

UNITED STATES HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“Even though Republicans failed in their effort to establish an effective and durable organization in the South, they nevertheless emerged from the era of reconstruction in a powerful position . . . , [and] they found a large number of southern Democrats remarkably easy to work with. . . . The Fourteenth and Fifteenth Amendments, which could have been adopted only under the conditions of radical reconstruction, make the blunders of that era . . . dwindle into insignificance.”

Kenneth M. Stampp, historian, *The Era of Reconstruction, 1865–1877*,
published in 1965

“Whether measured by the dreams inspired by emancipation or the more limited goals of securing blacks’ rights . . . , Reconstruction must be judged a failure.

“. . . For the nation as a whole, the collapse of Reconstruction was a tragedy that deeply affected the course of its development. If racism contributed to the undoing of Reconstruction, so also Reconstruction’s demise . . . accelerated racism’s spread, until by the early twentieth century it pervaded the nation’s culture and politics.”

Eric Foner, historian, *A Short History of Reconstruction: 1863–1877*,
published in 1990

1. Using the excerpts above, answer (a), (b), and (c).
 - a) Briefly describe ONE major difference between Stampp’s and Foner’s historical interpretations of Reconstruction.
 - b) Briefly explain how ONE specific historical event or development in the period from 1863 to 1900 not directly mentioned in the excerpts could be used to support Stampp’s argument.
 - c) Briefly explain how ONE specific historical event or development in the period from 1863 to 1900 not directly mentioned in the excerpts could be used to support Foner’s argument.

GO ON TO THE NEXT PAGE.



Courtesy of the American Historical Association

2. Using the image above from the cover of a 1944 government pamphlet, answer (a), (b), and (c).
- a) Briefly describe ONE historical situation in the United States during the Second World War suggested by the image.
 - b) Briefly explain how ONE specific event or development in the period from 1900 to 1941 led to the historical situation for women suggested by the image.
 - c) Briefly explain how ONE specific event or development in the period from 1944 to 1970 resulted from the historical situation suggested by the image.

GO ON TO THE NEXT PAGE.

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.

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.

GO ON TO THE NEXT PAGE.

1. Evaluate the extent to which economic growth led to changes in United States society in the period from 1940 to 1970.

Document 1

Source: President Franklin D. Roosevelt's statement on signing the GI Bill of Rights, June 22, 1944

[This bill] gives servicemen and women the opportunity of resuming their education or technical training after discharge, or of taking a refresher or retrainer course, not only without tuition charge up to \$500 per school year, but with the right to receive a monthly living allowance while pursuing their studies.

It makes provision for the guarantee by the Federal Government of not to exceed 50 percent of certain loans made to veterans for the purchase or construction of homes, farms, and business properties.

GO ON TO THE NEXT PAGE.

Document 2

Source: Property deed to the McIntosh family for a home in Seattle, Washington, 1947

This deed is made subject to the following restrictions, conditions, limitations, covenants and agreements, which shall run with the land and be binding upon the heirs, executors, administrators. . . .

1. No part of said property shall ever be used or occupied by any person of any Asiatic, Negro, Hawaiian, or Malay race, or any person of extraction or descent of any such race, and the grantee or his successors in interest, shall not place any such person in possession or occupancy of said property, or any part thereof, or permit said property, or any part thereof, to be used or occupied by any such person, except that these provisions shall not prevent the residence upon said property of persons of any such race actually employed in domestic or menial service upon said property by occupants of said premises qualified by race as occupants hereunder.

Document 3

Source: “This is How I Keep House,” *McCall’s* magazine, 1949

Bringing a new baby into a tiny city apartment, Helen Eckhoff says, taught her as nothing else could the importance of good housekeeping equipment and careful planning before and after a baby arrives. When she and [her husband] Bob discovered, shortly after moving to [a suburb], that they were going to have a second child they began planning for it months in advance. . . .

One of Helen’s greatest joys in her new home is the washing machine, which takes care of the family’s regular laundry . . . and is invaluable for all the slip covers, curtains, etc., that Helen plans to have spic and span before the baby comes. . . .

