

“Distance and inadequate training in agricultural pursuits closed the frontier to eastern workingmen; instead America was settled by successive waves of farmers who were already skilled in wresting a living from the soil. Farming, even before the day of mechanization, was a highly technical profession; frontiering required a knowledge of even more specialized techniques. Clearing the land, building a home, fencing fields, solving the problem of defense, and planting crops on virgin soil all demanded experience few workingmen could boast. . . .

“. . . Romantic characters took part [in frontier migration]: . . . trappers and leatherclad ‘Mountain Men,’ starry-eyed prospectors and hard-riding cowboys, badmen and vigilantes. But the true hero of the tale was the hard-working farmer who, ax in hand, marched ever westward until the boundaries of his nation touched the Pacific.”

Ray Allen Billington, historian, *Westward Expansion: A History of the American Frontier*, 1949

“The rapid expansion of wagework in the United States . . . and the most intensive phase of the exploitation and settlement of the western third of the continent were roughly contemporaneous processes that occurred during a seventy-year interval [beginning in 1848]. Yet, at first glance, the terms *frontier* and *wagework* seem to describe mutually exclusive conditions. . . . In actuality, . . . one such conjunction [of these terms] was the wageworkers’ frontier. . . .

“. . . The wageworkers’ frontier . . . was foremost a predominantly male community of manual labor dependent upon others for wages in the extractive industries of the sparsely settled Rocky Mountain and Pacific regions of the United States. . . . It also represented a zone of extremely rapid transition from wilderness to industrial, post-frontier society. . . . The wageworkers’ frontier was a fragile entity forever at the mercy of the outside world’s pricing of its basic [export] commodities. . . . All [commodities] were shipped out of the west because the Rocky Mountain and Pacific regions contained too few people . . . to constitute a viable home market. Settlements on the wageworkers’ frontier tended to resemble factory towns in Pennsylvania or Massachusetts.”

Carlos A. Schwantes, historian, “The Concept of the Wageworkers’ Frontier,” 1987

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Billington’s and Schwantes’ historical interpretations of the American West.
- b. Briefly explain how one historical event or development from 1848 to 1898 that is not explicitly mentioned in the excerpts could be used to support Billington’s interpretation.
- c. Briefly explain how one historical event or development from 1848 to 1898 that is not explicitly mentioned in the excerpts could be used to support Schwantes’ interpretation.

“[I have] been selected as the representative of the twenty-five thousand [free African Americans] of Ohio, to ask your honorable body to the necessary and appropriate steps for striking from the . . . law of this State, all those clauses which make discriminations on the ground of color. . . .

“As men . . . we have rights, inherent rights, which civil society is bound to respect. . . . Prominent among those rights . . . is the elective franchise. . . . Self-government, in our opinion, is an inherent right. And without the privilege of saying who shall be the makers of our laws, . . . there can be no self-government. This was the view taken of the matter by the Fathers of the Republic. And it was upon this principle as enduring granite that they built up the free institutions of the land. . . .

“. . . It is a . . . fundamental maxim of your political faith, that taxation and representation are never to be [separated], but always go together; and since we are taxed in common with all others to meet the expenditures of the government, we respectfully submit, that we ought to have the advantage of a fair and impartial representation [in the legislature]. . . .

“. . . In conclusion . . . , we hold that it is unjust, anti-democratic, impolitic and ungenerous to withhold from us the right of suffrage.”

John Mercer Langston, petition to the Ohio state legislature, 1854

2. Using the excerpt, respond to **parts a, b, and c**.
- Briefly describe the point of view of the excerpt.
  - Briefly explain how one specific historical event or development between 1783 and 1854 led to developments such as that depicted in the excerpt.
  - Briefly explain how one specific historical event or development between 1854 and 1877 resulted from developments such as that depicted in the excerpt.

