

2016 AP® US HISTORY FREE-RESPONSE QUESTIONS

“They were aggressive men, as were the first feudal barons; sometimes they were lawless; in important crises, nearly all of them tended to act without those established moral principles which fixed more or less the conduct of the common people of the community. . . . These men were robber barons as were their medieval counterparts, the dominating figures of an aggressive economic age. . . . Under their hands, the renovation of our economic life proceeded relentlessly; large-scale production replaced the scattered, decentralized mode of production; industrial enterprises became more concentrated, more ‘efficient’ technically, and essentially ‘cooperative,’ where they had been purely individualistic and lamentably wasteful.”

Matthew Josephson, historian, 1934

“What really lifted the giants above the rest was the ability to envision where the world, or their part of it, was going, and to act on that vision in a creative way. . . . From the days of Adam Smith, self-interest has been the acknowledged driving force of capitalism; the secret of the market system is that one person’s self-interest can simultaneously serve the interests of others. Buyers and sellers, producers and consumers, investors and entrepreneurs take reciprocal advantage of each other. Success rewards those who can discover or create areas of reciprocity; the larger the area, the greater the success. . . . They were captains of industry; but like officers of volunteer regiments, they held their posts at the sufferance of those they led.”

H. W. Brands, historian, 1999

3. Using the excerpts, answer (a), (b), and (c).

- a) Briefly explain ONE major difference between Josephson’s and Brands’s historical interpretations of business leaders who rose to prominence between 1865 and 1900.
- b) Briefly explain how ONE person, event, or development from the period 1865–1900 that is not explicitly mentioned in the excerpts could be used to support Josephson’s interpretation.
- c) Briefly explain how ONE person, event, or development from the period 1865–1900 that is not explicitly mentioned in the excerpts could be used to support Brands’s interpretation.

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4. Answer (a), (b), and (c).
- a) Identify ONE factor that increased tensions between Great Britain and its North American colonies in the period 1763–1776, and briefly explain how this factor helped lead to the American Revolution.
 - b) Identify a SECOND distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.
 - c) Identify a THIRD distinct factor that increased tensions between Great Britain and its North American colonies in the same period, and briefly explain how this factor helped lead to the American Revolution.

END OF SECTION I

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Evaluate the extent to which the ratification of the Fourteenth and Fifteenth Amendments to the Constitution marked a turning point in the history of United States politics and society.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the amendments to the period immediately following them. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which United States participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the war to the period immediately following it. (*Historical thinking skill: Periodization*)

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

“They were aggressive men, as were the first feudal barons; sometimes they were lawless; in important crises, nearly all of them tended to act without those established moral principles which fixed more or less the conduct of the common people of the community. . . . These men were robber barons as were their medieval counterparts, the dominating figures of an aggressive economic age. . . . Under their hands, the renovation of our economic life proceeded relentlessly; large-scale production replaced the scattered, decentralized mode of production; industrial enterprises became more concentrated, more ‘efficient’ technically, and essentially ‘cooperative,’ where they had been purely individualistic and lamentably wasteful.”

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- c) Briefly explain how ONE person, event, or development from the period 1865–1900 that is not explicitly mentioned in the excerpts could be used to support Brands’s interpretation.

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

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Short Answer Question 3 (continued)

Scoring Notes

a) Briefly explains ONE major difference between Josephson's and Brands's historical interpretations of business leaders who rose to prominence between 1865 and 1900.

Examples of responses to (a) that would earn the point:

- Josephson argues that industrial leaders succeeded through immoral actions but in doing so consolidated businesses and made capitalist production more efficient.
- Brands argues that capitalist self-interest was beneficial not only to industrial leaders themselves but also to people around them and business in general.
- Brands argues that industrial leaders were captains of industry and that they consolidated industry, which he sees as socially and economically beneficial.

b) Briefly explains how ONE person, event, or development from the period 1865–1900 not explicitly mentioned in the excerpts could be used to support Josephson's interpretation.

