

2019 AP® US HISTORY FREE-RESPONSE QUESTIONS

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1607 to 1754.
 - a) Briefly describe one difference between the economy of British North American colonies in the Chesapeake region (such as Virginia and Maryland) and the economy of the middle colonies (such as Pennsylvania and New York).
 - b) Briefly describe one similarity between the economy of the Chesapeake colonies and the economy of the middle colonies.
 - c) Briefly explain one reason for a difference between the economy of the Chesapeake colonies and the economy of the middle colonies.

4. Answer (a), (b), and (c).
 - a) Briefly describe ONE similarity between New Deal and Great Society programs.
 - b) Briefly describe ONE difference between New Deal and Great Society programs.
 - c) Briefly explain ONE reason for a difference between New Deal and Great Society programs.

END OF SECTION I

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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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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 ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.
3. Evaluate the extent to which debates over slavery in the period from 1830 to 1860 led the United States into the Civil War.
4. Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

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

STOP

END OF EXAM

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Short Answer Question 4

Answer (a), (b), and (c).

- a) Briefly describe ONE similarity between New Deal and Great Society programs.
- b) Briefly describe ONE difference between New Deal and Great Society programs.
- c) Briefly explain ONE reason for a difference between New Deal and Great Society programs.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Question-Specific Scoring Guide

- ONE point for describing ONE similarity between New Deal and Great Society programs
- ONE point for describing ONE difference between New Deal and Great Society programs
- ONE point for explaining ONE reason for a difference between New Deal and Great Society programs

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics 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.

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Short Answer Question 4 (continued)

Examples of responses to (a) that would earn credit:

- Both expanded a social welfare net.
- Both expanded government programs.
- Both regulated society and economy, expanded the power and reach of the federal government, and increased government spending and the management of fiscal and monetary policy to ensure economic productivity and growth.
- Both addressed poverty and unemployment.
- Both had programs to help the elderly.
- Both gave workers and labor purchasing power and a stronger political voice.
- Both were driven by presidential vision and expanded presidential power.

NOTE: Credited responses for (a) must not rely on generalities. “Both addressed the economy” would not earn a point but “both addressed poverty and unemployment” would because it addresses specific economic concerns.

Examples of responses to (b) that would earn credit:

- The New Deal stabilized capitalism and sought to stave off the deepening or return of the Great Depression, while the Great Society sought to extend the benefits of affluence to all Americans and to eradicate poverty.
- The New Deal focused on economic recovery and relief, while the Great Society sought to eradicate social problems like poverty, racial inequality, access to health care, and access to education.
- The Great Society focused on civil rights, while much of the New Deal did not address civil rights or institutionalized discrimination against African Americans and women in its programs.
- Great Society environmental policies focused primarily on the beautification of urban and rural areas, as well as developing regulations for air and water; New Deal environmental policies, instead, focused more on constructing infrastructure such as roads, bridges, and buildings.
- The New Deal created a lasting Democratic political coalition and consensus around liberalism in government, while aspects of the Great Society hurt the Democratic Party and inspired criticisms of liberalism by the New Right.

NOTE: Credited responses for (b) must address explicit differences between the New Deal and the Great Society. (e.g., A response like ‘The Great Society addressed civil rights issues, but the New Deal did not’ is not sufficient to address the prompt.)

NOTE: Credited responses for (b) must elaborate beyond chronological differences.

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Short Answer Question 4 (continued)

Examples of responses to (c) that would earn credit:

- The New Deal was a response to an economic depression, while the Great Society was a response to the persistent problem of poverty in a prosperous economy.
- The Great Society took place during and in response to the civil rights movement, while the New Deal reflected the racism of the era prior to the civil rights movement in American politics.
- The New Deal political coalition included many southern Democrats who supported racial discrimination (although it did feature incremental symbolic progress on racial issues), while the Great Society response to pressure from civil rights activists led many southerners to leave the Democratic Party.
- The Great Society could build upon the accomplishments of the New Deal, whereas the intervention of the federal government in society and economy during the New Deal was unprecedented.
- The Vietnam War constrained the accomplishments of the Great Society, while the New Deal could be more expansive partly because the United States was uninvolved in significant international engagements at the time.