**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 six 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 three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

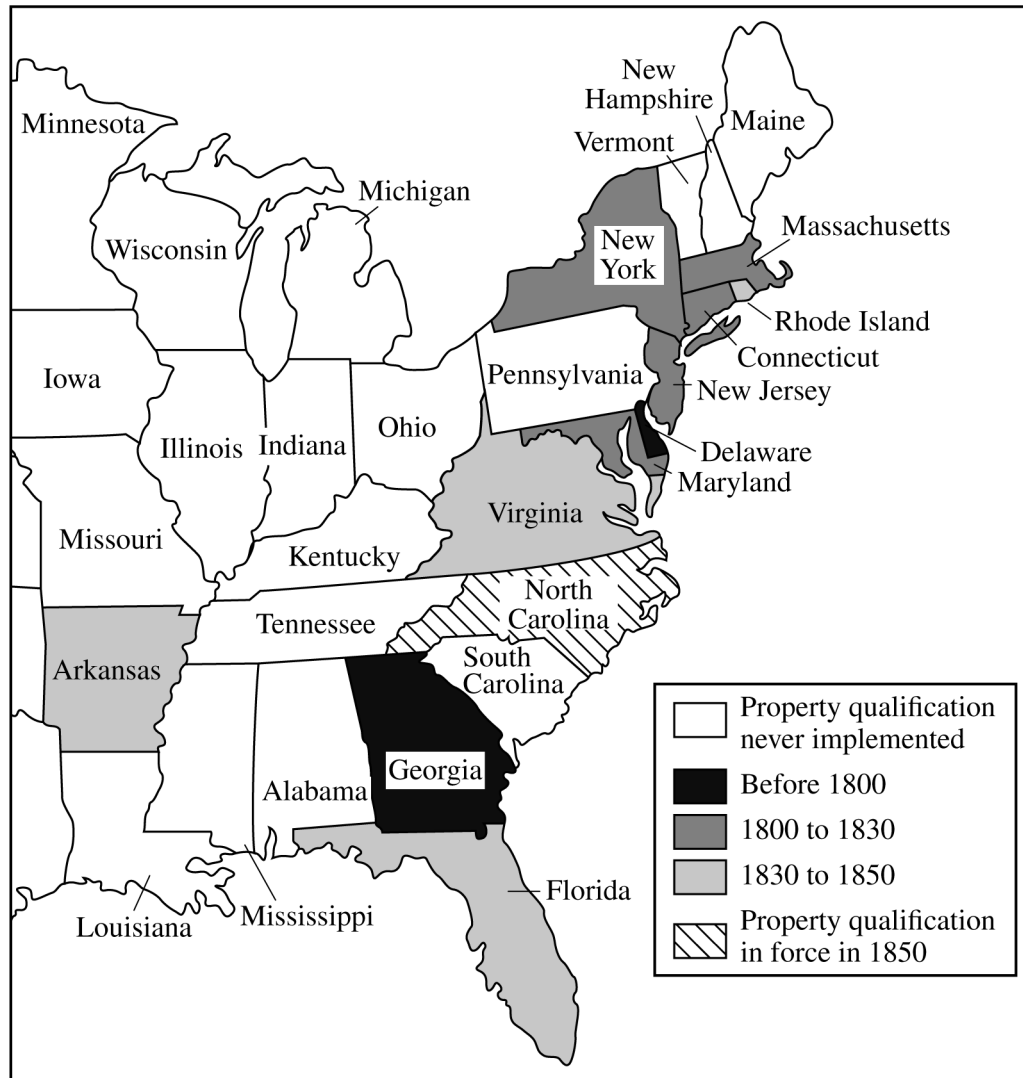
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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

1. Evaluate the extent to which the United States developed a national identity between 1800 and 1855.

**Document 1**

Source: Year of Removal of Property Qualification for White Male Suffrage, 1800 to 1850.



**Document 2**

Source: *Report, or Manifesto of the Causes and Reasons of War with Great Britain*, produced by the Committee on Foreign Relations of the United States House of Representatives, 1812.

After the experience which the United States [has] had of the great injustice of the British government towards them, exemplified by so many acts of violence and oppression, it will be more difficult to justify . . . their patient [tolerance] . . . to avenge the wrongs and vindicate the rights and honor of the nation. . . .

The effect produced by this attack on the lawful commerce of the United States, was such as might have been expected from a virtuous, independent, and highly injured people. But one sentiment pervaded the whole American nation. No local interests were regarded, no sordid motives felt. Without looking to the parts which suffered most, the invasion of our rights was considered a common cause, and from one extremity of our union to the other was heard the voice of an united people, calling on their government to avenge their wrongs, and vindicate the rights and honor of the country.