Examples of responses to (b) that would earn the point:

- Examples of exploitative consolidation by individuals such as Andrew Carnegie, John D. Rockefeller, J. P. Morgan, Jay Gould, Cornelius Vanderbilt, etc.
- First efforts to regulate trusts were the Interstate Commerce Commission (1887) and the Sherman Anti-Trust Act (1890)
- Use of Social Darwinism or Gospel of Wealth to justify great wealth for some
- Periods of boom and bust in the economy
- Use of antitrust legislation to support corporations and sometimes to repress organized labor
- Organization of a labor movement to oppose robber barons; outbreak of strikes, some nationwide
- Use of federal and militia forces to put down labor strikes and protests
- Rise of the Populists, the Progressives, muckrakers, labor unions, and radical socialists and communists, all evidence of those seeking to redress growing inequities in the system
- Corrupt political influence to serve economic self-interest (e.g., political machine and Boss Tweed)
- Evidence of growing inequities in industrial America (cheap labor, little regulation, slums, tenements, etc., as evidence of poverty versus the appearance of the first millionaires and conspicuous consumption as evidence of wealth)

c) Briefly explains how ONE person, event, or development from the period 1865–1900 not explicitly mentioned in the excerpts could be used to support Brands's interpretation.

Examples of responses to (c) that would earn the point:

- Benefits brought by industrial and managerial capital: national markets; transportation and communications networks; innovations in industry, production, commerce, and finance; technological innovations; in many instances, falling prices for goods produced more efficiently and cheaply.
- Overall standard of living and wealth (Gross Domestic Product or GDP) in the United States continues to rise; immigrants stream into the United States, attracted to opportunity.
- The United States becomes the industrial and economic engine of the world economy, which continues for much of the 20th century.
- Henry Ford may be included in an exemplary list of industrialists within the time period who fit Brand's interpretation; however, used alone, Ford is outside the time period.
- The Gospel of Wealth as evidence of using wealth for the greater good

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Short Answer Question 3 (continued)

- Inspirational elements of upward mobility evident in Horatio Alger's rags-to-riches stories
- Consumers benefit from industrial and technological innovation, efficiency, and production

NOTE: it would be acceptable for test-takers to use some of the same examples (e.g., Andrew Carnegie, vertical/horizontal integration) to respond to both (b) and (c), as long as they explain how the example supports both interpretations.

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Question 3

Evaluate the extent to which United States participation in the First World War (1917–1918) marked a turning point in the nation's role in world affairs.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the war to the period immediately following it. (*Historical thinking skill: Periodization*).

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g., a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g., evidence in the student response that qualifies for either of the targeted skill points could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.
- Is completely blank.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Targeted Skill: Argumentation (E2 and E3) and Periodization (D6)

PERIODIZATION:

- 1 point** Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded AND followed.
- 1 point** Explains the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded AND followed.
- 0 points** Does not describe the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.
- Is completely blank.

Scoring Note: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.

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Question 3 (continued)

C. Argument Development: Using Evidence (2 points)

Targeted Skill: Argumentation (E2 and E3)

- 1 point** Addresses the topic of the question with specific examples of relevant evidence.
- 1 point** Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- 0 points** Does not address the topic of the question with specific examples of relevant evidence.
- Is completely blank.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

- 1 point** Extends the argument by explaining the connections between the argument and ONE of the following:
- a) A development in a different historical period, situation, era, or geographical area.
 - b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.
- Is completely blank

Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is **not** awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These 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 and skills described above.

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Question 3 (continued)

Scoring Notes

Note: Test-taker responses define the chronological beginning and end points for the essay; the focus of the response helps determine what information is considered appropriate.

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

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would evaluate the extent to which United States participation in the First World War was a turning point, indicating the extent of change OR continuity. Note: Indicating explicitly the extent of change implies the extent of continuity, and vice versa.

Examples of acceptable theses:

- “The First World War has been widely considered as the nation’s turning point in world affairs. However, it was the Second, not the First World War that really impacted our nation’s foreign policy. Although the First World War created a lasting mark internationally, our nation sought to return to a period of isolationism after the war.”
- “Before World War One the United States attempted to stay as neutral [*sic*] and isolated from Europe as possible so as to avoid unnecessary conflict. This had been its foreign policy as much as possible since the days of Washington and the First World War changed that when the United States got involved. The war marked a turning point in America’s national role to a great extent as it paved the way for more involvement outside of our own country.”

