

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. Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

3. In the period circa 1750 to 1900, revolutions and independence movements such as the American Revolution, the French Revolution, the Haitian Revolution, and Latin American independence movements occurred around the world.

Develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.

4. In the twentieth century, revolutionary movements were inspired by a variety of ideologies, including communism, nationalism, and/or religious ideas.

Develop an argument that evaluates the extent to which a twentieth-century revolutionary movement was inspired by one of these ideologies.

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 3: Long Essay Question, Enlightenment Ideas and Revolutions

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 to 1900, revolutions and independence movements such as the American Revolution, the French Revolution, the Haitian Revolution, and Latin American independence movements occurred around the world.

Develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.

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 the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.		
Responses that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“Rivalries between European powers frequently led to conflict in the Americas.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“In the 18th and 19th centuries, a variety of political, economic, and cultural developments led to independence movements.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Although Enlightenment ideas were one factor that led to independence movements, industrialization was the primary factor that led to independence movements in the period circa 1750 to 1900.”</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>“The Latin American independence movements were mostly motivated by economic concerns, not the Enlightenment.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Enlightenment ideas about natural rights and popular sovereignty inspired both the Latin American independence movements and the French Revolution.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“The Haitian Revolution was inspired by the Enlightenment.”</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. 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to the Enlightenment ideas or the French, Haitian, or Latin American revolutions, or independence movements.
	Examples that do not earn this point: <ul style="list-style-type: none"> <i>“The Atlantic slave trade facilitated cultural change in the Americas.”</i> <i>“Joint-stock companies, such as the British and Dutch East India companies, helped create a truly global trade network.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Specific information about Enlightenment thought The American Revolution The plantation system The Atlantic slave trade Pre-conditions of the Enlightenment, such as the Scientific Revolution or the Protestant Reformation European colonization of the Americas Syncretic religious movements <i>Casta</i> system Competition between European “Great Powers” The Napoleonic Wars Nationalism National unification movements Joint-stock companies Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“During this time period there was the Trans-Atlantic slave trade that brought people to the Americas from Africa. Due to this forced labor, many people wanted freedom and started a successful revolution.”</i> <i>“The Napoleonic Wars spread French revolutionary ideas and contributed to the rise of nationalist movements across Europe and beyond.”</i> <i>“Enlightenment thinkers opposed absolute monarchy, and Enlightenment ideas spread widely.”</i> (Minimally accepted contextualization)
	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. 	

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: <ul style="list-style-type: none"> <i>“Before the Napoleonic Wars, the British and French had fought conflicts in the Americas and in India in the mid-18th century.”</i> 	Responses that earn 1 point: Identify at least two specific historical examples relevant to Enlightenment ideas, French, Haitian, or Latin American revolutions, or independence movements. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Specific famous texts inspired by Enlightenment ideas, such as the <i>Declaration of the Rights of Man and Citizen</i> or the <i>Letter from Jamaica</i> Abolition of slavery Enlightened ideas, such as inalienable rights, social contract theory Enlightened thinkers, such as John Locke, Jean-Jacques Rousseau Specific details about the Haitian Revolution, such as Toussaint L’Ouverture, mistreatment of enslaved persons, or syncretic religious traditions Specific details about Latin American revolutions, such as conflict between Creoles and Peninsulares Specific details about the French Revolution, such as the Tennis Court Oath Specific imperial conflicts, such as between France and Great Britain Simón Bolívar Industrialization connected to labor/social reform Anti-monarchism Anti-mercantilism Revolutions of 1848 Balkan independence movements Philippine independence movement Note: Just mentioning the French, Haitian, American or Latin American Revolutions would not earn this point. Example of a statement that earns 1 point for evidence: <ul style="list-style-type: none"> <i>“The Letter from Jamaica and the Declaration of the Rights of Man and Citizen supported natural rights.”</i> 	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding Enlightenment ideas and the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“Although Haitian leaders were inspired by Enlightenment thinkers such as Montesquieu and Jefferson, slavery was the primary cause, and its abolition the primary goal, of the Haitian Revolution.”</i> (Uses multiple, specific pieces of evidence to support the argument that Enlightenment ideas were not the primary cause of the Haitian Revolution) <i>“The statements made in the Declaration of the Rights of Man show that Enlightenment ideas were the primary cause of the outbreak of the French Revolution. In addition, revolutionary institutions such as the National Assembly reflected the influence of Enlightenment ideas.”</i> (Uses multiple, specific pieces of evidence to support the argument that Enlightenment ideas were the primary cause of the French Revolution)
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, discussion of Creole support for Bolívar; discussion of clerical opposition to the French Revolution.) 			

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 Enlightenment ideas inspired revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.	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>“Many nationalist movements emerged in Asia.”</i> 	Using a historical thinking skill to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how Enlightenment ideas influenced Latin American revolutionaries Explaining how nationalist movements in Asia were affected by Enlightenment ideas Explaining how Enlightenment ideas combined with political and economic grievances to trigger revolutions or independence movements Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Many Creoles in Latin America were inspired by Enlightenment ideas to support Simón Bolívar against Spain, but they also saw independence as an opportunity to protect and improve their economic interests and situation.”</i> (Establishes a development that contributed to independence movements in Latin America.) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Explaining the nuance of an issue by demonstrating that Enlightenment ideas may have been the primary factors that led to most revolutions and independence movements in the period 1750–1900, but political, economic, and cultural factors often were more important in many cases. (Explains nuance and qualifies an argument) Explaining relevant and insightful connections across time and space, such as demonstrating how precursors to Enlightenment ideas of personal liberty and limited governmental power could be found in medieval and Renaissance Europe, among other places. (Explains relevant and insightful connections) Qualifying an argument by demonstrating that although Enlightenment ideas were often the cause of revolutions or independence movements, other factors, such as ethnic separatism, quickly became the primary motivating factors. (Qualifies an argument) Corroborating an argument by demonstrating that Enlightenment ideas were the primary cause of different types of revolutionary movements, such as Bolívar’s revolt against Spain and Polish and Greek revolts against imperial powers. (Corroborates an argument by considering diverse views or evidence.)
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			