Besides her house cleaning economies she saves time for the weekend by carefully planning her Saturday baking and by preparing casserole dishes and quick refrigerator desserts. “It means” she says, “that Bob and I have just about as much social life as we ever did. Naturally I don’t gad about, but there’s always time to have people over. On Saturday night we usually have a television party. Refreshments are simple and we don’t use many dishes so it’s just as relaxing for me as for the guests.”

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Document 4

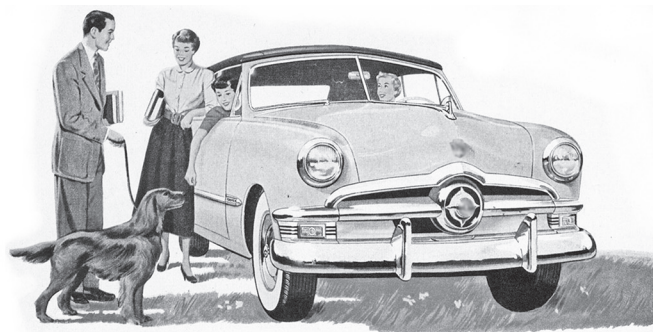
Source: Automobile advertisement, 1950

*Now
thousands
own two fine
cars!*

When over a quarter-million families are two-car families, there must be a reason! And there are many! They are sold on the convenience of two cars in general and the economy of this car in particular!

With scientifically contoured Power Dome combustion chambers both the 100 h.p. V-8 and the 95 h.p. Six give the high compression performance on regular gas—a saving that really adds up! And remember, for style this car has been awarded the Fashion Academy's Gold Medal as "Fashion Car of the Year" for the second year in a row.

"Test Drive" it at your Dealer's today. The car you now own may well provide the down payment on two new cars!



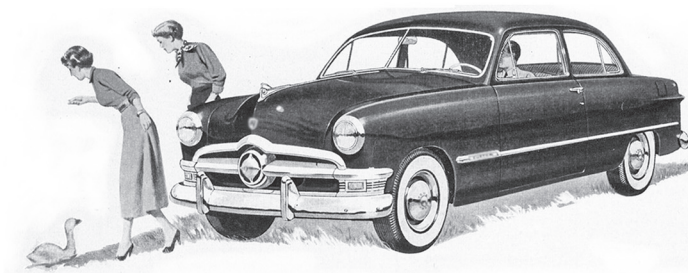
The Convertible

Nothing is smarter, nothing more fun to drive. Your choice of fabric-and-leather or all-leather upholstery and 11 different body colors. And the top goes up or down in seconds, automatically.

There's a car in your future... with a future built in

The Two-Door Sedan

A "personal" car with all quality features! Mid Ship Ride! Lifeguard Body! 35% easier-acting King-Size Brakes! And a Deep Deck Luggage Locker that holds all the bags and baggage!