Unacceptable example of thesis:

The following statement does not address the extent of the First World War as a turning point.

- “The United States has always been a powerhouse country. The American economy has been strong (despite a couple of bumps) and the people even stronger. The First World War showed the true power of the United States due to the willingness of its citizens and the brightness of their minds.”

B. Argument Development: Using The Targeted Historical Thinking Skill (2 points)

a) Argument Development — Describes

Responses earn one point by *describing* the ways in which relevant historical developments were different from OR similar to developments that preceded AND followed United States participation in the First World War (1 point).

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Question 3 (continued)

Example of acceptable description of a turning point:

- “Prior to the war, America was not interested in joining the effort. . . . After successful outcomes within the war with other European countries, the United States became a key player in world affairs. . . . A turning point was made when the United States joined World War I because the country was able to gain confidence in their military and political influence. . . . Although the United States never joined the League, the nation still aided its victory and played an influential role at the Paris Peace Conference when signing the Treaty of Versailles.”

Example of unacceptable descriptions of a turning point:

- “After WWI . . . isolationist sentiment reigned. In fact, most people just wanted to return to the period before the war, thus Republican Warren G. Harding won on the slogan, “a return to normalcy” & focused on internal affairs during his presidency. . . . Once the Depression began, the dire condition of the United States economy was the focus of the American people and presidents. . . . Overall, the isolationist sentiment of the post WWI America reflected a continuity in United States foreign policy that would never be truly broken until WWII.”
 - There is no discussion of events prior to the war, therefore no point is awarded for Periodization.

b) Argument Development — Explains

Responses earn one point by *explaining the extent* to which relevant historical developments were different from AND similar to developments that preceded AND followed United States participation in the First World War (1 point).

Example of acceptable explanation of the extent of differences and similarities:

- “The United States’ shift from isolationism to interventionism [*sic*] was a drastic change in American foreign policy as the nation switched its views on treatment of the world almost entirely after its participation in World War I. Before the Great War, Americans were wary of the issues that could come about from engaging in foreign affairs and were more than reluctant to join a war half-way across the world. . . . America’s desire to protect democracy was full of passion and is ultimately what caused the drastic change in foreign policy. While the nation did change its mind on involvement with the rest of the world, one fear remained constant. . . . an unwavering fear of radicals.”

Example of unacceptable explanation of the extent of differences and similarities:

- “Without the United States the League of Nations fell apart and the United States remained in the same role in world affairs as it was in before World War I. . . . After the defeat of the Central Powers, the United States was primed to lead the world towards peace and recovery. But the U.S. backed down and returned to isolationism and continued its limited role in World Affairs. . . . Before its entry into WWI the United States foreign policy was isolationism, the same policy

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Question 3 (continued)

- of the first president, George Washington. Like Washington, Woodrow Wilson felt that isolationism was the best chance for prosperity in the United States.”
 - This essay remains general in describing ways in which historical development was different from and similar to developments that preceded or followed the First World War. References to the League of Nations, Wilson’s Fourteen Points, and George Washington’s Farewell Address gain credit under “Using Evidence.”

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

Responses can earn one point by *addressing* the topic of the question by referring to specific examples or relevant evidence (1 point). Essays can earn this point without having a stated thesis or a relevant argument.

Examples of successfully using evidence to address the topic of the question:

- “In addition, Wilson’s large role in negotiating the Treaty of Versailles and the formation of the League of Nations precipitated the U.S.’s future role as an international negotiator.”
- “Before the war started, Woodrow Wilson had the task of slowly easing America into the idea of fighting in Europe; in doing so, Wilson became more involved in the world, already established by Teddy Roosevelt and his flaunting of the navy.”

