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“[There is a] real and wide difference, in political opinion, between the honorable gentleman [from South Carolina] and myself. On my part, I look upon [internal improvements] as connected with the common good.... [He believes] Ohio and Carolina are different Governments and different countries.... We [in New England] look upon the States, not as separated, but as united. We love to dwell on that Union, and on the mutual happiness which it has so much promoted, and common renown which it has so greatly contributed to acquire. In our contemplation, Carolina and Ohio are parts of the same country; States, united under the same General Government.... We do not impose geographical limits to our patriotic feeling.... I do not desire to enlarge the powers of the Government.... But when it is believed that a power does exist, then it is, in my judgment, to be exercised for the general benefit of the whole.”

Source: Daniel Webster, senator from Massachusetts, future member of the Whig Party, speech in the United States Senate, responding to Robert Y. Hayne of South Carolina, a member of the Democratic Party, 1830

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2. Respond to parts A, B, and C.

- A. Briefly describe one purpose of political leaders in promoting ideas such as Webster’s.
- B. Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech.
- C. Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech.

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

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**3.** Respond to parts A, B, and C.

- A.** Briefly describe one political development in British North America from 1607 to 1753.
  - B.** Briefly describe one effect of the Seven Years' War from 1754 to 1765.
  - C.** Briefly explain how one group responded to debates about the rights of British colonists from 1765 to 1783.
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**4.** Respond to parts A, B, and C.

- A.** Briefly describe one political development during Reconstruction from 1865 to 1877.
- B.** Briefly describe one effect of the end of Reconstruction from 1877 to 1900.
- C.** Briefly explain how one group responded to debates about the federal government from 1900 to 1945.

**END OF SECTION I**

**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 at least two pieces of specific and relevant evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

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**2. Evaluate how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.**

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**3. Evaluate how different reform movements in the United States responded to industrialization from 1820 to 1900.**

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**4. Evaluate how United States foreign policy responded to changes in the world from 1890 to 1930.**

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**STOP**  
**END OF EXAM**

**Question 2: Short Answer Primary Source****3 points****General Scoring Notes**

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

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**A** Briefly describe one purpose of political leaders in promoting ideas such as Webster's. **1 point**

**Examples of acceptable responses may include the following:**

- One purpose was to promote patriotic unity during a time of growing sectionalism in the United States.
- Webster hoped to inspire all parts of the country to work together for the common good.
- One purpose was to promote the belief that the government had the power to fund internal improvements.

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**B** Briefly explain one development from 1820 to 1848 that contributed to the political ideas debated in the speech. **1 point**

**Examples of acceptable responses may include the following:**

- Webster wanted to unify the country, and during the period political leaders debated plans to unify the United States economy, such as the American System.
  - Political parties debated the powers of the federal government, such as passing tariffs.
  - The Second Great Awakening helped contribute to the individualistic and democratic fervor of the period between 1820 and 1848 and increased some Americans' commitment to their country and government.
  - The growth of an antislavery movement in the North intensified regional differences between the North and the South, and some politicians tried to bridge those differences by finding ways to bring the country together.
  - The market revolution intensified economic differences between the industrial North and agrarian South and encouraged some politicians to try to find ways to unify the country.
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- Attempts to compromise over the expansion of slavery between 1820 and 1848 sought to create national unity.
- Territorial expansion increased sectional tensions, which threatened national unity.

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**C** Briefly explain how one political debate between 1848 and 1865 was similar to the debate in the speech. **1 point**

