

2018 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 1500 to 1750.
 - a) Briefly describe ONE specific historical difference between the role of religion in Spanish colonization and in the colonization of New England.
 - b) Briefly describe ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England.
 - c) Briefly explain ONE specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies.

4. Answer (a), (b), and (c).
 - a) Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
 - b) Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
 - c) Briefly explain ONE specific historical impact of the internal migration patterns in either period.

END OF SECTION I

2018 AP® US HISTORY FREE-RESPONSE QUESTIONS

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 commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.
3. Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.
4. Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

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

STOP

END OF EXAM

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Short Answer Question 3

Answer (a), (b), and (c). Confine your response to the period 1500 to 1750.

- a) Briefly describe ONE specific historical difference between the role of religion in Spanish colonization and in the colonization of New England.
- b) Briefly describe ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England.
- c) Briefly explain ONE specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies.

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

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing one specific historical difference between the role of religion in Spanish colonization and in the colonization of New England
- ONE point for describing ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England
- ONE point for explaining one specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies

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 3 (continued)

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

NOTE: Credited responses must explicitly address both Spanish colonization and the colonization of New England.

- New England colonists were typically Protestant while Spanish colonists were Catholic.
NOTE: To identify Catholicism and Christianity as different is not an acceptable response.
- New England colonists were more likely than Spanish colonists to establish settlements as religious enclaves.
- New England colonists were more likely than Spanish colonists to have settled in the Americas in order to obtain greater religious autonomy from the state.
- Religion was one of many motivations for Spanish colonists (or a primary motivation for a minority), whereas it was a primary motivation for many 17th-century New England colonists.
- Spanish colonists often treated colonization as a means of proselytizing native peoples while many New England colonists sought to create separate religious communities.
- New England colonists made religion more central to government and civic engagement than did the Spanish.
- The Spanish engaged in more extensive proselytizing among native peoples than did New England colonists.
- The English used force to acquire land, while the Spanish used force to require religious conversion among Native Americans.
- Spanish missions were larger and more common than conversion efforts such as New England praying towns.
- The Spanish colonists were a majority religious group in their home countries, while the New England colonists were a minority religious group in their home country.

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

- Both groups of colonizers sought to proselytize Christianity (Catholicism and Puritanism) and convert Native Americans in the New World.
- Both groups made religion part of civic life/community development.
- Native Americans in both the Southwest and New England used religion to help maintain their own culture in the face of colonization.
- Religious issues influenced the political sphere and government for both.
- Both used religion to justify exploitative labor systems.
- Both used religion and/or ideas of religious superiority to justify land acquisition and the displacement and domination of native people.
- Both were not tolerant of other religions in their colonies and often persecuted members of other religious groups.

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

NOTE: Examples must be confined to the period from 1500 to 1750 to earn credit.

- Spanish:
 - *Encomienda* system
 - Missions
 - Large-scale conversion to Catholicism
 - Pueblo Revolt
 - Conflicts between church and state

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Short Answer Question 3 (continued)

OR

- New England:
 - Puritan influence on government (e.g., Mayflower Compact, Fundamental Orders of Connecticut)
 - Local democracy in town meetings
 - Half-Way Covenant
 - Praying towns
 - Salem witch trials
 - Great Awakening
 - Puritan dissenters and the creation of new colonies in Connecticut and Rhode Island (Anne Hutchison, Roger Williams, Thomas Hooker)
 - Development of religious educational institutions (Harvard)
 - “City Upon a Hill” as an example of religious “greatness”

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Question 3 — Long Essay Question

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

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 the Civil War fostered change in the United States economy in the period from 1861 to 1900.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none">• “The Civil War fostered economic change in the fact that the Southern labor force was forever changed, but it fostered less economic change, due to the North’s and South’s role in the economy staying the same.”• “Due to the Civil War from 1861, America’s economy massively changed due to Industrialization, the creation of railroads, and the stopping of slavery in entirety.”
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 this point, the response must accurately describe a context relevant to the ways in which the Civil War fostered change in the United States economy in the period from 1861 to 1900.</p> <p><i>Examples of context might include the following, with appropriate elaboration.</i></p> <ul style="list-style-type: none">• Industrial expansion, particularly in the North• Government support for economic development• Adoption of standardized parts and industrial manufacturing• Corporate consolidation and monopolies• Boom and bust business cycle• Market Revolution• Internal improvements: roads, canals, etc.• Sectional tension: Missouri Compromise through Compromise of 1850• Institution of slavery• Political aspects of Reconstruction