**Document 3**

Source: President James Madison, annual message to Congress, 1815.

Among the means of advancing the public interest the occasion is a proper one for recalling the attention of Congress to the great importance of establishing throughout our country the roads and canals which can best be executed under the national authority. No objects within the circle of political economy so richly repay the expense bestowed on them; there are none the utility of which is more universally ascertained and acknowledged; none that do more honor to the governments whose wise and enlarged patriotism duly appreciates them. Nor is there any country which presents a field where nature invites more the art of man to complete her own work for his accommodation and benefit. These considerations are strengthened, moreover, by the political effect of these facilities for intercommunication in bringing and binding more closely together the various parts of our extended confederacy. Whilst the States individually . . . avail themselves of their local advantages by new roads, by navigable canals, and by improving the streams susceptible of navigation, the General Government is the more urged to similar undertakings, requiring a national jurisdiction and national means.

**Document 4**

Source: Constitution of the Cherokee Nation, adopted by delegates at the Cherokee capital in New Echota, Georgia, 1827.

We, the people of the Cherokee Nation, in National Convention assembled, in order to establish justice, insure tranquility, promote the common welfare, and to secure to ourselves and our posterity the blessings of freedom—acknowledging with humility and gratitude the goodness of the Sovereign Ruler of the Universe in permitting us so to do, and imploring His aid and direction in its accomplishment—do ordain and establish this Constitution for the government of the Cherokee Nation.

. . . Article I. Section 2: The lands of the Cherokee Nation shall remain common property; but the improvements [to the land] made thereon . . . are the exclusive . . . property of the citizens respectively who made, or may rightfully be in possession of them; *provided*, that the citizens of the Nation . . . shall possess no right or power to dispose of their improvements, in any manner whatever, to the United States, individual states, or to individual citizens thereof.

**Document 5**

Source: Maria W. Stewart, free African American woman, speech to the New-England Anti-Slavery Society in Boston on the status of free African Americans, 1832.

It was asserted that we were “a ragged set, crying for liberty.” I reply to it, the Whites have so long and so loudly proclaimed the theme of equal rights and privileges, that our souls have caught the flame also, ragged as we are. As far as our merit deserves, we feel a common desire to rise above the condition of servants and drudges. . . .

. . . It is true that free people of color throughout these United States are neither bought nor sold, nor under the lash of the cruel driver; . . . but few, if any, have an opportunity of becoming rich and independent. . . . Had we had the opportunity that you [members of the New-England Anti-Slavery Society] have had, to improve our moral and mental faculties, what would have hindered our intellects from being as bright, and our manners from being as dignified as yours? . . .

. . . But ah! methinks our oppression is soon to come to an end. . . . Did the pilgrims, when they first landed on these shores, quietly compose themselves and say, “The Britons have all the money and all the power, and we must continue their servants forever?” Did they sluggishly sigh and say, “Our lot is hard—the Indians own the soil, and we cannot cultivate it?” No—they first made powerful efforts to raise themselves, and then God raised up those illustrious patriots, Washington and Lafayette, to assist and defend them.

**Document 6**

Source: Ralph Waldo Emerson, “The American Scholar,” address delivered at Harvard University, 1837.

Another sign of our times, also marked by an analogous political movement, is the new importance given to the single person. Everything that tends to insulate the individual—to surround him with barriers of natural respect, so that each man shall feel the world is his . . . the man is all; in yourself is the law of all nature . . . ; in yourself slumbers the whole of Reason; it is for you to know all; it is for you to dare all. . . . We have listened too long to the courtly muses of Europe. The spirit of the American freeman is already suspected to be timid, imitative, tame. . . . See already the tragic consequence. The mind of this country, taught to aim at low objects, eats upon itself. . . . What is the remedy? . . . We will walk on our own feet; we will work with our own hands; we will speak our own minds. . . . A nation of men will for the first time exist, because each believes himself inspired by the Divine Soul which also inspires all men.

**Document 7**

Source: Reverend Samuel W. Fisher, “Female Education,” *Godey’s Lady’s Book*, 1850.