**Examples of acceptable responses may include the following:**

- Later debates over whether the federal government could regulate slavery during the 1850s were similar to the debate in Webster’s speech about internal improvements because both involved questions of the extent of federal powers.
  - Continued debates over the expansion of slavery were similar to those regarding internal improvements because both often divided along sectional lines.
  - Debates around the Dred Scott decision were similar to Webster’s discussion of sectional tensions and the need for national unity.
  - Debates over secession were similar because they questioned whether the United States was one country or a collection of states.
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Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the extent to which the role of the federal government in the United States economy changed from 1932 to 1980. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“The role of the federal government in the United States economy changed from 1932 to 1980.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The United States economy experienced both recessions and boom periods from 1932 to 1980.”</i></li> </ul> <b>Provide an overly generalized response to the prompt</b> <ul style="list-style-type: none"> <li><i>“The federal government was not very interested in the United States economy from 1932 to 1980.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“From 1932 to 1980, the federal government became increasingly invested in finding ways to use federal power to ensure economic stability and growth, which later produced criticism of the expansion of federal power.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“The period between 1932 and 1980 was marked by the rise and fall of a New Deal order in United States politics, one that witnessed federal government intervention into the economy, the formation of new social programs, and the creation of new regulatory agencies.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The government increased its role in the economy by actively creating programs to provide jobs to workers.”</i> [Minimally acceptable thesis/claim]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

## Question 2: Long Essay Question, Native American Societies and European Colonists

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 how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“Native American societies adapted to the presence of European colonists in North America.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Native Americans adapted to Europeans in many ways.”</i></li> </ul> <b>Are not historically defensible</b> <ul style="list-style-type: none"> <li><i>“Native Americans didn’t adapt to the presence of Europeans.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“While some Native Americans often sought alliances with Europeans to improve their regional power position, others sought alliances with other Native nations to prevent the expansion of European colonies.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“Native Americans adapted to Europeans by seeking out some European goods, while also reinforcing some aspects of their traditional culture.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The introduction of new diseases forced Native Americans to rebuild their societies.”</i></li> <li><i>“Native Americans adapted by trading furs with Europeans.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		



Reporting Category	Scoring Criteria		
Row C Evidence  (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period or region specified in the prompt</b></p> <ul style="list-style-type: none"> <li><i>“Cahokia was an important Native American city in the Mississippi River region.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to Native American societies and the presence of European colonists in North America from 1500 to 1754.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Columbian Exchange</li> <li>Encomienda</li> <li>Casta system</li> <li>Powhatan</li> <li>Pocahontas</li> <li>Fur trade</li> <li>Métis people</li> <li>Native alliances with Europeans [e.g., Haudenosaunee “Covenant Chain” with the British]</li> <li>Pueblo Revolt / Popé’s Rebellion</li> <li>Pequot War</li> <li>Metacom’s [King Philip’s] War</li> <li>Bartolomé de las Casas</li> <li>Mission settlements</li> <li>Imperial wars [King William’s War, Queen Anne’s War, King George’s War]</li> <li>British colonial regions [New England, middle colonies, southern colonies]</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Partly due to the influence of Catholic figures such as Bartolomé de las Casas, the Spanish monarch passed laws in the mid-1500s to regulate the encomienda and the general treatment of Native Americans.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding how Native American societies adapted to the presence of European colonists in North America from 1500 to 1754.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“Indigenous people adapted to the presence of Europeans by engaging with them commercially, such as through the fur trade, and forming alliances, such as the Covenant Chain between the Haudenosaunee Confederacy and the British.”</i> [Uses evidence to support an argument about how Indigenous people adapted by engaging in commerce and diplomacy with Europeans]</li> <li><i>“Mission settlements, such as those in established in New France, saw thousands of Indigenous inhabitants adopting the Christian faith, while other Native groups resisted European incursions through conflicts such as Metacom’s War.”</i> [Uses evidence to support an argument about how Native American societies both accommodated and resisted European colonists]</li> <li><i>“Native Americans altered their lifestyles in response to the Columbian Exchange through developments such as adopting horses for buffalo hunting and trading traditional foodstuffs, such as corn, beans, and squash, with European colonists for manufactured goods like pots and hatchets.”</i> [Uses evidence to support an argument about how Native Americans altered their lifestyles in response to the Columbian Exchange]</li> </ul>