The Advertising Archives / Alamy Stock Photo

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Document 5

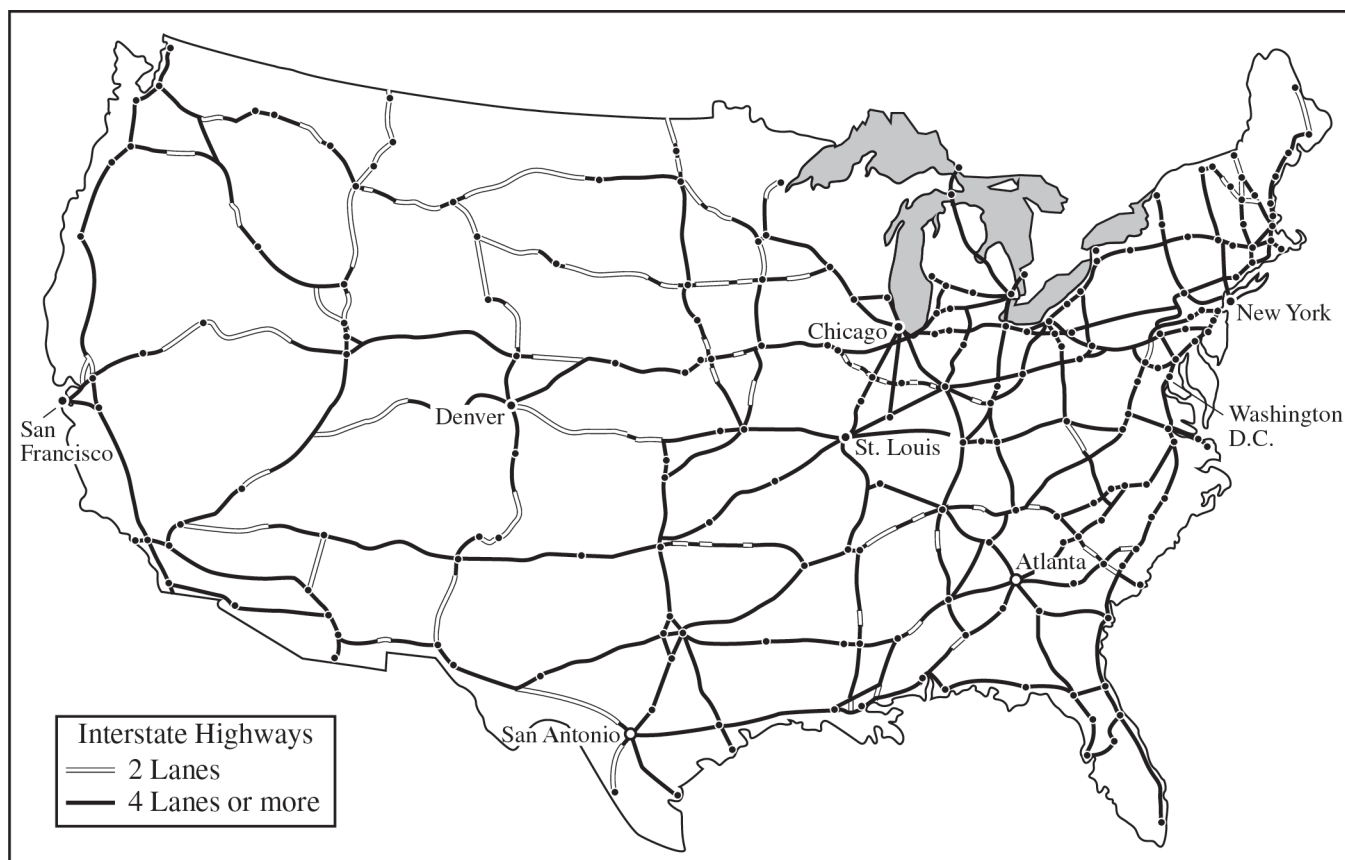
Source: William H. Whyte, Jr., *The Organization Man*, 1956

This book is about the organization man. . . . [Organization men] are not the workers, nor are they the white-collar people in the usual, clerk sense of the word. These people only work for The Organization. The ones I am talking about *belong* to it as well. They are the ones of our middle class who have left home, spiritually as well as physically, to take the vows of organization life, and it is they who are the mind and soul of our great self-perpetuating institutions. . . .

They are all, as they so often put it, in the same boat. Listen to them talk to each other over the front lawns of their suburbia and you cannot help but be struck by how well they grasp the common denominators which bind them. . . . They are wry about it, to be sure; they talk of the “treadmill,” the “rat race,” of the inability to control one’s direction. But they have no great sense of plight; between themselves and organization they believe they see an ultimate harmony. . . .

From *The Organization Man*, by William H. Whyte. Originally published by Simon & Schuster in 1956. Copyright © 1956 by William H. Whyte. Reprinted by permission of the Albert LaFarge Literary Agency. All rights reserved.

GO ON TO THE NEXT PAGE.

Document 6**NATIONAL SYSTEM OF INTERSTATE AND DEFENSE HIGHWAYS, AS OF JUNE, 1958****Document 7**

Source: A. Q. Mowbray, journalist, *Road to Ruin*, 1969

[An engineering firm] laid out a freeway system for the city of Nashville. . . . [Interstate Route 40], instead of coming straight into the city, would swing north on a wide loop through the center of the Negro community in North Nashville, where it would wipe out Negro homes and churches, slice through a Negro college complex, and run along the main business street for sixteen blocks, wiping out all the Negro-owned businesses on one side of the street and isolating those on the other side from their customers. Some 650 homes, 27 apartment buildings, and several churches would be pounded into rubble. Isolation of the ghetto would be increased by the creation of fifty dead-end streets along the course of the expressway.