There has been a long standing dispute respecting the intellectual powers of the two sexes, and the consequent style of education suitable to each. . . . It is among the things settled by experience, that, equal or not equal in talents, woman, the moment she escapes from the despotism of brute force, . . . shares with man the scepter of influence; and, without presuming to wrest from him a visible authority, by the mere force of her gentle nature, silently directs that authority, and so rules the world. . . . And who that compasses [considers] the peculiar purpose of woman’s life; who that understands the meaning of those good old . . . words, mother, sister, wife, daughter; who that estimates aright the duties they involve, the influences they embody in giving character to all human kind, will hesitate to place her intellect . . . as high in the scale of power as that of the father, husband, and son? If we estimate her mind by its actual power of influence when she is permitted to fill to the best advantage her circle of action, we shall find a capacity for education equal to that of [men].

**END OF DOCUMENTS FOR QUESTION 1**

**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 relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.
  
  3. Evaluate the relative importance of causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.
  
  4. Evaluate the relative importance of causes of internal migration within the United States in the period from 1900 to 1970.

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**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 1: Short Answer Secondary Source****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 major difference between Billington's and Schwantes's historical interpretations of the American West. **1 point**

**Examples that earn this point include the following:**

- Billington emphasizes the agricultural expansion of the frontier, while Schwantes emphasizes wage labor in western lands.
- Billington emphasizes the importance of farmers in settling the frontier, while Schwantes emphasizes the importance of wageworkers in frontier expansion.
- Billington argues that farmers were central to settling the American West, and the frontier was generally closed to workingmen because they did not have the necessary skills, while Schwantes claims that wageworkers played a significant role by providing their manual labor and creating an area of transition between the growing industrial sector and western lands.
- Billington argues that most industrial workers did not have the skills to be successful in the West, while Schwantes claims that many industrial workers were employed in the region.
- Billington expresses the romanticized view of the rugged individual settling the West, while Schwantes indicates that industrial wagework in the West required lots of workers and connections with industrial centers in the East.

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- (B)** Briefly explain how one historical event or development in the period from 1848 to 1898 that is not explicitly mentioned in the excerpts could be used to support Billington's interpretation. **1 point**

**Examples that earn this point include the following:**

- The passage of the Homestead Act encouraged many individuals to move into frontier regions to establish farms, which supports Billington's claim that farmers and ranchers were the primary groups spurring westward expansion.
  - The requirements of the Homestead Act granted farmers 160 acres of land for free, but they needed to improve the land. Homesteaders would have to build a shelter, would have to plant trees, and would have to fence off property with barbed wire.
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This supports Billington’s claims because these tasks would not be easy for an untrained industrial worker.

- The creation of political organizations in support of farmers’ interests, like the Grange movement in the late nineteenth century, reinforces Billington’s assertion of the West being defined primarily by agricultural interests.

**Examples that earn this point might include the following, if appropriate elaboration is provided:**

- African American Exodusters
- Populist Party
- Innovative farming techniques

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- (C)** Briefly explain how one historical event or development in the period from 1848 to 1898 that is not explicitly mentioned in the excerpts could be used to support Schwantes’s interpretation. **1 point**

**Examples that earn this point include the following:**

- The miners in the California Gold Rush supports Schwantes’ claim that wage workers were prevalent in the western frontier.
- The demand for unskilled laborers in the construction of the Transcontinental Railroad reinforces Schwantes’ argument about the demand for wage laborers in the West.
- The establishment of “Boomtowns” around resource extraction like logging helps to support Schwantes’ argument that western settlements looked like factory towns in the East.
- Cowboys herded cows to towns that processed meat and shipped it away from the West, which supports Schwantes’ argument that western wage work was closely tied to supplying eastern industrial demands.
- Ranchers would have hired a lot of men to watch and guide the cattle towards their destination, usually the Railroad. These hired hands would be an example of what Schwantes terms “wagework.”
- The railroads provided the connection to markets for the western industry to succeed and form jobs for wage workers.

**Examples that earn this point might include the following, if appropriate elaboration is provided:**

- Canning industry
- Labor by Chinese workers

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**Total for question 1    3 points**

## Question 1: Document-Based Question, Early American Identity

7 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 extent to which the United States developed a national identity between 1800 and 1855.

