

“Working-class Chicagoans—male and female, black and white, . . . immigrants from eastern and southern Europe or their children—were . . . asserting themselves in new ways in the larger political arena. During the 1930s, Chicago workers, along with men and women elsewhere in the nation, had begun to vote Democratic more consistently and in greater numbers than ever before, joining President Franklin Roosevelt’s ‘New Democratic Coalition.’ . . . Supporting the Democrats . . . , they felt, would ensure a more activist federal government committed to providing the benefits that over time have become associated with ‘the welfare state.’”

**Source:** Lizabeth Cohen, historian, *Making a New Deal: Industrial Workers in Chicago, 1919–1939*, published in 1991

“Far more enduring was the New Deal’s intimate partnership with those in the South who preached white supremacy. . . . Southern representatives acted . . . as an indispensable part of the governing party. New Deal lawmaking would have failed without . . . southern members of Congress. Here lay an acute incongruity. The New Deal permitted, or at least turned a blind eye toward, an organized system of racial cruelty. This alliance was a crucial part of its supportive structure. The New Deal thus collaborated with the South’s racial hegemony as it advanced liberal democracy.”

**Source:** Ira Katznelson, historian, *Fear Itself: The New Deal and the Origins of Our Time*, published in 2013

1. Using the excerpts, respond to **parts a, b, and c**.

- a. Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal.
- b. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument.
- c. Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument.

“[The Standard Oil Trust] is the most perfectly developed trust in existence. . . . The perfection of the organization of [it], the ability and daring with which it has carried out its projects, make it the preeminent trust of the world. . . . So long as the Standard Oil Company can control transportation as it does today, it will remain master of the oil industry. . . .

“. . . The ethical cost of all this is the deep concern. We are a commercial people. . . . As a consequence, business success is sanctified, and, practically, any methods which achieve it are justified by a larger and larger class. All sorts of subterfuges<sup>1</sup> and sophistries<sup>2</sup> and slurring over of facts are employed to explain aggregations<sup>3</sup> of capital whose determining factor has been like that of the Standard Oil Company, special privileges obtained by persistent secret effort in opposition to the spirit of the law, the efforts of legislators, and the most outspoken public opinion.”

Ida Tarbell, journalist, *The History of the Standard Oil Company*, 1904

<sup>1</sup> tricks

<sup>2</sup> lies

<sup>3</sup> accumulations

2. Using the excerpt, respond to **parts a, b, and c.**

- a. Briefly describe one point of view suggested in the excerpt.
- b. Briefly explain how one specific historical development between 1865 and 1904 contributed to the development described in the excerpt.
- c. Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920.

**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.**

- Evaluate the extent to which commercial development changed United States society from 1800 to 1855.

**Document 1**

Source: Report from an association of churches in Connecticut, 1812

The General Association of Connecticut, taking into consideration the undue consumption of ardent spirits<sup>1</sup> in this State . . . , have considered it as their duty to submit . . . the following recommendations.

. . . To Farmers, Mechanics, and Manufacturers we recommend earnest and prudent exertion to diminish the quantity of ardent spirits consumed in their several employments, by the substitution of other palatable<sup>2</sup> and nutritious drinks, and by giving additional compensation, if necessary, to laborers who will dispense entirely with the use of ardent spirits. . . .

Let the attention of the public then be called up to this subject. . . . The word and the providence of God afford the most consoling prospect of success.