END OF DOCUMENTS FOR QUESTION 1

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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 extent to which trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas.

 3. Evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848.

 4. Evaluate the extent to which international conflicts in the period from 1898 to 1930 affected the role of the United States in the world.

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.

GO ON TO THE NEXT PAGE.

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 Stamp's and Foner's historical interpretation of the Reconstruction period. **1 point**

Examples that earn this point include the following:

- Stamp argues that Reconstruction was generally a success, but Foner argues that, regardless of how you look at it, Reconstruction was a failure.
- Stamp argues that the enactment of Constitutional amendments laid the groundwork for long-term change, while Foner states that racism continued to influence American politics and society negatively.
- Stamp argues the benefits of Reconstruction policies and amendments outweigh the failures of the era while Foner notes the end of Reconstruction contributed to the spread of racism in United States society, resulting in a failure that outweighs the minimal benefits.

-
- (B)** Briefly explain how ONE specific historical event or development not directly mentioned in the excerpts could be used to support Stamp's argument. **1 point**

Examples that earn this point include the following:

- During Reconstruction a number of African American men were elected to local, state, and federal positions, which supports Stamp's argument about the positive impact of Reconstruction.

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

- The Republican Party shifted from issues of race and equality to issues of business and finance.
-

-
- Institution of and expansion of some basic rights guaranteed through the Reconstruction amendments and other Reconstruction-era laws and programs:
 - Freedmen’s Bureau
 - Civil Rights Act of 1864
 - Thirteenth Amendment and elaboration on the effects of the Fourteenth and Fifteenth Amendments
 - Segments of the African American community rose above their initial economic status.

(C) Briefly explain how ONE specific historical event or development not directly mentioned in the excerpts could be used to support Foner’s argument. **1 point**

Examples that earn this point include the following:

- Jim Crow laws were passed in the South and labor, and housing discrimination occurred in the North, with the purpose of establishing social, legal, and economic racial segregation.
- Voting restrictions such as the poll tax and the grandfather clause were created to restrict rights extended to African American men by constitutional amendments during Reconstruction.

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

- The federal government limited support for the Black community in the Reconstruction period:
 - Elimination of Freedmen’s Bureau
 - No property redistribution
 - No “forty acres and a mule”
- White Southerners retained control of most land and property in the South.
- The sharecropping system emerged.
- The *Plessy v. Ferguson* decision and legal systematic segregation.
- Terrorist organizations like the Ku Klux Klan used violence and the threat of violence.

Total for question 1 3 points

Question 1: Document-Based Question, Post-War Economic Growth

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 economic growth led to changes in United States society in the period from 1940 to 1970.

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <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. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“The exceptional nature of America drove economic growth between 1940 and 1970.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> <i>“There were a lot of new transcontinental railroads built between 1940 and 1970.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The economic downturn of the Great Depression prior to 1940 Government spending during the Second World War The growth of United States international power and influence following the end of the Second World War Improvements in technology and efficiency Corporate investment in research and development The expansion of the military-industrial complex The emergence of Cold War conflict The establishment of international trade agreements <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“During the 1930s, the Great Depression limited opportunities for people to buy homes and begin families. The economic growth that began in the 1940s changed that.”</i> <i>“The United States federal government invested heavily in the defense industry during World War II, which created one source of economic growth after the war.”</i>
	<p>Additional Notes:</p> <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 (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents. Misinterpret the content of the document. Quote, without an accompanying description, of the content of the documents. Address documents collectively rather than considering separately the content of each document. 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address how economic growth led to changes in United States society in the period from 1940 to 1970. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> (Document 4): “Document 4 explains why many Americans enjoyed owning two cars in the 1950s.” (Document 1): “It explains many of the benefits provided under the G.I. Bill of Rights.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 4): “By encouraging Americans to purchase not only one but two automobiles in the 1950s, Document Four suggests how the economic growth of the era encouraged consumerism.” (Uses evidence from Document 4 to support an argument about consumerism) (Document 1): “By providing benefits for veterans such as loan guarantees and support for college educations, the GI Bill of Rights (Document 1) helped elevate many Americans into the middle class.” (Uses evidence from Document 1 to support an argument about the growth of the middle class)
	Additional Notes: <ul style="list-style-type: none"> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 		

