this statement. The response did not earn an additional point for complexity as it did not corroborate, qualify, or modify an argument.)*

Examples of unacceptable use of historical reasoning:

- “Thomas Paine’s ‘Common Sense’ talks about the idea of being free from a ruler and living in a balanced society. This gave way to the American revolution with the goal of having a government for the people, by the people.” *(This example did not earn a point for historical reasoning. The response attempts to demonstrate causation, that Thomas Paine’s writings “gave way” to the American Revolution. This connection is not fully developed and is not directly related to ideas of self-government, which is the focus of the prompt.)*
- “Americans might have been the British if we hadn’t wanted self government so badly. Luckily the Brits made it clear by demanding their money they chose to spend, inflicted a series of radical tax prices on our largest imports. At that point it would sound nice to be on your own because Britain was just taking it too far and temptation to self-government prevailed.” *(This example did not earn a point for historical reasoning. The response attempts to demonstrate causation or change over time, but it lacks specifics to structure an argument that addresses the prompt.)*

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Question 2 — Long Essay Question (continued)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of self-government played out in different colonies such as Virginia and Massachusetts
- Explaining multiple causes of American resistance to British colonial authority, such as the development of a unique American identity
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with arguments over federalism in the 1780s and 1790s or states' rights in the 1850s or 1960s
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, exploring cultural ideas about British American exceptionalism or the socioeconomic differences of British American societies from Great Britain
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, examining the reasons why colonial resistance against the Navigation Acts and British imperial supervision before the 1760s was limited compared to the colonial reaction against the exertion of British imperial authority after 1763

This understanding must be part of the argument, not merely a phrase or reference.

Examples of acceptable demonstration of a complex understanding:

- *The following response earned the point for complexity. While the essay acknowledges the central role self-government played in leading to revolution, this example identifies that not all colonists (like the Quakers) adhered to these ideas. This qualifies the response's overall argument by highlighting specific demographic groups that did not necessarily support self-government. The response demonstrates a complex understanding of the topic. "However, despite the mass colonial patriotism, some colonists were unaffected by ideas of self-governance. Most notable among these is anti-war Pennsylvania Representative John Dickinson, a Quaker. He, rather than voting to declare independence and go to war, pushes through the Olive Branch Petition, which was an attempt to reconcile with Britain."*
- *The following response earned the point for complexity. The response recognizes that debates regarding self-governance continued well after the end of the war by including references to continued arguments over federalism (Federalists and Anti-Federalists). This corroborates the original argument by explaining relevant and insightful connections within and across time periods. The response demonstrates a complex understanding that the question of self-governance was not settled by the American Revolution. "After winning independence from Britain at the battle of Yorktown and the signing of the Treaty of Paris, debates with the intent of protecting self-governance still ensued. Examples such as the debates between the Federalists and Anti-Federalists over the self-governance of states embodied the lasting desires that were born on this continent so many centuries ago."*

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Question 2 — Long Essay Question (continued)

- *The following response earned the point for complexity. The essay argues that while not all colonists initially viewed British imperial tendencies as immoral on their own, an increasing desire for expanded democracy and self-governance fueled the American Revolution. It identifies the reasons why resistance to the Navigation Acts was limited in comparison to later taxes such as the Stamp Act. This corroborates the original argument by showing similarities and differences over time. The response demonstrates a complex understanding of the topic. “Prior to the American Revolution, taxes from Britain were not foreign to the colonists. Import duties paid to the Crown and restrictions on trade through the Navigation Acts had been commonplace. Import duties, however, had been an external tax; they were not paid directly by individuals, but rather by businesses at the port. The Stamp Act of 1754 did not follow this precedent of external taxes from Britain. As an internal tax, the Act demanded extra payment on not just stamps, but papers and other items as well.”*
- *The following response earned the point for complexity. The essay argues that the American Revolution did not occur because of a great desire for self-government. Rather, the response contends, revolution was inspired by mercantilism. The response provides evidence throughout of colonial rebellions in response to excessive taxation and economic hardships. This modifies the original prompt by acknowledging the minor role of self-government in fomenting rebellion. The response demonstrates a complex understanding of the topic.*
 - “Concepts of self-government had some influence on American reactions to the British. However, the philosophy of mercantilism was the major influence on the American’s Declaration of Independence. Ideas of self-government had little effect on American resistance to the British.”
 - “Conversely, the British use of mercantilism against the colonists was the major influence for the American colonial reaction. Rebellions occurred in response to the British economic policies such as the Boston Tea Party. By dumping an entire shipment of tea into Boston Harbor, the residents of Boston defied the British because of their disturbance of the American economy, not Americas’ ideas of self-government.”

Examples of unacceptable demonstration of a complex understanding:

- *The following example did not earn the complexity point. The response attempts to corroborate the argument by demonstrating how debates regarding self-government continued after the American Revolution. It provides evidence by referencing the sectional crisis in the 1850s; however, a brief reference is not sufficient to demonstrate a complex understanding of the topic. “The southern states tried breaking away in the same fashion in the time between 1850 and 1860, leading to the Civil War.”*
- *The following example did not earn the complexity point. The response attempts to modify the topic by analyzing multiple issues, but it entirely dismisses the validity of the prompt itself and ignores earlier historical developments of self-government in the British North American colonies. The response makes no attempt to identify examples of ideas of self-government and therefore does not demonstrate a complex understanding of the time period. “The reactions of the colonists to the various acts of British imperial authority from 1756–1776 was never rooted out of the ideals for self-government. The idea of self-government only came at the offset of the war. The reactions of the colonists came more from wanting to be in the period of freedom that salutary neglect brought.”*