

**Question 3 or 4**

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

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

- a. Briefly describe one British government policy enacted in colonial North America from 1763 to 1776.
- b. Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783.
- c. Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.

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

- a. Briefly describe one United States Cold War policy from 1945 to 1991.
- b. Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991.
- c. Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.

**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 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.
2. Evaluate the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.
3. Evaluate the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.
4. Evaluate the relative importance of the effects of movements for social change from 1945 to 1980.

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**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.**

**Question 3: 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 British government policy enacted in colonial North America from 1763 to 1776. **1 point**

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

- The British government enacted new taxes to raise revenue.
- The British government collected taxes without colonial representation in Parliament.
- The British government established the Proclamation Line to reduce tensions with Native Americans by preventing settlers from moving westward.
- British officials blockaded American ports to assert imperial authority over the colonies.

**[b]** Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783. **1 point**

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

- While loyalists sought to remain loyal to the crown, Patriots argued that colonists should fight for their liberties.
- Native Americans supported the Royal Proclamation of 1763 preventing colonial encroachment, while the colonists defied the Proclamation of 1763 moving west.
- The Sons and Daughters of Liberty both protested policies through supporting boycotts on British imported goods.
- During the Revolutionary War some Native American nations, such as the Kanien'kahà:ka [Mohawk] allied with the British, while other nations, such as the Oneida Nation, allied with the colonists.
- Northern merchants and Southern plantation owners opposed the imposition of taxes on trade in the colonies.

- Puritans in New England disliked the Quebec Act because it tolerated Catholicism, while southern planters disliked the Quebec Act because it prevented settlement on land that they claimed.
- Merchants in New England responded to the Stamp Act by boycotting British goods, but merchants in the Caribbean did not boycott goods and remained loyal to the British government.

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[c]	Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.	<b>1 point</b>
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**Examples that earn this point include the following:**

- Assistance from European allies helped the Patriots overcome the British advantage and win the war.
- The actions of colonial militias helped overcome Great Britain's overwhelming military and financial advantage and contributed to the colonist victory over Great Britain.
- Colonial women provided important material and financial support to the Patriot cause.
- George Washington led the Continental Army and his military leadership helped to defeat the British.
- The colonists' ideological commitment and resilience helped the Patriots overcome the British advantage and win the war.

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**Total for question 3    3 points**

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[c]	Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.	<b>1 point</b>
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**Examples that earn this point include the following:**

- During Ronald Reagan's presidency there was an increased U.S. military spending which was important in ending the Cold War because the Soviet Union could not keep up.
- The United States supplied resistance movements in Afghanistan as a way of weakening the Soviet Union in its war there.
- During Ronald Reagan's presidency he used diplomatic initiatives to weaken the Soviet Union, which was important in ending the Cold War.
- Economic problems in Eastern Europe led to political instability that was important in ending the Cold War.
- The fall of the Berlin Wall signaled the inability of the Soviet Union to maintain control over its spheres of influence.
- Political problems in the Soviet Union weakened the country and contributed to the end of the Cold War.

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**Total for question 3    3 points**

**Question 3: Long Essay Question, Growth of National Culture, 1800 to 1848**

**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 relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  [0-1 points]	<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>Examples that do not earn this point:</b> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"A national culture grew in the United States between 1800 and 1848."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The Hudson River School encouraged the painting of landscapes."</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The American Revolutionary War created a new nation."</i></li> </ul> <p><b>Additional Notes:</b></p> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"During the first half of the nineteenth century, Americans gradually developed more of a national culture. Although regional identities continued to define many Americans, many people also saw themselves as being members of one nation due to the expansion of voting rights for White men and the emergence of distinctly American literary and cultural movements."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"The U.S. was developing a unified national culture by embracing the ideals of the founding documents, individuality, and voting rights."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Economic growth contributed to the growth of a national culture."</i> [Minimally acceptable thesis/claim]</li> </ul>	

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  [0-1 points]	<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>		
<p><b>Responses that do not earn this point:</b></p> <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> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The rise of movements for social change in the period from 1945 to 1980 had many effects."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The rise of movements for social change in the period from 1945 to 1980 had social, political, and economic effects."</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li><i>"The rise of movements for social change from 1945 to 1980 led to fewer political rights for African Americans."</i></li> </ul> <p><b>Additional Notes:</b></p> <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>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the relative importance of the effects of movements for social change from 1945 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> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Social change movements during the second half of the 20th century created significant effects in American society. While the Civil Rights and student movements promoted social change, an important effect was also that conservatives sought to advocate against some changes and for traditional values and ways of life."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"Movements for social change in the United States had several successes, the most important of which was greater social equality for women and people of color."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"As a result of the Civil Rights movement many groups gained political rights."</i> [Minimally acceptable thesis/claim]</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization	<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>[0-1 points]</b>		
	<p><b>Responses that do not earn this point:</b></p> <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> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The ideas of the Enlightenment provided a context that shaped post-Second World War movements for social change."</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Economic changes that characterized American life in the post-Second World War era helped prompt the rise of movements for social change."</i></li> </ul>	<p><b>Decision Rules and Scoring Notes</b></p> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to movements for social change from 1945 to 1980.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Jim Crow/Segregation</li> <li>Nineteenth Amendment</li> <li>Roaring Twenties/Great Depression</li> <li>Second World War</li> <li>Cold War</li> <li>Red Scare</li> <li>Globalization</li> <li>Deindustrialization</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"The African American Civil Rights movement responded to the Jim Crow racial segregation that pervaded American life since the late nineteenth century."</i></li> <li><i>"The Second World War helped get the U.S. economy out of the Great Depression."</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <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>	