

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Briefly describe one political development in British North America from 1607 to 1753.
 - B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
 - C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.
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4. Respond to parts A, B, and C.

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

END OF SECTION I

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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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- 2.** Evaluate how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.
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- 3.** Evaluate how different reform movements in the United States responded to industrialization from 1820 to 1900.
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- 4.** Evaluate how United States foreign policy responded to changes in the world from 1890 to 1930.

STOP
END OF EXAM

Question 3: Short Answer No Stimulus**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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 political development in British North America from 1607 to 1753. **1 point**

Examples of acceptable responses may include the following:

- British American colonies established self-governing institutions.
- In New England, political power was based on participatory town meetings.
- Enlightenment values encouraged colonists in British North America to assert principles of self-governance.
- Colonists' desire for more land prompted conflicts with Native Americans.
- Many proprietary and corporate colonies transitioned to direct royal government.
- British officials did not consistently enforce mercantilist policies.

B Briefly describe one effect of the Seven Years' War from 1754 to 1765. **1 point**

Examples of acceptable responses may include the following:

- Great Britain further taxed its North American colonies to pay for the Seven Years' War.
- The Seven Years' War led to the end of the French colonies in North America.
- The Seven Years' War heightened tensions between the colonists, British officials, and Native American groups.

C Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783. **1 point**

Examples of acceptable responses may include the following:

- In response to debates about the rights of British colonists, American colonists believed government violations of their natural rights justified declaring independence.

- During the American Revolution, Loyalists attempted to defend the British Crown against Patriots who claimed that the British violated their rights.
 - Patriots rejected British taxation policies, leading to public protests that criticized the rule of the British Crown.
 - British officials asserted their right to govern the colonies and sent soldiers to suppress the colonial rebellion.
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Question 3: Long Essay Question, Reform Movements and Industrialization

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 how different reform movements in the United States responded to industrialization from 1820 to 1900.

Additional Notes:

- 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.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding	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 through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
(0–2 points)	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 frame or structure an argument about how different reform movements in the United States responded to industrialization from 1820 to 1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. 	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
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>"Charles Grandison Finney was a preacher."</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the shift to factory production contributed to the rise in activism by labor unions. Explaining a similarity in the religious motivations behind reform advocated during the Second Great Awakening and by proponents of the Social Gospel. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"During both the era of the market revolution and during the Gilded Age, religious ideas contributed to reform movements by inspiring temperance reformers and promoters of the Social Gospel."</i> [Indicates a similarity between different types of 		Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> A response may argue that the social changes caused by industrialization and the growing political power of industrialists helped to motivate reform movements from 1820 to 1900. The response then argues that religious ideas associated with the Second Great Awakening, such as perfectibility and individualism, had a greater influence on reform movements during the time period. [Uses evidence to demonstrate a sophisticated understanding of different perspectives] A response may argue that industrialization inspired reformers to seek to address social ills through voluntary activism. It then argues that industrialization also inspired broader political action by government to regulate the economy during the Progressive Era that more

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	reform activism that were inspired by religious ideals]	thoroughly addressed the concerns of reformers. [Explains relevant and insightful connections across periods]
<p>Additional Notes:</p> <ul style="list-style-type: none">• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.• This complex understanding must be part of the argument and may be demonstrated in any part of the response.• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		