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about how different reform movements in the United States responded to industrialization from 1820 to 1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“Reform movements responded to industrialization.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Some reform groups didn’t like industrialization.”</i></li> </ul> <b>Provide a claim that does not respond to the prompt</b> <ul style="list-style-type: none"> <li><i>“The era of industrialization needs to be reinvestigated by historians of reform movements.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“While some groups sought to address the problems of industrialization, such as through utopian movements, other reform movements sought to address problems like working conditions through union movements.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“Because of problems caused by industrialization, some reform groups sought to spread evangelical religion, improve working conditions, and limit the power of businessmen.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“Between 1820 and 1900 reform movements responded by trying to help factory workers.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
	<b>Decision Rules and Scoring Notes</b>	
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <b>Examples that do not earn this point:</b>  <b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“During the 1800s the United States maintained distinct regional cultural sensibilities.”</i></li> </ul> <b>Provide an overgeneralized statement about the time period referenced in the prompt</b> <ul style="list-style-type: none"> <li><i>“Reformers wanted to make society better.”</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to reform movements in the United States or industrialization from 1820 to 1900.</li> </ul> <b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Colonial American economies</li> <li>Transatlantic slave trade</li> <li>First Great Awakening</li> <li>The Enlightenment</li> <li>Gradual emancipation</li> <li>Cottage industry</li> <li>Jacksonian democracy</li> <li>The New Deal</li> <li>Social activism in the 1960s</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li><i>“During the Jacksonian Era, almost all White men gained voting rights as state laws that limited voting to property owners were eliminated.”</i></li> <li><i>“Eli Whitney invented the cotton gin, leading to the growth of more cotton in the South.”</i> [Minimally acceptable contextualization]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
Row C Evidence  (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"><li>Identify a single piece of evidence.</li><li>Provide evidence that is not relevant to the topic of the prompt.</li><li>Provide evidence that is outside the time period or region specified in the prompt.</li><li>Repeat information that is specified in the prompt.</li></ul> <b>Examples that do not earn points:</b> <b>Repeat information that is specified in the prompt</b> <ul style="list-style-type: none"><li><i>“Reform emerged as a response to industrialization.”</i></li></ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"><li>Identify at least two specific historical examples relevant to reform movements in the United States or industrialization from 1820 to 1900.</li></ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"><li>Market revolution</li><li>Second Great Awakening</li><li>Temperance movement</li><li>Seneca Falls Convention</li><li>Abolitionism</li><li>Lowell factory system</li><li>Gilded Age</li><li>Trusts</li><li>Social Gospel</li><li>Andrew Carnegie / Gospel of Wealth</li><li>Labor unions (e.g., Knights of Labor, American Federation of Labor)</li><li>Haymarket Square</li><li>Pullman Strike</li><li>Jane Addams / Hull House</li><li>Eugene Debs</li><li>Jacob Riis</li><li>Muckrakers</li><li>Progressivism</li></ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"><li><i>“The rise of corporate trusts contributed to the concentration of wealth among industrialists. Advocates of the Social Gospel promoted reform to help poorer Americans.”</i></li></ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"><li>Use at least two specific historical examples to support an argument regarding how different reform movements in the United States responded to industrialization from 1820 to 1900.</li></ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"><li><i>“During the market revolution, the expansion of commerce led to the growth of new industrial cities and the rise of some social problems, which reformers inspired by the Second Great Awakening felt they should take action to address.”</i> [Uses evidence to support an argument about how religion inspired the response of reformers to industrialization]</li><li><i>“The working conditions in factories and power of corporate trusts over their works led reformers to promote the spread of labor unions.”</i> [Uses evidence to support an argument about how industrialization contributed to the rise of labor union activism]</li><li><i>“As alcohol consumption increased in industrializing cities in the 1830s and 1840s, many women joined in a growing reform to promote temperance.”</i> [Uses evidence to support an argument about how women reformers responded to industrialization by joining the temperance movement]</li></ul>