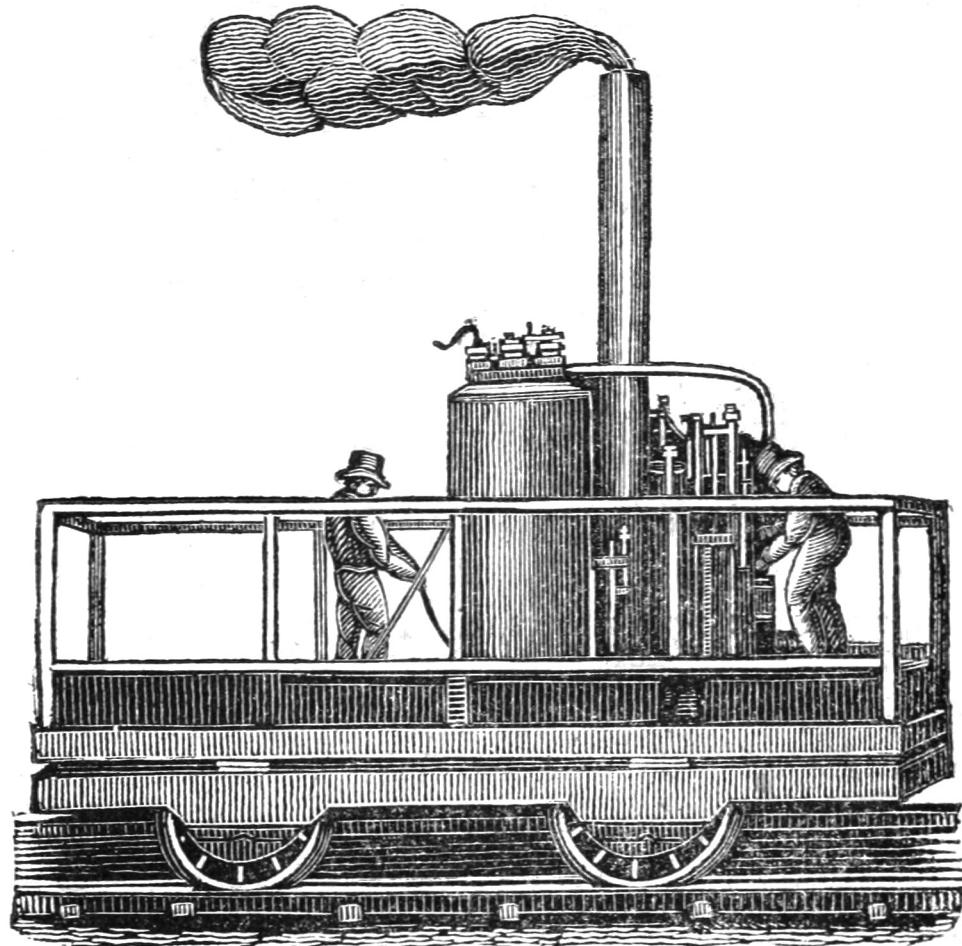
<sup>1</sup> alcoholic beverages

<sup>2</sup> pleasant

Document 2

Source: Advertisement in Machett's Baltimore Directory [Maryland] for the sale of steam engines, depicting one of the first railroad locomotives made in the United States, 1831

**Steam Engine & Machine Manufactory,**



**AT No. 14, FAYETTE ST., FORMERLY EAST,  
MAYGER & WASHINGTON,**

**Document 3**

Source: Henry A. Tayloe, plantation owner in Alabama, letter to his brother in Washington, D.C., 1835

I wish you may visit me early this Spring to make some arrangements about your Negroes. If they continue high [in price] I would advise you to sell them in this country [of Alabama]. . . . The present high price of Negroes cannot continue long and if you will make me a partner in the sale on reasonable terms I will bring them out this Fall from Virginia and sell them for you. . . . My object is to make a fortune here as soon as possible by industry and economy, and then return [to Virginia] to enjoy myself. Therefore I am willing to aid you in any way as far as reason will permit.

**Document 4**

Source: Elias Nason, college student in Rhode Island studying to become a minister, letter to his parents, 1835

I would not put any of [your] children into the mill. Factories are talked about as schools of vice<sup>1</sup> in all circles here. And it is a hard thing for small children to be confined in a tight close room all the day long. It affects their growth, makes them pale and sickly and the company with which they associate is of the lowest order. There is no establishment in the country conducted better than that at Unionville. It is a factory still and nothing has ever touched<sup>2</sup> my pride so much as to have it said that my sister works in a Cotton Mill. . . . I pity from my soul the thousands in our country that are reduced to the necessity of laboring in a Factory for a livelihood. . . . But in as much as some of the different employments are conducive to goodness—to improvements more than others—it becomes us to choose those which are most favorable to virtue and intelligence. Now a cotton factory is the last place to which I should put children for improvement either in manners, goodness, or intelligence.

<sup>1</sup> sin

<sup>2</sup> hurt

**Document 5**

Source: Joseph Wilson, African American writer, *Sketches of the Higher Classes of Colored Society in Philadelphia [Pennsylvania]*, 1841

Among the higher classes [of free African Americans] there is no want<sup>1</sup> of a knowledge of the good things in this life, or of the ability so to arrange the means at their disposal, as to make them productive of the most substantial good. . . .

. . . Their parlors are carpeted and furnished with sofas, sideboards, card-tables, mirrors, . . . with, in many instances, the addition of the piano. . . . They fail not to gratify themselves in this [way], to the extent and after the manner that gains observance among other people. . . .