Reporting Category	Scoring Criteria		
Row C Evidence  (0-3 points)	Evidence from the Documents		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.
	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents.</li> <li>Misinterpret the content of the document.</li> <li>Quote, without an accompanying description, of the content of the documents.</li> <li>Address documents collectively rather than considering separately the content of each document.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address how the United States developed a national identity between 1800 and 1855.</li> </ul> <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 1) <i>“The growth in popular political participation by White men was a common experience across the United States between 1800 and 1850, especially in new western states founded by White migrants.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 5): <i>“Maria’s Stewart appeal to the example of figures such as George Washington in order to attack slavery shows the spread of common national heroes among diverse groups of Americans, such as free African Americans.”</i> (Uses evidence from Document 5 to support an argument about the spread of a common American national identity)</li> <li>(Document 4): <i>“The drafting of the Cherokee Constitution, through which the Cherokee nation sought to protect its sovereignty against incursions by the United States, shows that not all people living within the United States identified with an American nation, and many Native Americans preferred to remain separate in their own tribal groups.”</i> (Uses evidence from Document 4 to support an argument about the limitations of the spread of American national identity)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>To earn 2 points, the response does not have to use the six documents in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>		

Row C (continued)	Evidence Beyond the Documents:	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide evidence that is not relevant to an argument about the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Must use at least one specific piece of historical evidence relevant to how the United States developed a national identity between 1800 and 1855.</li> </ul> <b>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Star-Spangled Banner</li> <li>Era of Good Feelings</li> <li>James Monroe</li> <li>American System</li> <li>Henry Clay</li> <li>National Road</li> <li>Erie Canal</li> <li>Railroads</li> <li>Noah Webster/<i>American Dictionary</i></li> <li>Washington Irving</li> <li>Nathaniel Hawthorne</li> <li>Edgar Allen Poe</li> <li>James Fenimore Cooper</li> <li>Indian Removal Act/Trail of Tears</li> <li>Transcendentalism</li> <li>Romanticism</li> <li>“Self-Reliance”</li> <li>Henry David Thoreau/<i>Walden</i></li> <li>Hudson River School</li> <li>“Burned-over-district”</li> <li>Charles Granderson Finney</li> <li>Mormonism</li> <li>Manifest Destiny</li> <li>Mexican-American War</li> <li>Southern regional culture /the “peculiar institution”</li> <li>Revolts by enslaved people (Nat Turner, Denmark Vesey)</li> <li>Abolitionism</li> <li>Nullification crisis</li> <li>John C. Calhoun</li> <li>Declaration of Sentiments/Seneca Falls Convention</li> </ul> <b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li><i>“The writings of James Fenimore Cooper, focusing on the experiences of colonial-era frontiersmen, helped develop a sense of a common national heritage and character.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how literature contributed to the idea of a common national identity shared by all Americans)</li> <li><i>“The Erie Canal helped to link Americans in the Northeast and the Midwest, especially through increased commercial interactions like the grain trade, which contributed to the growth of regional connections.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how increased commercial connection contributed to the growth of national identity)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  (0-2 points)	Sourcing	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>"In Document 4, the situation was like this, the United States was taking a bunch of Cherokee land and they were mad."</li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li>"In Document 3, James Madison said that the United States needs internal improvements."</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author's point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 5): "<i>Stewart's perspective as a free African American woman, especially her appeal to national heroes such as George Washington, shows the growth of national identity across different groups in the United States beyond White Americans.</i>" (Provides sourcing regarding the point of view of the document relevant to an argument that addresses the spread of national identity to different ethnic and racial groups.)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author's purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 2): "<i>In seeking to rally the country to war in 1812, Congress' purpose was to drive pro-war sentiment by appealing to the injuries inflicted on the country by Great Britain, which contributed to the growth of a sense of national identity in the United States.</i>" (Provides sourcing regarding the purpose of the document relevant to an argument that addresses the growth of national identity.)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>(Document 3): "<i>In the early 1800s manufacturing grew as Americans increasingly produced goods for sale. Madison advocated for roads and canals, in part to help move these goods around the country which created a greater feeling of national unity in many areas of the country.</i>" (Provides sourcing regarding the historical situation of the document relevant to an argument that addresses how commerce strengthened national identity.)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 4): "<i>The appeal of the Cherokee to United States audiences, especially government officials, by modeling the language of their government documents on the United States Constitution showed that the Cherokee strategized how to appeal to Americans based on their national identity.</i>" (Provides sourcing regarding the audience of the document relevant to an argument that addresses how American national identity grew from the perspective of Native American nations.)</li> </ul>