NOTE: *Earning the point for (c) is not contingent on earning the point for (b).*

NOTE: *A credited response to (c) could be a reason for a difference established in (b). If the response in (c) is a continuation that addresses the same explicit difference established in (b), the response can earn credit if it only addresses one topic.*

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Question 4 — Long Essay Question

Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none">• “The ideas about democracy such as the notion that everyone should be treated equally and the rights to assemble and petition greatly contributed to the African American Civil Rights movement from 1940–1970.”• “From 1940 to 1970, many ideas of democracy and equality were all a part to give way to equity during the Civil Rights movement, through the ideas that separate is not equal, voting rights, and tackling racism through non-violence & Black Power.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none">• Earlier African American activism for greater rights and against vigilante violence between the 1910s and 1930s (beginning of what some scholars called a “long Civil Rights movement”)• African American movement to urban areas in the North and West during the Great Migration• African American participation in World War II• Decolonization in Africa and Asia after World War II• Cold War competition with the Soviet Union to win allies and to present itself as a model society

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Question 4 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <p><i>Groups:</i></p> <ul style="list-style-type: none">• Congress of Racial Equality (CORE)• National Organization for the Advancement of Colored People (NAACP)• Southern Christian Leadership Conference (SCLC)• Student Non-Violent Coordinating Committee (SNCC)• Black Panthers• Nation of Islam• Dixiecrats• Tuskegee Airmen <p><i>People:</i></p> <ul style="list-style-type: none">• John L. Lewis• Rosa Parks• Stokely Carmichael• Martin Luther King, Jr.• Malcolm X• Ruby Bridges• Emmitt Till• George Wallace• Marian Anderson <p><i>Events and Ideas:</i></p> <ul style="list-style-type: none">• <i>Brown v. Board of Education of Topeka</i> (1954)• Civil Rights Act of 1964• Voting Rights Act of 1965• Freedom Rides• Montgomery (AL) bus boycott• Little Rock (AR) Central High School integration• Letter from Birmingham Jail• Greensboro Sit-ins• Southern Manifesto• Birmingham Children's Crusade• Selma/Bloody Sunday• Black Power• Jim Crow/segregation• Double V Campaign• Civil disobedience• Redlining• Military desegregation
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Question 4 — Long Essay Question (continued)

<p>D: Analysis and Reasoning (0–2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: 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. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none">• <i>Explaining a nuance of an issue by analyzing multiple variables</i>• <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i>• <i>Explaining relevant and insightful connections within and across periods</i>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none">• Explaining how protests for voting rights such as the Selma march helped cause concrete changes in the law and voting practices• Explaining continuity by tracing the long-term strategies pursued by Civil Rights activists to oppose and end segregation <p>OR</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none">• Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of democracy in the Civil Rights movement differed in the North and in the South• Explaining both short- and long-term causes by, for example, addressing the immediate causes of the <i>Brown</i> decision and analyzing how the outcome of the decision evolved over subsequent decades• Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the Reconstruction era• Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how foreign relations during the Cold War affected how the United States government responded to the Civil Rights movement• Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering how ideas about Black nationalism and anti-imperialism influenced leaders of the Civil Rights movement
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If response is completely blank, enter -- for all four score categories: A, B, C, and D.

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Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., 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.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible claim that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The ideas about democracy such as the notion that everyone should be treated equally and the rights to assemble and petition greatly contributed to the African American Civil Rights movement from 1940–1970.” (*The response makes an evaluative and historically defensible claim that addresses the prompt and establishes a line of reasoning.*)
- “From 1940 to 1970, many ideas of democracy and equality were all a part to give way to equity during the Civil Rights movement, through the ideas that separate is not equal, voting rights, and tackling racism through non-violence & Black Power.” (*The response makes a historically defensible claim that addresses the prompt, identifies categories of analysis, and establishes a line of reasoning.*)

Example of unacceptable theses:

- “Ideas on democracy had a large impact on the African American Civil Rights movement.” (*This example largely restates the prompt. While it provides an evaluative adjective, the response does not establish a historically defensible claim.*)
- “During the latter part of the 1900s democracy and what side was correct led to or contributed to African American Civil Rights movement in the sense that it allowed for or encouraged individuals to fight for what he or she desires.” (*The response is too vague to make a historically defensible claim.*)

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Question 4 — Long Essay Question (continued)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970.