The observance of abstinence [from drinking alcohol] at the parties of the higher classes of colored society . . . is worthy of remark. . . . Whether this arises from a pure love of temperance or a disposition to avoid unnecessary expenditure, either of which is commendable, I shall not pause to inquire. . . .

The exceedingly illiberal, unjust and oppressive prejudices of the great mass of the white community . . . is enough to crush . . . any people. . . . But in the face of all this, they not only bear the burden successfully, but . . . present a state of society of which . . . none have just cause to be ashamed.

<sup>1</sup> lack

**Document 6**

Source: Josephine L. Baker, “A Second Peep at Factory Life,” *Lowell Offering*, a magazine featuring writing by factory workers, 1845

You ask, if there are so many things objectionable, why we work in the mill. Well, simply for this reason—every situation in life, has its trials which must be borne, and factory life has no more than any other. There are many things we do not like. . . .

[But] there is a brighter side to this picture. . . . The time we *do* have is our own. The money we earn comes promptly; more so than in any other situation; and our work, though laborious is the same from day to day; we know what it is, and when finished we feel perfectly free, till it is time to commence it again.

Besides this, there are many pleasant associations connected with factory life, that are not to be found elsewhere.

There are lectures, evening schools, and libraries, to which all may have access. The one thing needful here, is the time to improve them as we ought.

**Document 7**

Source: “Free, vs. Slave Labor,” article in the *North Star*, a newspaper published by Frederick Douglass in New York, 1848

Surely the time is not far distant when the free working men of the north . . . will bestir themselves in behalf of their enslaved fellow-citizens. . . . If the working-man were aware that every time he goes to the ballot-box, and gives his vote in favor of a slaveholder, or one who yields subserviency to the slave power, he helps to perpetuate and deepen his own degradation, he would long ere [before] this have severed himself from all connection with the wicked compact which binds him to use all his energies . . . in assisting the slaveholder to suppress any attempt that might be made by his victims to regain their God-given right to liberty and self-possession. Slavery degrades labor. . . .

. . . Degrade labor, and you lower its remuneration<sup>1</sup> [in wages]. In any portion of the country, reduce the laborer to the condition of a slave, and his free fellow-citizens who are laborers, must descend and descend, till they are slaves in all but name.

<sup>1</sup> payment

**END OF DOCUMENTS FOR QUESTION 1**

**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.**

**Question 1: Short Answer Secondary 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.

- 
- (A) Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal. **1 point**

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

- Cohen focuses on the diversity of New Deal supporters, while Katznelson focuses on the New Deal supporters that were White supremacists.
- Katznelson focuses on New Deal politicians and their activities, while Cohen focuses on how certain American voters came to support the New Deal and New Deal politicians.
- Cohen praises the effects of the New Deal for giving immigrants and members of minority groups a voice in democracy, whereas Katznelson condemns the effects of the New Deal that allowed discrimination against minority groups.
- Cohen emphasizes the expansion of the New Deal coalition to include working-class people, immigrants, and African Americans (an expansion of American democracy), while Katznelson points out that New Deal leaders allowed racial discrimination in their programs to keep support for them from conservative southern Democrats.
- Cohen acknowledges the more positive aspects of the New Deal for minority groups and indicates that it is an important transitional step toward greater opportunities, while Katznelson expresses disappointment that New Deal programs did not do enough to accelerate greater rights and representation for minority group members and were severely limited by efforts to maintain southern support.

---

<b>(B)</b>	Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen's argument.	<b>1 point</b>
------------	--	----------------

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

- The economic hardship in the Great Depression led to broad support for the Democrats because Roosevelt promised to provide government relief.
- The widespread popularity of Democrats is why Roosevelt won the presidency four times.
- African Americans, who had largely supported Republicans because of their role in Reconstruction, began their shift to the Democratic party in the 1930s.
- The efforts by radical, union, and populist movements to push Roosevelt toward more extensive efforts to change the American economic system support Cohen's argument that working-class people asserted themselves in the political arena in new ways.

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

- Many people worked for New Deal programs such as the Works Progress Administration (WPA).
- Impact of the Wagner Act.

