

**Question 3 or 4**

**Directions:** Answer either Question 3 or Question 4.

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

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

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

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

**END OF SECTION I**

**UNITED STATES HISTORY**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

---

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

**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 the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.
  3. Evaluate the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.
  4. Evaluate the extent to which growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.

---

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

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

**STOP**

**END OF EXAM**

**Question 4: Short Answer No Stimulus****3 points****General Scoring Notes**

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

- 
- (A)** Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900. **1 point**

**Examples that earn this point include the following:**

- Western farmers demanded more government regulations of transportation.
- Westward expansion by farmers led to increased debates over access to Native American lands.
- Economic instability inspired agrarian activists to support the People's Party, which called for a stronger governmental role in regulating the American economic system.
- Acquisition of land from Mexico before the Civil War led to continued debates about American farmers' access to land owned by Mexican Americans.
- The need for labor on plantations led to debates about the treatment of formerly enslaved people after the Civil War.
- The high cost of shipping farm goods led to debates about government regulation of the railroads.
- After the end of the Civil War, there were debates about whether the government should provide land for African Americans or if White plantation owners should continue to own most land in the South.
- The South's heavy dependence on agriculture led to debates about whether the region should focus on industrialization.

- 
- (B)** Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900. **1 point**

**Examples that earn this point include the following:**

- Farming was a major economic activity in the South and West, so there was not as much industrialization in these regions.
- The economic hardship faced by sharecroppers in the South and homesteaders in the West led to the rise of agrarian activists in both regions.

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

- The impact of the dependence on agriculture on urbanization in both the South and West
- The role of agriculture in the displacement of Native American peoples in multiple areas of the West
- The changes brought to farming by technology in multiple regions of the West

- 
- (C)** Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900. **1 point**

**Examples that earn this point include the following:**

- Plantation farming in the South led to the rise of sharecropping, but this did not happen in the West, where there were more independent farmers.
- Agriculture in the West was more diverse, leading to an economy that depended heavily on farming and ranching. However, the South remained mostly dependent on growing cotton.
- The expansion of agriculture led to the acceleration of the government forcibly relocating Native Americans in the West to reservations from 1865 to 1900; however, in the Southeast, the government had already removed most Native Americans by this time.

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

- Differences in support for the Populists in various regions
- Impact of the New South
- Ranching vs. farming in different areas of the West

---

**Total for question 4    3 points**

AP® United States History 2023 Scoring Guidelines

<p>6. Josephine L. Baker, factory worker, “A Second Peep at Factory Life,” <i>Lowell Offering</i>, 1845</p>	<ul style="list-style-type: none"> <li>Argues that despite some drawbacks, mill girls benefit from working in factories</li> <li>Describes ready source of money and some autonomy as wage earners</li> <li>Describes lectures and other educational opportunities sponsored by the Lowell Mills</li> </ul>	<ul style="list-style-type: none"> <li>The Lowell system of textile manufacturing in the first half of the 1800s employed unmarried women from farming families who lived in company-provided housing and communities in New England. (situation)</li> <li>The audience for the article included readers who were skeptical of the desirability of employing women outside of the home as factory laborers and critical of factory working conditions, whom the writer sought to convince to be less critical of the Lowell Mills. (audience)</li> </ul>
<p>7. “Free Labor vs. Slave Labor,” <i>North Star</i>, 1848</p>	<ul style="list-style-type: none"> <li>Argues that the Northern working class is voting for pro-slavery politicians</li> <li>Argues that the institution of slavery lowers the wages paid to wage laborers</li> <li>Argues that the existence of slavery also lowers the status of free laborers</li> </ul>	<ul style="list-style-type: none"> <li>As an abolitionist activist, Douglass sought to draw on arguments that would encourage antislavery sentiment among ordinary Northerners. (point of view)</li> <li>During the 1840s, the westward expansion of slavery contributed to the development of free-soil arguments against slavery that emphasized the ill effects of the institution for free laborers in the North. (situation)</li> </ul>



## Question 4: Long Essay Question, National Security and Changes to Foreign Policy

6 points

### General Scoring Notes

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

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