

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.

2. In the period circa 1200–1750, networks of exchange led to the spread of religions, cultures, ideas, and traditions in many parts of Afro-Eurasia.

Develop an argument that evaluates the extent to which exchange networks contributed to social or cultural change in Afro-Eurasia during this period.

3. In the period circa 1750–1900, societies across the globe were affected by new technologies that transformed methods of production.

Develop an argument that evaluates the extent to which the growth of industrialization led to economic or social change during this period.

4. In the twentieth century, technological advances in communication, transportation, medicine, agriculture, and other fields shaped human development and interactions with both intended and unintended consequences.

Develop an argument that evaluates the extent to which new technologies improved the lives of individuals during this period.

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 3: Long Essay Question, Industrialization and Economic/Social Change

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

In the period circa 1750–1900, societies across the globe were affected by new technologies that transformed methods of production.

Develop an argument that evaluates the extent to which the growth of industrialization led to economic or social change during this period.

| Reporting Category | Scoring Criteria | |
|---|---|---|
| Row A Thesis/Claim [0-1 points] | 0 points Does not meet the criteria for one point. | 1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. |
| Decision Rules and Scoring Notes | | |
| | Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. | Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. |
| | Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“The process of industrialization contributed to changes in the eighteenth and nineteenth centuries.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Factories used new steam power technologies.”</i> Do not respond to the prompt <ul style="list-style-type: none"> <i>“The Enlightenment led to the development of new political rights.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Industrialization rapidly spread outside of Europe during the eighteenth century.”</i> | Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“Industrialization changed economies from mostly agricultural to industrial factory production, which often led to improved standards of living.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The spread of industrialization across Europe and North America transformed societies by changing patterns of employment, increasing productivity, altering family structures, and causing large-scale population movements from rural agrarian communities to cities with factories.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Industrialization caused cities and towns with factories to grow rapidly.”</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>“The Glorious Revolution resolved the conflicts between Protestants and Catholics in England.”</i> Provide an overgeneralized statement <ul style="list-style-type: none"> <i>“Workers were unhappy about industrialization for many reasons.”</i> | Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to the growth of industrialization circa 1750–1900. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Traditional agrarian economies and social structures Changing gender structures in communities and in employment Removal of traditional barriers to economic activity or to the free movement of labor [e.g., feudal or guild rules and restrictions] England’s natural resources [coal, iron, rivers] and existing transportation network [canals] that allowed it to industrialize The Scientific Revolution and/or key technological developments that led to industrialization The Enlightenment European imperial expansion and the accumulation of profits from colonial economic activities in the metropole Imperial competition between Western imperialist powers Mercantilism and European maritime trading empires from the seventeenth and eighteenth centuries The trans-Atlantic slave trade Plantation economies and the Atlantic System Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“European imperialism contributed to the spread of Industrialization by spreading European economic practices and connecting colonial markets with European economies.”</i> <i>“Scientific advances made industrialization possible.”</i> [Minimally acceptable contextualization] |
| | Additional Notes: <ul style="list-style-type: none"> The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. To earn this point, the context provided must be more than a phrase or reference. | |

| 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 at least two pieces of evidence relevant to the topic of the prompt. | 2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence. |
| | Decision Rules and Scoring Notes | | |
| | <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period or region of the prompt</p> <ul style="list-style-type: none"> <i>“New sources of energy such as nuclear and solar power contributed to economic growth.”</i> <p>Repeat information that is specified in the prompt</p> <ul style="list-style-type: none"> <i>“Industrialization changed so many things in society, including new technologies and the way things were produced.”</i> | <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the growth of industrialization circa 1750–1900. <p>Examples of evidence that are specific and relevant include the following [two examples required]:</p> <ul style="list-style-type: none"> Factories and new labor organization in the factory system New forms of energy, such as coal, steam, and water power New forms of transportation and communication, such as railways or telegraphs Technologies of the Second Industrial Revolution, such as cheap steel, electricity, chemicals, precision machinery Examples of migration, such as rural to urban migration to factories in cities, or indentured Chinese migrants to build railways Changing family structures, such as increased wage employment of women and children in factories or corporations Specific details about the growth of imperialist economic systems that extracted natural resources and cash crops from colonies and exported finished goods from Europe The growth of various urban problems such as pollution, overcrowding, disease, crime Government responses to urban problems such as policing, fire departments, health codes, public education New ideologies and/or calls for reform in response to the problems of industrial society Mass production of new products and the growth of consumer culture | <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“Industrialization forced people off the land into the cities, where they became the new working class, and the terrible working conditions they found in the cities led to the rise of socialist movements.”</i> [Uses evidence to support an argument about industrialization leading to economic and social change] <i>“The mass production of new consumer products, such as ready-made clothing, the rise of large-scale retailers such as department stores, and the widespread use of advertising contributed to the growth of consumer culture, where groups identify themselves by what they purchase and consume.”</i> [Uses evidence to support an argument about industrialization and the growth of consumer culture] |

| | | | |
|--|---|--|--|
| | | Example of a statement that earns one point for evidence: <ul style="list-style-type: none">“Workers left places where there was famine, like Ireland and China, and moved to other countries, most notably the United States.” | |
| | 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. | | |

| 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 through sophisticated argumentation and/or effective use of evidence. |
| Decision Rules and Scoring Notes | | | |
| | Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. | Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which the growth of industrialization led to economic or social change in the period circa 1750–1900. 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: Include evidence but no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Factories used machines to make cloth.”</i> | Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the use of mechanization in textile production allowed British producers to undercut the prices of Indian textiles, which led to the decline of Indian manufacturing. Explaining how the economic opportunities presented by American industrialization enticed European peasants to migrate to the Americas in search of new economic opportunities. | Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence support a nuanced argument about the prompt. For example, explaining how industrialization affected various classes and social groups, touching upon industrialization’s impact on the landed aristocracy, the new industrial bourgeoisie, the new working class, bourgeois women, working class women, and the new urban proletariat. [Explains how at least four pieces of evidence support a nuanced or complex argument] Explaining how rapid industrialization in regions like Germany or the United States influenced Japanese military and economic innovations |

| | | | |
|--|---|---|---|
| | | Example of acceptable use of historical reasoning: <ul style="list-style-type: none">“British industrialization of the cotton textile production contributed to the decline of handicraft cotton weaving in India, which had widespread effects on India’s economy and the lives of Indian artisans.” [Indicates an effect of the spread of industrialization in Asia] | <p>and Japan’s corresponding bid for Great Power status, which ultimately led to urbanization, modernization, and the desire to expand their empire. [Explains relevant and insightful connections between regions]</p> <ul style="list-style-type: none">Explaining how industrialization contributed to rapid economic growth and modernization, which allowed some states to expand, while also explaining how industrialization disrupted traditional ways of living for many poor or rural populations in Europe, Asia, Africa, and the Americas. [Explains nuance by exploring multiple perspectives] |
| | Additional Notes: <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. | | |