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Question 3 — 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> <ul style="list-style-type: none">• Sherman’s “March to the Sea”• Union blockade of the South• Southern war debt/bonds• Emancipation Proclamation (1863)• King Cotton• Greenbacks• Free Silver/William Jennings Bryan• Homestead Act (1862)• Transcontinental railroad; Union/Central Pacific Railroads• Freedmen’s Bureau• Black codes/Jim Crow/Ku Klux Klan• Robber barons/captains of industry: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J.P. Morgan• Labor unions/strikes (general or specific)• Thirteenth, Fourteenth, Fifteenth Amendments• Sharecropping/tenant farming/crop-lien system• Economic aspects of Reconstruction• Morrill Tariff (1862)• Carpetbaggers/scalawags• Grant’s scandals/Jay Gould/James Fisk• Panic of 1873• Redeemers/Redemption• Trusts/monopolies/corporations• Alexander Graham Bell/AT&T• Thomas Edison• George Westinghouse• General Electric• Pacific Railway Acts (1862 and 1864)• Vertical/horizontal integration• Gospel of Wealth/Social Darwinism• Jane Addams/Hull House• Child labor• Samuel Gompers/American Federation of Labor (AFL)• Eugene V. Debs• Assembly line/Taylorism• Second Industrial Revolution• Immigrant labor/nativism• New South/Henry Grady• Textile mills• Booker T. Washington/W. E. B. DuBois• Migration for jobs
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Question 3 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<ul style="list-style-type: none"> • Exodusters • Gilded Age • Urbanization • Interstate Commerce Act (1887)/Interstate Commerce Commission • Grange/Farmers' Alliance • Economic imperialism
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><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none"> • Explaining how innovations that began during the Civil War, such as the abolition of slavery or a standardized system of currency, contributed to economic changes over time • Explanations of how some broader elements of the economy, such as regional divisions between a more agricultural South and more industrial North or the growing role of big business and particular industries such as railroads, demonstrated continuity over time in spite of the Civil War <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"> • Explaining a 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

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Question 3 — Long Essay Question (continued)

	<ul style="list-style-type: none"><i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>	Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the South experienced economic devastation during the war but then recovered after the war through renewed industrialization in certain areas, renewed cotton cultivation through systems such as sharecropping, and establishment of new systems of labor control
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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 3 — 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 thesis 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 Civil War fostered economic change in the fact that the Southern labor force was forever changed, but it fostered less economic change, due to the North’s and South’s role in the economy staying the same.” (*The response suggests a line of reasoning with both change and continuity.*)
- “Due to the Civil War from 1861, America’s economy massively changed due to Industrialization, the creation of railroads, and the stopping of slavery in entirety.” (*The response establishes the analytic categories for the argument.*)

Examples of unacceptable theses:

- “After the war, much damage was done to the South, including their major cities and plantations. Their economy struggled greatly during and in the years after the war.” (*The example is primarily descriptive and provides no basis for an analytical claim.*)
- “The Civil War totally flipped the US economy upside-down from 1961-1900. At the end of wartime, the US has some strengths and weaknesses that it had to address. The economy was rejuvenated and new. While also being archaic and unable to keep up with current laws.” (*This attempts to suggest a line of reasoning about how the Civil War changed the economy but is too vague.*)

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Question 3 — 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 this point, the response must accurately describe a context relevant to the ways in which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

Examples might include the following, with appropriate elaboration:

- Small producers before the war
- Industrial expansion, particularly in the North
- Southern reliance on cotton production
- Government support for economic development
- Adoption of standardized parts and industrial manufacturing
- Corporate consolidation and monopolies
- Boom and bust business cycle

Example of acceptable contextualization:

- “Throughout the first half of America’s 19th century, the country was going through the market revolution. The nation was developing a national economy as internal improvements sprung up, connecting the country with canals and roads. Amidst this economic change however, sectional tensions between the North and South developed and grew.” (*This example describes one broader historical context relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “Factories continue even beyond 1900 for the same purpose, which is making materials necessary in war & civilian life. . . . Factories provided a huge shift and boom for American wealth to both workers although not as much as the employers who make a lot of money which helped stimulate the American economy and made it prosperous for a good while until the depression.” (*This example in itself would not earn credit for contextualization because occasional references to the 20th century are vague and not clearly relevant to 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 3 — Long Essay Question (continued)

Examples of evidence used might include:

- Sherman’s “March to the Sea”
- Union blockade of the South
- Southern war debt/bonds
- Emancipation Proclamation
- King Cotton
- Greenbacks
- Free Silver/William Jennings Bryan
- Homestead Act (1862)
- Transcontinental railroad; Union/Central Pacific Railroads
- Freedmen’s Bureau
- Black codes/Jim Crow/Ku Klux Klan
- Robber barons/captains of industry: Cornelius Vanderbilt, Andrew Carnegie, John D. Rockefeller, J. P. Morgan
- Labor unions/strikes (general or specific)
- Thirteenth, Fourteenth, Fifteenth Amendments
- Sharecropping/tenant farming/crop-lien system
- Economic aspects of Reconstruction
- Morrill Tariff (1862)
- Carpetbaggers/scalawags
- Grant’s scandals/Jay Gould/James Fisk
- Panic of 1873
- Redeemers/Redemption
- Trusts/monopolies/corporations
- Alexander Graham Bell/AT&T
- Thomas Edison
- George Westinghouse
- General Electric
- Pacific Railway Acts (1862 and 1864)
- Vertical/horizontal integration
- Gospel of Wealth/Social Darwinism
- Jane Addams/Hull House
- Child labor
- Samuel Gompers/American Federation of Labor (AFL)
- Eugene V. Debs
- Assembly line/Taylorism
- Second Industrial Revolution
- Immigrant labor/nativism
- New South/Henry Grady
- Textile mills
- Booker T. Washington/W. E. B. DuBois
- Migration for jobs
- Exodusters
- Gilded Age
- Urbanization