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. White Male Suffrage Property Qualifications Map, 1800–1850	<ul style="list-style-type: none"> <li>Shows dropping of property qualifications for White male suffrage</li> <li>Shows that most new states after 1800 never enforced property qualifications on White male voting</li> </ul>	<ul style="list-style-type: none"> <li>Ideas about popular participation in republican government led to the democratization of access to voting rights for White men (situation)</li> <li>Increased rights for White men in the Jacksonian era often depended on restricting the rights of other groups such as women, African Americans, and Native Americans, which undermined a unified national identity (situation)</li> </ul>
2. Congressional War of 1812 report, 1812	<ul style="list-style-type: none"> <li>Describes causes of the War of 1812.</li> <li>Describes sense of nationalism inspired in Americans across regional divisions because of Great Britain's actions</li> </ul>	<ul style="list-style-type: none"> <li>Conflict between Great Britain and France after the French Revolution led to disruptions of United States commerce despite claims to neutrality and the impressment of American sailors into the British navy leading to debates about how the United States should respond (situation)</li> <li>As political leaders seeking national consensus, Congress sought to rally support for their declaration of war against Great Britain (point of view)</li> </ul>
3. James Madison, annual message to Congress, 1815	<ul style="list-style-type: none"> <li>Claims the importance of transportation infrastructure projects for the development of the United States</li> <li>Describes how it may be appropriate for the national government to fund some projects</li> </ul>	<ul style="list-style-type: none"> <li>Although many Americans claimed the importance of internal improvements for national development, there were debates over whether the federal government should fund internal improvements more generally (situation)</li> <li>Madison sought to articulate to Congress the appropriate boundaries of when the federal government should intervene to support internal improvement projects that would benefit the nation as a whole (purpose)</li> </ul>
4. Constitution of the Cherokee Nation, 1827	<ul style="list-style-type: none"> <li>Exhibits influence of the model of the United States Constitution</li> <li>Declares the sovereignty of the Cherokee as a nation independent from the United States</li> <li>Seeks to protect Cherokee property from the United States</li> </ul>	<ul style="list-style-type: none"> <li>The Cherokee nation sought to establish a government that would be recognized by the United States by modeling elements of their constitution on the U.S. constitution (purpose)</li> <li>As leaders of the Cherokee, the drafters of the Cherokee Constitution sought to protect the nation from United States attempts to acquire its land by establishing a government similar to that of the United States (point of view)</li> </ul>
5. Maria W. Stewart, New-England Anti-Slavery Society speech, 1832	<ul style="list-style-type: none"> <li>Claims that free African Americans are equal to White Americans but are given fewer opportunities</li> <li>Argues for action to end slavery emulating American revolutionaries</li> </ul>	<ul style="list-style-type: none"> <li>The growth of slavery in the southern United States, driven by the cotton economy, contributed to the development of an abolitionist movement in the North that undermined the development of a national identity (situation)</li> <li>Stewart sought to convince White activists of the ability of free African Americans to improve their status by likening the African American struggle for equality to White Americans' struggle to settle the Americas and gain independence; this provides some evidence of common ideological traditions (audience)</li> </ul>

