

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.

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

- a. Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900.
- b. Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.
- c. Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.

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.
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2. Evaluate the extent to which the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.

 3. Evaluate the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.

 4. Evaluate the extent to which growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.

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

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- (A)** Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776. **1 point**

Examples that earn this point include the following:

- The need for labor on plantations led to Europeans forcing the migration of enslaved Africans.
- Profits from tobacco motivated Europeans to migrate to the colonies.
- Profits from sugar encouraged European migration to Caribbean colonies.
- The demand for labor on tobacco plantations led to the migration of indentured servants.
- The desire for farmland, which was in short supply in Europe, led to increased migration to North America.

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- (B)** Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776. **1 point**

Examples that earn this point include the following:

- Both the southern colonies and the Chesapeake had farming which led to the extensive use of enslaved labor.
- The labor-intensive cultivation of rice in the southern colonies and sugar in the Caribbean resulted in the forced migration of larger numbers of enslaved Africans.
- Tobacco, grown in the Chesapeake, and rice, grown in the southern colonies, could both be sold profitably outside of the colonies, so both regions developed export economies.

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

- The impact of grain cultivation in both New York and Pennsylvania
- Similarities in the impact of Indigenous farming practices

(C)	Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.	1 point
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Examples that earn this point include the following:

- Cash crops grown in southern colonies needed more labor than the family farms in the North, so there were more enslaved people in southern colonies.
- The crops grown in the South were very profitable, so the economy mainly focused on exporting crops, but in the North, they mostly had family farms, so the economy was more diverse.
- The demand for labor on plantations led to more males migrating from Europe to the Chesapeake Colonies, while smaller family farms in New England generally had a more equal balance of males and females.
- Whereas the Southern economy was greatly influenced by agriculture resulting in the development of cash crops and the extensive use of slavery, the land in the North was not as conducive to this and thus resulted in an economy more reliant on trade, shipbuilding, and manufacturing.

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

- The impact of agriculture on population distribution in New England vs. the Chesapeake
- How agricultural practices impacted the distribution of indentured servants

Total for question 3 3 points

Question 3: Long Essay Question, 19th Century Territorial Growth

6 points

General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	<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 fur trade with the Indigenous population of colonial New France and New England was very lucrative but short-lived.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The second half of the 1800s was an age of conflict, selfishness, and dishonesty.”</i> 	<p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Native American Nations/Tribes • American Revolution • French Revolution • Haitian Revolution • Decline of the Spanish Empire • The spread of cotton cultivation • Debates about slavery • European imperialism • Nationalist movement in the Philippines <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“From the early republic through the late 1800s, Indigenous Nations controlled vast areas of North America. From the Cherokee Nation in the Southeast to Comancheria on the plains, numerous Indigenous communities thrived before the expansion of the United States.”</i> • <i>“During this time, as industrialization was growing, the U.S. had more opportunities to trade with other countries because they could use their new resources and technological advancements to create new relations with other countries.”</i> (Minimally acceptable context)
	<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 (0-2 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>“The federal government had a policy that focused on expanding west, so they signed the Treaty of Greenville with the confederation headed by Little Turtle to get the land where Ohio is today.”</i> 	Responses that earn 1 point: Identify at least two <u>specific historical examples</u> relevant to how changes in United States foreign policy contributed to territorial growth from 1840 to 1898. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Indian Removal Manifest Destiny Annexation of Texas Mexican-American War Oregon Treaty William Seward Purchase of Alaska Wars with Indigenous Nations (Seminole, Apache, Sioux, etc.) Treaty of Fort Laramie Native American reservations Annexation of Hawaii Spanish-American War Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“The United States purchased Alaska from Russia and annexed Hawaii in this period.”</i> 	Responses that earn 2 points: Use at least two <u>specific historical examples</u> to support an argument regarding how changes in United States foreign policy contributed to territorial growth from 1840 to 1898. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“With industrialization, U.S. foreign policy became more focused on acquiring territory overseas which contributed to the Spanish-American War.”</i> (Uses evidence to support an argument about changes in foreign policy because of industrialization) <i>“Widespread enthusiasm for Manifest Destiny contributed to government policies aimed at taking land in the West from Indigenous people.”</i> (Uses evidence to support an argument about the influence of Manifest Destiny on territorial expansion) <i>“Inspired by arguments that the United States needed outposts in the Pacific to serve as markets and as strategic naval outposts, the United States began to claim Pacific nations like the Kingdom of Hawai’i as American territory.”</i> (Uses evidence to support an argument about how changes in foreign policy led to the acquisition of territory in the Pacific)
	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, supporting a two-part argument about territorial expansion on the continent with evidence of the annexation of Texas and territorial expansion overseas with the annexation of Hawaii.) 		