

Question 3 or 4

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

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

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

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

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

END OF SECTION I

UNITED STATES HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

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 four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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.

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 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 the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.

 3. Evaluate the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

 4. Evaluate the relative importance of the effects of movements for social change from 1945 to 1980.

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.

STOP

END OF EXAM

Question 4: 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 United States Cold War policy from 1945 to 1991. **1 point**

Examples that earn this point include the following:

- The main Cold War policy of the United States was containment.
- The United States fought in the Vietnam War as part of the Cold War.
- The United States fought a war in Korea as part of the Cold War.
- The United States created collective security treaties like NATO.
- During the Cold War, the United States often supported non-Communist regimes even if they were not democratic.

[b] Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991. **1 point**

Examples that earn this point include the following:

- Young Americans protested the Vietnam War, while many in the government argued that the war had to be fought to contain communism.
 - Democratic and Republican administrations during the Cold War both used military power to try to prevent communism from spreading.
 - Environmentalists criticized the development of nuclear weapons as dangerous, while political officials argued that a nuclear stockpile was necessary to deter the Soviet Union.
 - Conservatives generally argued that high defense spending during the Cold War was necessary, while liberals sometimes argued that money spent on national defense would be better spent on social programs.
 - Youth activists and Civil Rights advocates argued in favor of supporting decolonization movements in Africa, Asia, and Latin America rather than containment.
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Question 4: Long Essay Question, Movements for Social Change 1945 to 1980

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 the effects of movements for social change from 1945 to 1980.