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b>  <b>(0-1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <b>Examples that do not earn this point:</b>  <b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“Early explorations by Vikings helped establish a model for European settlement of the Americas between 1607 and 1754.”</i></li> </ul> <b>Provide an overgeneralized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“The 1600s and 1700s were a time of new technology and new trade routes.”</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the causes of population movement to colonial British America in the period from 1607 to 1754.</li> </ul> <b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Earlier Spanish settlement of Southwest</li> <li>English ambitions in 1500s to create overseas colonies</li> <li>Enclosure movement in England</li> <li>Protestant Reformation</li> <li>European political/economic competition</li> <li>Spread of Old-World diseases among Native Americans</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“The splintering of Christian churches into different denominations during the Protestant Reformation created unrest in Europe that lasted into the period of North American colonization.”</i></li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“Hernan Cortez conquered the Aztecs to gain control of their gold.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the causes of population movement to colonial British America in the period from 1607 to 1754.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>Religious dissidents (Puritans, Quakers, Catholics)</li> <li>John Winthrop</li> <li>Mayflower Compact</li> <li>John Smith</li> <li>Jamestown</li> <li>Joint stock companies/Virginia Company</li> <li>Plantation agriculture (rice, tobacco, etc.)</li> <li>Headright system</li> <li>Glorious Revolution</li> <li>Fur trade</li> <li>Lumber, shipping, fishing industries</li> <li>Indentured servitude</li> <li>African slave trade</li> <li>European immigrants (Scots, Irish, Germans)</li> <li>Primogeniture</li> <li>Mercantilism</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“John Winthrop was an important leader among the Puritan colonists in Massachusetts.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the causes of population movement to colonial British America in the period from 1607 to 1754.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“John Winthrop led the Puritan colonists to Massachusetts in pursuit of religious freedom.”</i> (Uses evidence to support an argument about religious freedom)</li> <li><i>“Joint stock companies such as the Virginia Company organized colonization efforts aimed at making profits.”</i> (Uses evidence to support an argument about pursuing profits)</li> <li><i>“They also needed people to work on plantations and millions of enslaved Africans were brought to America to work in the colony.”</i> (Uses evidence to support an argument about the introduction of the trade in enslaved people)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>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, supporting a two-part argument about seeking religious freedom with evidence about Puritans and about seeking profits with evidence about Jamestown.)</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the causes of internal migration within the United States in the period from 1900 to 1970.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“The Vietnam War encouraged the baby boom generation to become politically engaged.”</i></li> </ul> <b>Provide an overgeneralized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“The period from 1900 to 1970 was an era of social and cultural tension.”</i></li> </ul>	<b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>World Wars I and II</li> <li>The Great Depression</li> <li>Post-war affluence</li> <li>Urbanization</li> <li>Growth of industrial capitalism</li> <li>Western expansion</li> <li>Imperialism</li> <li>Southern segregation and violence toward African Americans</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“The United States provided a large amount of the supplies for both the First and Second World Wars, this led to a major increase in manufacturing during a period that many young men were needed for military service.”</i></li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<b>Row C Evidence</b>  <b>(0-2 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>“The ‘48 Gold Rush encouraged many Americans to migrate to California.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the causes of internal migration within the United States in the period from 1900 to 1970.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>Jim Crow</li> <li>Ku Klux Klan</li> <li>Sharecropping/debt peonage</li> <li>Great Migration</li> <li>Harlem Renaissance</li> <li>Redlining</li> <li>Okies/ Dust Bowl</li> <li>Military bases/defense contracting in South and West</li> <li>Zoot Suit Riots</li> <li>Rosie the Riveter</li> <li>Internment of Japanese Americans</li> <li>Post-war service jobs</li> <li>Suburbanization</li> <li>Levittown</li> <li>White Flight</li> <li>Interstate Highway Act of 1956</li> <li>Sunbelt</li> <li>GI Bill</li> <li>Air conditioning</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“Levittowns were suburbs of New York City and Philadelphia built after the Second World War.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the causes of internal migration within the United States in the period from 1900 to 1970.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The appeal of affordable homes on small plots of land in developments like Levittown encouraged many people to move from cities to the suburbs.”</i> (Uses evidence to support an argument about suburbanization)</li> <li><i>“Sharecropping, debt peonage, and Jim Crow segregation encouraged many African Americans to move from the South to the North.”</i> (Uses evidence to support an argument about the African American Great Migration)</li> <li><i>“Air conditioning made living conditions in the American South and West much more comfortable, encouraging people to move there.”</i> (Uses evidence to support an argument about migration to the Sun Belt)</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>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, supporting a two-part argument about movement in the 1930s with evidence about both the Dust Bowl and the 1950s with Levittown.)</li> </ul>		