Examples might include the following, with appropriate elaboration:

- Earlier African American activism for greater rights and against vigilante violence between the 1910s and 1930s (beginning of what some scholars called a “long Civil Rights movement”)
- African American movement to urban areas in the North and West during the Great Migration
- African American participation in World War II
- Decolonization in Africa and Asia after World War II
- Cold War competition with the Soviet Union to win allies and to present the United States as a model society

Example of acceptable contextualization:

- “The 13th Amendment abolished slavery, the 14th Amendment made everyone born in the US a citizen and granted all citizens equal protection under the law, and the 15th Amendment gave all male citizens the right to vote. However, things like the Plessy v. Ferguson ruling, which ruled ‘separate but equal’ constitutional, Jim Crow laws, and literacy tests and poll taxes limited democratic rights of African Americans for almost 100 years after the Civil War. ... Black Americans’ democratic right of equal protection under the law, constituted by the 14th Amendment was being infringed upon, and thus democracy was not being carried out to its fullest potential.” (*The response earned 1 point by describing the broader historical context of Reconstruction-era Supreme Court decisions and Jim Crow segregation, which are relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “Through the span of a few centuries they would slowly gain, lose, regain and fight for freedom, liberty, and independence that was supposed to be promised to them.” (*The response did not earn a point because while it indicates an extremely general historical context for the African American Civil Rights movement, that African Americans experienced gains and losses in terms of freedom over “a few centuries,” it does not provide any detail about the context, nor does it relate the context to ideas of democracy described in the prompt.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument, or a significant portion of it, in a broader context. Statements credited as **evidence** will typically be more specific information.

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Question 4 — Long Essay Question (continued)

Examples of evidence used might include:

Groups:

- Congress of Racial Equality (CORE)
- National Organization for the Advancement of Colored People (NAACP)
- Southern Christian Leadership Committee (SCLC)
- Student Non-Violent Coordinating Conference (SNCC)
- Black Panthers
- Nation of Islam
- Dixiecrats
- Tuskegee Airmen

People:

- John L. Lewis
- Rosa Parks
- Stokely Carmichael
- Martin Luther King, Jr.
- Malcolm X
- Ruby Bridges
- Emmitt Till
- George Wallace
- Marian Anderson

Events and Ideas:

- *Brown v. Board of Education of Topeka* (1954)
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Freedom Rides
- Montgomery (AL) bus boycott
- Little Rock (AR) Central High School integration
- Letter from Birmingham Jail
- Greensboro Sit-ins
- Southern Manifesto
- Birmingham Children's Crusade
- Selma/Bloody Sunday
- Black Power
- Jim Crow/segregation
- Double V Campaign
- Civil Disobedience
- Redlining
- Military Desegregation

Example of acceptably providing evidence relevant to the topic of the prompt:

- “One event was the March on Washington. It was led by Martin Luther King. The people that attended were people of all races. That was also the day he gave his speech. Their was also two groups (SCLC, SNCC) that did nonviolent protest during the Civil Rights movement.” (*The example cites evidence relevant to the topic, so it earned 1 evidence point, but it does not use that evidence to support an argument in response to the prompt.*)

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Question 4 — Long Essay Question (continued)

Example of unacceptably providing evidence relevant to the topic of the prompt

- “In addition, there were protests against white owners for mistreating the African American slaves. Martin Luther King was also part of the abolitionists. He was the tongue of all African Americans who can’t speak because of fear.” (*The response did not earn the point for historical evidence because of the major error that places MLK in the abolitionist movement.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- “Activist organizations like the NAACP, Student Non-Violent Coordiance Committee, and the Southern Christian Leadership Conference sought to challenge civil acceptance of racial terror through non-violent organizing. ... Organizations like the Black Panther Party in the late 60s used principles of communal organization and violent means if necessary in order to imagine a new version of democracy that challenged even the most progressive approaches to racial justice.” (*The response earned 2 points for evidence because it uses various civil rights and Black liberation organizations and connects them to the larger movement of democratic reforms called for by the Civil Rights movement.*)

Example of unacceptable use of evidence to support an argument:

- “The Black Panther and National Association for the Advancement of Colored People greatly believed in uplifting descendants from the African community through means of western and cultural education.” (*This example cites evidence relevant to the topic, so it could receive the first evidence point, but it does not use that evidence to support an argument in response to the prompt.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how protests for voting rights such as the Selma march helped cause concrete changes in the law and voting practices
- Explaining continuity by tracing the long-term strategies pursued by civil rights activists to oppose and end segregation

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Question 4 — Long Essay Question (continued)

Example of acceptable use of historical reasoning:

- “Another important democratic idea to the Civil Rights movement was the right to free speech, ideas, and protest. When African American Rosa Parks was arrested for not moving to the back (segregated) part of the bus, it spurred anger amongst the black community. This quickly led to the Montgomery Bus Boycott, where the black community spoke out against segregated buses and refused to ride them. This greatly impacted bus business. Similarly, the Greensboro sit-ins protested segregation at eating facilities when a group of black citizens sat at a white table in a restaurant. Both of these protests were inspired by the democratic idea to speak freely against problems in society.” (*This example earned 1 point for historical reasoning because it uses causation to frame an argument that addresses the prompt.*)
- “During the period of time lots of things started to change. The government was desegregated along with schools, buses, & the military. ... Another reason the ideas about democracy contributed to the African American Civil Rights movement to a major extent is because today we see de jure segregation is gone.” (*This example earned 1 point for historical reasoning because it structures an argument using change over time.*)