Reporting Category	Scoring Criteria	
<b>Row A</b> <b>Thesis/Claim</b>  <b>(0–1 points)</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about how United States foreign policy responded to changes in the world from 1890 to 1930. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
	<b>Examples that do not earn this point:</b>  <b>Provide a restatement of the prompt</b> <ul style="list-style-type: none"> <li><i>“United States foreign policy responded to changes in the world from 1890 to 1930.”</i></li> </ul> <b>Provide a historically defensible claim, but do not establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The United States fought the Spanish-American War.”</i></li> </ul> <b>Do not respond to the prompt</b> <ul style="list-style-type: none"> <li><i>“The United States economy grew tremendously during this period.”</i></li> </ul>	<b>Examples that earn this point:</b>  <b>Establish a line of reasoning that evaluates the topic of the prompt</b> <ul style="list-style-type: none"> <li><i>“Over the forty-year period between 1890 and 1930, global conflicts pushed the United States to alternate between foreign policies of isolationism and interventionism.”</i></li> </ul> <b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b> <ul style="list-style-type: none"> <li><i>“Between 1890 and 1930, the United States sought to establish itself as a world power by protecting the Western Hemisphere from European influences, expanding American business influences in foreign territories, and fighting against global threats to democracy.”</i></li> </ul> <b>Establish a line of reasoning</b> <ul style="list-style-type: none"> <li><i>“The United States adopted a more active foreign policy because it wanted to gain global influence.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria		
Row C Evidence  (0–2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period or region specified in the prompt</b> <ul style="list-style-type: none"> <li><i>“The Monroe Doctrine was established to keep European influence out of the Western Hemisphere.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to United States foreign policy from 1890 to 1930.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>Imperialism / Anti-imperialism</li> <li>“Closing of the Frontier”</li> <li>Spanish-American War</li> <li>Philippine-American War</li> <li>Puerto Rico</li> <li>Annexation of Hawaii</li> <li>Theodore Roosevelt</li> <li>Roosevelt Corollary</li> <li>Gentlemen’s Agreement</li> <li>Dollar Diplomacy</li> <li>Woodrow Wilson</li> <li>First World War</li> <li>League of Nations</li> <li>Treaty of Versailles</li> <li>First Red Scare</li> <li>National Origins Act</li> <li>Isolationism</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>“After the Spanish-American War, imperialists promoted the annexation of overseas territories such as the Philippines.”</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding how United States foreign policy responded to changes in the world from 1890 to 1930.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>“The acquisition and annexation of island territories abroad following the Spanish-American War expanded and created a United States presence abroad, making the United States government more involved in global affairs.”</i> [Uses evidence to support an argument about how the annexation of island territories increased United States involvement in the world]</li> <li><i>“United States politicians like President Theodore Roosevelt sought to increase United States influences over Latin American countries with such foreign policy platforms as the Roosevelt Corollary to the Monroe Doctrine in 1905.”</i> [Uses evidence to support an argument about how United States presidents sought to increase influence in Latin America]</li> <li><i>“The First World War thrust the United States out of its desired isolationist tendencies, allowing politicians like President Woodrow Wilson to take a leadership role in international affairs.”</i> [Uses evidence to support an argument about how the United States turned away from isolationism during the First World War]</li> </ul>
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>		

Reporting Category	Scoring Criteria		
<b>Row D</b> <b>Analysis and Reasoning</b> <b>Complex Understanding</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>(0–2 points)</b>	<b>Decision Rules and Scoring Notes</b>		
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul> <b>Examples that do not earn points:</b> <b>May include evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>“The First Red Scare occurred in the early twentieth century.”</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about how United States foreign policy responded to changes in the world from 1890 to 1930. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> <b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how disillusionment with the outcome of the First World War contributed to isolationist sentiment.</li> <li>Discussing how advocacy for imperialism caused debates over the role of the United States in world affairs.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>“Foreign policy approaches such as Dollar Diplomacy contributed to increased United States international influence, as it projected economic</i></li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>A response may argue that the growth of United States involvement overseas was a response to growing competition with imperialist European powers for economic influence. It then argues that United States growth as a world power was primarily motivated by desire to spread American national ideals and protect democratic values overseas, as during the First World War and Woodrow Wilson’s involvement in negotiating the Treaty of Paris. [Explains multiple themes]</li> <li>A response may argue that the motivations for changes in United States foreign policy between 1890 and 1930 were similar. It compares United States Open Door policy in China, growing business influence in Latin America, and imperialism in the Pacific, arguing that</li> </ul>

	<i>power over other countries.”</i> [Indicates a cause of increased United States global influence]	all of these actions furthered the economic growth of the United States. [Explains connections across geographical areas]
<b>Additional Notes:</b> <ul style="list-style-type: none"><li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li><li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li></ul>		