Examples of specific evidence that could be used to address the topic of the question:

- William Jennings Bryan
- Eugene Debs
- Fourteen Points
- Hawley-Smoot Tariff
- Herbert Hoover
- Irreconcilables
- League of Nations
- Henry Cabot Lodge
- Lusitania
- Treaty of Versailles
- Washington Naval Conference
- President Woodrow Wilson

Examples of unsuccessfully using evidence to address the topic of the question:

- “The First World War also presented ourselves as anti-communism and showed other countries the U.S.’s values and morals.”
 - The evidence is factually incorrect, confused about chronology, or not directly relevant to the question.
- “Things such as creating allies and having people agree to be on our side gave the US a lot of confidence which would also help us win the war.”
 - The examples are not adequately specific or relevant.

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Question 3 (continued)

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about how United States participation in the First World War marked a turning point in the nation's role in world affairs (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates how the United States participation in the First World War marked a turning point in the nation's role in world affairs.

Examples of evidence that could be utilized to substantiate an argument:

Points that address the extent of U.S. involvement in world affairs could include the following:

- The First World War marked the end of United States isolationism. It was the first time the United States was involved in a European war.
- Woodrow Wilson led the negotiations of the Treaty of Versailles. He attempted to influence European politics with his Fourteen Points and League of Nations.
- The First World War can be seen as a break in the United States emergence as an imperial power (represented by the annexation of Hawaii; the Spanish-American War; and the annexation of the Philippines, Guam, and Puerto Rico) because Wilson sought to end imperialism and “to make the world safe for democracy.”
- Submarine warfare made it impossible for the American public to ignore the European conflict (evidenced by sinking of the Lusitania) and to remain neutral.
- The war had a strong impact on American society. The federal government and industry cooperated for wartime production. The United States implemented its first income tax to fund the war effort.
- The United States greatly expanded its military during the war and had its first large military draft since the Civil War.
- The United States government sought to curtail the free speech of many opponents of the war.

Points arguing that the First World War was not as significant a turning point in the role of the United States in world affairs could include the following:

- The United States retreated to isolationism in the 1920s, as evidenced by the refusal by the Senate to ratify the Treaty of Versailles.
- The United States erected high tariffs during the interwar period as part of the retreat to isolationism (Hawley-Smoot Tariff).
- Henry Cabot Lodge successfully prevented the United States from joining the League of Nations.
- The First World War can be seen as a continuation of the United States emergence as an imperial power (as evidenced by the annexation of Hawaii; the Spanish-American War; and the annexation of the Philippines, Guam, and Puerto Rico).
- Wilson was unable to include most of his Fourteen Points (other than the League of Nations) in the final treaty.
- United States participation in the war could be regarded as a continuation of Wilson's attempts to expand United States influence in Mexico and to overthrow Porfirio Diaz.
- The United States reduced the size of its military after the war and decided not to maintain a large standing army (evidenced by the Washington Naval Conference).

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Question 3 (continued)

Examples of utilizing evidence to fully and effectively substantiate an argument:

- “Though America was never completely isolationist, WW1 led to a radical change in U.S. foreign relations. WW1 cemented America’s role as a protector of democracy, as specifically claimed by Wilson in his declaration of war.”
- “Prior to World War 1, America had been the protectors of the Western Hemisphere, never leaving it, as governed by the Monroe Doctrine and the Roosevelt Corollary. After it, America extended its hemisphere of influence to the entire world.”

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- “Because the war was originally between Germany and England, the U.S. was sort of a third party participant. The concept of intervention proved that the U.S. was still indecisive whether or not to fully involve themselves.”
 - The response does not link the evidence fully to substantiate the argument.
- “Some things that changed were the increased economic and political power after the war. We grew as an economy because people were working, fighting, spending, and buying.”
 - The response is no more than a simple description.

D. Synthesis (1 point)

Essays earn a point for synthesis by extending their argument in one of two possible ways (1 point).

a) Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Possible connections could include the following:

- Explicitly comparing the impact of the First World War with that of another earlier or later conflict (i.e., the Civil War, the Second World War, the Vietnam War).