Row C (continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point 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	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt or in any of the documents. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Must use at least one specific piece of historical evidence relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> White flight Sun Belt migration Betty Friedan, <i>The Feminine Mystique</i> National Organization of Women (NOW) Levittown (New York and Pennsylvania) The Beat Movement The counterculture movement The baby boom generation Harry Truman Dwight Eisenhower John F. Kennedy Lyndon Johnson Great Society / War on Poverty Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> <i>“Suburbs such as Levittown used new industrial techniques to build many homes quickly and inexpensively.”</i> (Uses a piece of evidence beyond the documents to make a connection to suburbanization) <i>“Betty Friedan’s book The Feminine Mystique helped articulate a concern about the role of White women in the suburban families encouraged by economic growth.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about gender)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. To earn this point, the evidence provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point 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>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. 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. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“The intended primary audience for Document 3 was most likely female magazine readers.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>“The historical situation with Document 1 is that it explains many of the benefits provided under the G.I. Bill of Rights.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> 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. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 7): <i>“The journalist’s use of terms like ‘slice through,’ ‘wipe out,’ and ‘pounded into rubble’ indicates that he believes that federal highway policy was unjust and destructive. As a journalist he may reflect a larger concern about the unequal impact of economic growth in this period.</i> (Provides sourcing regarding the point of view of the document relevant to an argument that addresses race and inequality) <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 2): <i>“The purpose of Document 2—restricting property sales by race and ethnicity—demonstrated the larger inequality in postwar economic expansion.”</i> (Provides sourcing regarding the purpose of the document relevant to an argument that addresses the growth of a middle class and/or race and inequality) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 1): <i>“Because Document 1 emerged from the historical situation of World War II, it reflected the way that military experience and benefits created new opportunities for veterans.”</i> (Provides sourcing regarding the historical situation of the document relevant to an argument that addresses the growth of a middle class) <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> (Document 3): <i>“Because Document 3 was most likely aimed at an audience of female magazine readers, it helped shape gender norms of domesticity in the 1950s.”</i> (Provides sourcing regarding the audience of the document relevant to an argument that addresses gender issues in a period of economic growth)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point 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	
		<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining 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. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The response argues that economic growth led to great changes in United States society by encouraging migration. The response corroborates that argument with evidence of multiple migration patterns that included a variety of Americans. Evidence is provided for the migration of middle-class Americans to the suburbs, African Americans to northern cities, and the Sunbelt migration of the 1970s. The response demonstrates that while the motivations and destinations of the migrants differed, each migration was related to the economic growth of the period. The response argues that sustained economic growth changed United States society through more widespread prosperity and an increase in the standard of living. It then qualifies that argument with evidence about the persistence of poverty. The response argues that economic growth changed United States society through the growth of the middle-class. It then modifies the argument using evidence about Cold War politics to show that spending on the military and economic recovery abroad, driven by anti-communist ideology, was the origin of post-war economic prosperity and therefore the root cause of societal change.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 	