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Question 3 — Long Essay Question (continued)

- Interstate Commerce Act (1887)/Interstate Commerce Commission
- Grange/Farmer's Alliance
- Economic imperialism

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

- “Business moguls like John D. Rockefeller and Andrew Carnegie made trusts out of oil and steel, respectively.” (*This example cites evidence relevant to the topic, so it earned the first evidence point, but it does not use that evidence to support an argument about changes in the United States economy, so it did not earn the second point.*)

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

- “After being freed, many African Americans in the South traveled North in the Great Migration.” (*This response did not earn credit for evidence because the term is outside of the time period.*)

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:

- “The Southern half of the US stayed rooted in its agricultural traditions following the Civil War. The agricultural economy had relied on slave labor which was no longer available, Southern farmers turned to slavery-like practices such as sharecropping to keep African Americans bound to work for very little pay.” (*This example connects a specific piece of evidence — the development of sharecropping — to ways in which the South remained largely agricultural despite changes from the Civil War.*)

Example of unacceptable use of evidence to support an argument:

- “In addition to African Americans, immigrants from Asia, Poland, Ireland, and many other countries traveled to the North.” (*This example cites evidence relevant to the topic, so it would count for the first evidence point, but it does not use that evidence to support an argument about changes in the United States economy due to the Civil War or another relevant argument, so it did not earn the second point.*)

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.

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Question 3 — Long Essay Question (continued)

Examples of using historical reasoning might include:

- Explaining how innovations that began during the Civil War, such as the abolition of slavery or a standardized system of currency, contributed to economic changes over time
- Explanations of how some broader elements of the economy, such as regional divisions between a more agricultural South and more industrial North or the growing role of big business and particular industries such as railroads, demonstrated continuity over time in spite of the Civil War

Example of acceptable use of historical reasoning:

- “The Civil War boosted industry in the North and destroyed agriculture in the South. The Northern economy thrived due to an increase in industry production for Union troops and extended trade with other countries such as Egypt. The Southern Economy was left in ruins due to need for confederate soldiers, trade blockade by the North, destruction of land, and the abolition of slavery.” (*This example earned the point for historical reasoning because it compares/contrasts the war-caused economic growth in the North with war-caused economic devastation in the South.*)

Example of unacceptable use of historical reasoning:

- “The Civil War also fostered another Great change in the economy, but in a negative way in the South.” (*This sentence did not earn the point for historical reasoning because the attempt at a comparison is only stated on one side and undeveloped due to “change” and “negative” being 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 complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as effects of transportation changes on westward expansion and imperialism and their ties to the economy
- Explaining both continuity and change, such as continuities in the United States economy in addition to changes
- Explaining relevant and insightful connections within and across periods by linking the economic impact of the Civil War with the economic impact of other wars
- Confirming the validity of an argument by corroborating multiple perspectives across themes, such as considering the place of poor white Southerners in the economy in addition to African Americans and plantation owners
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the South experienced economic devastation during the war but then recovered after the war through renewed industrialization in certain areas, renewed cotton cultivation through systems such as sharecropping, and establishment of new systems of labor control
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that the Southern economy did not change much as a result of the Civil War

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

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Question 3 — Long Essay Question (continued)

Example of acceptable demonstration of a complex understanding:

- *The following thesis sets up a more complex and nuanced approach to the prompt than typically seen. The response continues to develop this line of argument throughout the essay, arguing that the “economy & industry of the Northern states” saw “minimal” shift, the transition from slavery to sharecropping was “purely nominal” and railroad expansion during the war “acted as a catalyst for acceleration, not change” that was “inadvertent.” This framework allows for discussion of continuity and change as well as comparison of the North to the South. This response earned both points for analysis. “The economic situation of the country, while being accelerated on its original course, was not changed in any drastic fashion. The North remained an Industrial & Manufacturing economy. The South remained an agrarian economy (with sharecroppers instead of slaves), and the railroads built during the Civil War to facilitate troop movements only solidified the Northern Economic dominance prevalent before the war.”*

Example of unacceptable demonstration of a complex understanding:

- *The following response provides a framework for analysis through discussion of transportation improvements, agriculture, and big business. However, it does not expand its analysis to generate a more complex argument. Therefore, this response earned the first point but did not receive the second point for analysis and reasoning. “The construction of the railway opened many new markets through the easier transportation of goods. . . . The 13th amendment freeing slaves saw the South changing its farming policy to sharecropping. . . . The government took a hands-off approach to the economy.”*