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- Synthesis with inclusion in thesis:
 - Thesis — “The US’s involvement in WWI marked a turning point in its role internationally, as foreign policy shifted from that of isolation to a more imperialistic policy of intervention.”
 - Student’s Synthesis: “Eventually, policy shifted even further to that of pure intervention. American troops were sent to fight communists in both Korea and Vietnam. Instead of offering economic aid, explicit military force was being used to contain communism. This interventionist policy is still maintained today, where recently the US has intervened in Middle Eastern countries like Iraq and Afghanistan under the guise of trying to establish stability with the real intention of keeping its supply of raw oil secure.”
- Synthesis without inclusion in thesis:
 - “Ever since WWI, to even present day, the USA has been perceived differently, not just a global power but a global power with responsibility to wield it in enforcing global peace and human rights. When WWII ended and former high-ranking Nazis were put on trial for crimes against humanity, it was an American lawyer who prosecuted them. When communism threatened to engulf Korea, the US stepped [sic]. Ill-advised or not, when Vietnam and Afghanistan needed aid, the US sent forces. When Syria continued to burn,

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Question 3 (continued)

public outcry against the decision not to aid came from both sides of the political aisle. In the 1980s, we accepted Cuban refugees with open arms. Today we do the same with displaced Syrians. Who knows what tomorrow will bring?"

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- "Americans established themselves as a general super power. The US became so engrossed in foreign affairs that we would eventually join NATO and the UN permanently alliancing [*sic*] and linking ourselves with the affairs and global views. Thus, involvement in WWI marked the shift of American history from a period of isolationist to a time of active foreign affair involvement."
 - While this statement takes the discussion beyond the historical period targeted by the question, the student response fails to explain the connection between their argument and the development of a later or earlier historical period, situation, era or geographical area. Instead, it just asserts that the United States joined NATO and the UN and involved ourselves in "the affairs and global views."

b) Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay, such as political, economic, social, cultural, or intellectual history (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference. Possible connections could include the following explicitly calling out the domestic aspects of a largely international story.

Examples of synthesis by connecting the argument to a different course theme or approach to history:

- Synthesis with focus/thesis of the essay –
 - *"Just as slavery persisted from the 18th Century and met its grizzly [*sic*] end in the 19th Century, the events of the early 1900s, dominated by violent conflict in Europe, would destroy American belief in non-interventionism [*sic*] permanently and propel the US onto the stage as a foremost political, social, and military authority.*
 - Student's synthesis: "Beyond diplomacy, being an industrial powerhouse with no damage to said industry due to the ravages of war allowed American business to become pivotal to the markets of allies in Europe and Asia, and eventually all across the world. The economy of the following decade, the Roaring 20s, was based heavily on the vast fortunes that one could amass in the stock market – an institution propped up and integrated into business interests all over, but especially in Europe. The extent of the US's influence over the economies worldwide post-WWI was no more apparent than when this stock-based economy collapsed, and the whole world fell with it. As the 20s ended and the miserable decade of the 1930s began, economic depression had crippled all aspects of life for millions of Americans – but also for people worldwide. The failure of American banks and American business left the whole world hurting. Countries in already dire situations, such as the defeated and humiliated Germany, were hurtled into an economic downturn and societal suffering unmatched by even the Americans whose recklessness set off the chain reaction in the first place."

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Question 3 (continued)

Example that did not accurately connect the argument to a different course theme or approach to history:

- Synthesis with focus/thesis of the essay:
 - *“The First World War was an event that irrevocably shaped America. It marked a change that altered the US culturally, politically, and economically. The interventionist [sic] policy, industrial boom, and feminism that emerged from the first World War would shape America’s future.”*
 - Student’s synthesis: “After military success, and an amazing economic boom due to increased industrial production, the US saw itself jump to the forefront of international affairs as a leading industrial powerhouse and military power. Furthermore, the role of women in America changed, as with the men away they were introduced to the work force. Women not only remained the primary care takers in the family, they also worked in factories and were the bread-winners in many families. This change in the role of women significantly shaped American gender roles for years to come and inspired a growth of feminism that carried into the women’s rights movement of the 1940s.”
 - While the student does target industrial and cultural (gender) influences and explain them in connection to the argument of the paper, they included these same aspects within their thesis statement—making them a part of the focus of the response and negating the usage of these same topics for synthesis points according to the rubric.