Example of unacceptable use of historical reasoning:

- “All they were trying to do was get their education, so what they did was stand up and protest for their civil rights to get an education and they achieved it but democracy played a role because of the votes of the American people.” (*The response did not earn the point for historical reasoning because the argument is too vague.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating a complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of democracy in the Civil Rights movement differed in the North and in the South
- Explaining both short- and long-term causes by, for example, addressing the immediate causes of the *Brown* decision and analyzing how the outcome of the decision evolved over subsequent decades
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the Reconstruction era
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how foreign relations during the Cold War affected how the United States government responded to the Civil Rights movement
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering how ideas about Black nationalism and anti-imperialism influenced leaders of the Civil Rights movement

This understanding must be part of the argument, not merely a phrase or reference.

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Question 4 — Long Essay Question (continued)

Examples of acceptable demonstration of a complex understanding:

- *The following response earned the point for complexity. The response argues that the pursuit of economic equality and prosperity are democratic values, and they are driving forces in the African American Civil Rights movement. This corroborates the original argument by explaining relevant, insightful connections within and across themes. The response demonstrates a complex understanding that ideas about democracy also extend to economic issues within the larger Civil Rights movement. “Finally, the limits on the economic prosperity attained by blacks was limited. With the rise of Levittowns in the 1950s, many whites fled areas that were being filled with black populations to these suburbs. De facto segregation led to no one selling houses to black individuals. This caused major economic desirabilities and backlash from colored individuals. After 1965, the shift in civil rights was economic based. Many African Americans still worked low skilled jobs and in agriculture. Higher paying jobs were given to white individuals and left African Americans to suffer in poverty.”*
- *The following response earned the point for complexity. This response argues that civil rights organizers often worked to subvert popular notions of democracy in order to achieve what they believed was just. This modifies the original prompt by highlighting specific individuals, court cases, and organizations that diversified approaches to civil rights through alternative definitions of democratic principles. This response demonstrates a complex understanding of the topic. “Despite brutal harassment, murder, surveillance, and assault, the inter-linkages between this movement and the antiwar movements, created a full-court press on the ideological assumptions that ‘all men are created equal,’ and had empirical success. The drafting of the Civil Rights bill in 1964, Brown v. Board of 1964, Loving v. Virginia decision in 1967, and integration of black political figures into the polity were all direct results of the black civil rights organizers, planners, organizations, and principles that sought to undercut normative conceptions of democracy and conjure up new black liberation.”*
- *The following response earned the point for complexity. While the response acknowledges the role that ideas about democracy play in the African American Civil Rights movement, this response identifies that not all leaders of the movement (such as Malcolm X) embraced democratic principles as a source of inspiration. This qualifies the response’s overall argument by highlighting specific global revolutions that did not necessarily embrace American notions of democracy. This response demonstrates a complex understanding of the topic. “Malcolm X certainly espoused ideas encouraging further divisions in American society. As part of the ‘black power’ movement, Malcolm X cited a rich African American heritage to encourage the formation of an independent state. Furthermore, Malcolm X referenced a drive for democracy in several surrounding nations where an oppressed group rose up against their colonial overlords, notably the earlier slave revolt in Haiti as well as the independence of previously colonized Latin American and African nations. He used this emergence of democracy in other nations to encourage African Americans to form an independent nation-state away from the confines of white society. Thus Malcolm X’s black power movement, drawing on earlier leaders like Marcus Garvey stressed a separate nation for African Americans by referencing democratic principles in other nations. Most African American Civil Rights activists, however, focused on American principles of democracy to ensure they remained united.”*

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Question 4 — Long Essay Question (continued)

Example of unacceptable demonstration of a complex understanding:

- *This example did not earn the complexity point. The response attempts to qualify the argument by indicating that civil rights activism cannot take place outside of democracy. The response makes no attempt to identify examples of ideas of democracy and therefore does not demonstrate a complex understanding of the time period. “In conclusion, the way democracy worked in the late 1900s, affected what events occurred, thus the Civil Rights movement occurred. Although wanting to be seen as equals, African Americans would not have acted if not for the democracy then.”*