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. Franklin D. Roosevelt's statement on signing the GI Bill of Rights, June 22, 1944	<ul style="list-style-type: none"> Describes educational benefits available to veterans Describes loan guarantees available to veterans 	<ul style="list-style-type: none"> Roosevelt's statement reflected the ways that military experience during and after the Second World War and military benefits created new opportunities for veterans. (situation) By reaching out to veterans, the document helped create a culture of supporting the military and including veterans in civic and economic life. (audience)
2. Property deed to the McIntosh family for a home in Seattle, Washington, 1947	<ul style="list-style-type: none"> Document about property ownership Delineates restrictions on sale of property, barring African Americans and Asians from buying it Restricts residency in property, barring African Americans and Asians 	<ul style="list-style-type: none"> A purpose of the deed was to restrict property sales by race and ethnicity, demonstrating the larger inequality in postwar economic expansion. (purpose) As a legal document, this deed was superficially neutral but in fact reflected institutionalized racial assumptions of the era that limited prosperity beyond White middle-class Americans. (point of view)
3. "This is How I Keep House," McCall's magazine, 1949	<ul style="list-style-type: none"> Describes example of a woman planning to organize home months in advance of baby being born States that the female author's greatest joy in her new home is the washing machine, which allows to have clean laundry States that the author saves time by planning and cooking meals in advance. Allows her to have social activities with guests 	<ul style="list-style-type: none"> Being written during early stages of mass suburbanization in 1949, this article reflected ideals for women and families at the time. (situation) The article helped shape gender norms of domesticity in the 1950s by being aimed at an audience of (most likely) White wives and mothers. (audience)
4. Automobile advertisement, 1950	<ul style="list-style-type: none"> Describes how many Americans now own two fine cars Describes various options among cars Encourages people to test drive cars today 	<ul style="list-style-type: none"> By encouraging people to buy automobiles, the advertisement promoted consumption and consumerism. (purpose) Because the advertisement was created during the height of economic growth in the 1950s, it reflects a larger idea that consumption, consumerism, and ownership provide satisfaction. (situation)
5. William H. Whyte, Jr., <i>The Organization Man</i> , 1956	<ul style="list-style-type: none"> Describes people—men—who not only work for organizations (mainly corporations) but have also adopted the values of these organizations Describes "organization men" talking about lack of control in their lives, though not necessarily perceiving this as a problem 	<ul style="list-style-type: none"> Because the document described a condition experienced by many white-collar workers between 1940 and 1970, it reflected the way that many workers—mostly men—prioritized work and companies over families and personal lives. (situation) The excerpt analyzed and critiqued the way that people gave over ideas and values to companies and suggested that this was a cultural problem. (purpose)

6. Interstate and Defense Highways map, as of June, 1958	<ul style="list-style-type: none">• Map depicting extent of interstate highways in 1956• Highways cross the country but are denser in North and East	<ul style="list-style-type: none">• In the 1950s, highways were built in order to facilitate transportation, access to suburbs, and civil defense in the event of a military conflict. (situation)
7. A. Q. Mowbray, journalist, <i>Road to Ruin</i> , 1969	<ul style="list-style-type: none">• Describes proposed freeway system in the city of Nashville, Tennessee• Describes how freeways would go through predominately African American section of the city, demolishing homes and businesses and displacing residents	<ul style="list-style-type: none">• The journalist's use of terms like "slice through," "wipe out," and "pounded into rubble" indicated that he believed that federal highway policy was unjust and destructive. As a journalist he may reflect a larger concern about the unequal impact of economic growth in this period. (point of view)• Highway construction such as that in Nashville that demolished urban neighborhoods was typical of other cities between 1940 and 1970, including New York City. (situation)

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	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 how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas.
	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 ancestors of the Native Americans migrated from Asia long ago.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Europeans built tons and tons of boats between 1607 and 1491.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Native American society before 1491 East Asia trade (e.g., spices) British colonization of North America in the 1600s Native American Empire (e.g., Aztec) Isolation of Americas from Afro-Eurasian disease pools Naval technology (e.g., caravel) Muslim control of overland trade routes to Asia (e.g., Ottoman Empire control of Constantinople) European Renaissance and changes in ideas (e.g., humanism) Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“The Protestant Reformation in Europe contributed to competition between European countries particularly between Protestants and Catholics. This competition helped inspire the European voyages in the Atlantic.”</i>
	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 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: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas, although the reasoning may be uneven, limited or imbalanced. 	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>“Christopher Columbus went to visit the Caribbean.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how trans-Atlantic voyages caused the spread of new diseases that disrupted Native American societies. Discussing continuity in Native American cultural practices despite interactions with European. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Spanish colonists arriving in the Caribbean forced Native Americans to work in mining and sugar production, which helped cause the collapse of the native populations.”</i> (Indicates a change a result of trans-Atlantic voyages) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that trans-Atlantic voyages led to dramatic changes in Native culture. The response uses evidence about ecological, linguistic, and religious changes after the arrival of Europeans to corroborate the argument about the dramatic scope of the change in culture. The response argues that trans-Atlantic voyages affected the Americas by weakening Native American societies in the face of European colonization. It then introduces evidence about alliances with Native Americans against the Aztec Empire to qualify the argument of Native American weakness. The response argues that while trans-Atlantic voyages played a role in the transformation of the Americas in this period, it was actually only a relatively minor first step. The response modifies the argument by contending that it was the intense colonization efforts of the Europeans after arrival that truly transformed the continent, concluding that the voyages on their own would have had minimal impact had the Europeans not decided to develop settlements in the Americas.
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	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>“Thomas Jefferson won the election of 1800 and there was a peaceful transition of power.”</i> Provide historically inaccurate contextualization <ul style="list-style-type: none"> <i>“During the Second Great Awakening Irish Catholics converted most of the Protestants in America to Catholicism.”</i> 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The First Great Awakening The spread of Enlightenment ideas The American Revolution The market revolution The growth of industrialization during the Gilded Age Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“The effects of the market revolution, which led many people to migrate to new places away from their homes and caused some artisans to lose their jobs, led many Americans to seek new meaning in religious reform movements.”</i>
	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: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“Jane Addams wanted to reform immigrants.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Camp revivals Abolitionism American Colonization Society Harriet Tubman William Lloyd Garrison Mormonism Charles Grandison Finney Grimké sisters Temperance movement Lowell girls Elizabeth Cady Stanton Seneca Falls Convention (1848) Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Drinking alcohol grew as a pastime in working class neighborhoods of new manufacturing towns.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding the causes that led to reform activity in the United States in the period from 1800 to 1848. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The growth of the southern cotton economy led to the spread of slavery, which encouraged the rise of the abolitionist movement.”</i> (Uses evidence to support an argument about how the cotton economy contributed to abolitionist reform activity) <i>“The ideas of the Second Great Awakening emphasizing human perfectibility contributed to the growth of many reform movements to improve society.”</i> (Uses evidence to support an argument about how the Second Great Awakening contributed to reform movements) <i>“While social ills inspired particular reform movements, the theology of the Second Great Awakening emphasizing millenarian efforts to improve US society, was the main influence on many reform movements.”</i> (Uses evidence to argue that the theology of the Second Great Awakening was more important to reform movements than the existence of particular social ills)
	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, a two-part argument about the role of moral reform and social justice in reform movements using evidence about the temperance movement and the Declaration of Sentiments.) 		

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: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain the causes that led to reform activity in the United States in the period from 1800 to 1848, although the reasoning may be uneven, limited or imbalanced. 	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>“There was an abolitionist movement between 1800 and 1848.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how religious ideas about human perfectibility caused the growth of reform movements. Comparing the motivations of abolitionists to those of women’s rights advocates. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“The motivations of women’s rights advocates seeking equality were similar to those of anti-slavery activists.”</i> (Compares the motivations of two reform movements) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that ideas about equality were most important in inspiring reform movements. It then uses evidence from several different segments of the population, including the spread of White male voting rights during the Jacksonian era, movements for women’s voting rights, and abolition to corroborate this argument. The response argues that evangelical religion most inspired reform movements during the 19th century. It then uses evidence of the influence of political ideas about democracy on religion to qualify the argument. The response argues that the market revolution most motivated reform in the early 1800s. It then uses evidence of the limited influence of antislavery and the women’s rights movement at the time to modify the argument, showing that reformers were not inspired to seek fundamental social change.
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			

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: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world, although the reasoning may be uneven, limited or imbalanced. 	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>“Yellow journalism was everywhere at the time of the Spanish-American War.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how United States participation in international conflicts represented a change from earlier foreign policies. Explaining how disillusionment from the First World War and the outcome of the Treaty of Versailles caused increased isolationist sentiment. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“The spread of the First World War caused the United States to take an international role fighting in a conflict in Europe for the first time in its history.”</i> (Indicates the cause of an increased role for the United States in the world) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that the Spanish-American War and the First World War transformed the United States role in the world from a generally minor participant to a world power. The response corroborates this argument by providing evidence of how the United States became economically, diplomatically, and militarily influential after these conflicts. The response argues that the two major conflicts of this period ended the tradition established by Washington in his farewell address, but it qualifies this argument by noting that we briefly returned to this idea in the decades between the First World War and the Second World War, providing evidence of isolationist policies and efforts at neutrality. The response modifies the argument by claiming that international conflicts didn’t significantly change the United States role in the world, providing evidence of the continuity of isolationist sentiments from both before and after the conflicts. Instead the response claims that the more significant impact was on the home front, providing evidence of the impact of the wars on domestic politics and immigration policy.
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			