---

<b>(C)</b>	Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katzenbach's argument.	<b>1 point</b>
------------	---	----------------

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

- Katzenbach's assertion that the New Deal turned a blind eye toward a system of racial cruelty is supported by the persistence of racial segregation in the South throughout this period.
- Many New Deal jobs programs segregated African Americans, which proves Katzenbach's argument about the limitations of the New Deal.
- Franklin Roosevelt shied away from confronting racism in New Deal programs, as well as from recognizing crucial issues, such as lynching, because of the power of southern Democrats in Congress.
- Many New Deal programs, such as the WPA, were administered by states, which allowed local authorities in the South to maintain segregation in the programs and to provide disproportionately small amounts of relief for African Americans.
- Important programs for American workers, such as Social Security and minimum wage legislation, excluded agricultural and domestic workers, a move southern Democrats demanded. These decisions largely excluded African Americans, who predominated in such occupations, especially in the South, from those programs.

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

- Segregation of the military under Roosevelt.
- Persistence of Jim Crow Laws.
- Continued racial oppression in the South by groups such as the Ku Klux Klan.

---

**Total for question 1 3 points**

## Question 1: Document-Based Question, Commercial Development

7 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 commercial development changed United States society from 1800 to 1855.

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses the content of at least <b>three</b> documents to address 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>six</b> documents.
Decision Rules and Scoring Notes			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote, without an accompanying description, of the content of the documents</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> Accurately describe—rather than simply quote—the content from at least three of the documents to address how commercial development changed United States society from 1800 to 1855. <b>Examples of describing the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li>(Document 4): “Nason says he’d be ashamed if his sister worked as a mill girl.”</li> <li>(Document 5): “Wilson explains that upper-class African Americans live well.”</li> </ul>	<b>Responses that earn 2 points:</b> Support an argument in response to the prompt by accurately using the content of at least six documents. <b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li>(Document 4): “The development of textile factories like those in Unionville broke with existing social expectations, especially for middle-class women, that women should not work outside of domestic settings.” (Uses evidence from Document 4 to support an argument about changing gender norms during the market revolution)</li> <li>(Document 5): “Commercial development in the early 1800s increased many Americans’ standard of living. The document written by Wilson provides evidence of this higher standard of living among African Americans living in Pennsylvania by noting that they owned fine furniture.” (Uses evidence from Document 5 to support an argument about how commercial changes influence African American communities)</li> </ul>	
<b>Additional Notes:</b> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C (Continued)	<b>Evidence beyond the Documents:</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about 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 evidence that is not relevant to an argument about 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 or in any of the documents.</li> <li>Provide a passing phrase or reference.</li> </ul>		<b>Responses that earn this point:</b> Must use at least one specific piece of historical evidence relevant to how commercial development changed United States society from 1800 to 1855.  <b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Louisiana Purchase</li> <li>Henry Clay</li> <li>American System</li> <li>Embargo Act (1807)</li> <li>Era of Good Feelings</li> <li>Boom-bust cycles</li> <li>Panic of 1837</li> <li>Urbanization</li> <li>Eli Whitney/use of cotton gin</li> <li>Market revolution</li> <li>Second Great Awakening</li> <li>Domestic slave trade</li> <li>Andrew Jackson</li> <li>Bank of the United States</li> <li>California Gold Rush</li> <li>Woman suffrage movement</li> <li>Seneca Falls Convention</li> <li>Elizabeth Cady Stanton</li> <li>Sectionalism</li> <li>Nativism/Know-Nothing Party</li> <li>King Cotton</li> </ul> <b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b> <ul style="list-style-type: none"> <li><i>"Henry Clay proposed the American System because many places needed better transportation to facilitate commerce. But federal funding for new roads and canals was controversial for political leaders who felt it was not the role of the federal government, and most internal improvements were taken by the states."</i> (Uses a piece of evidence beyond the documents to make a connection about debates over internal improvements)</li> <li><i>"The invention of the cotton gin significantly increased the production of cotton in the period."</i> (Uses a piece of evidence beyond the documents to make a connection to the growth of cotton production)</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>To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
Decision Rules and Scoring Notes		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>"In Document 5 Wilson's point of view is an African American writer who wants people to stop looking down on successful African Americans."</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>"In Document 6, Baker says being a mill girl isn't so bad."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</p> <p><b>Example of acceptable explanation of the relevance of the author's purpose:</b></p> <ul style="list-style-type: none"> <li><i>(Document 4): "Nason tells his parents why it is so bad to have children working in the factories. He describes how harmful it is to children so that his parents will tell others not to send kids to work in the mills. He shows the bad effects of industrialization."</i> (Provides sourcing regarding the purpose of the document relevant to an argument that commercial development produced some negative social effects)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li><i>(Document 7): "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 noted in North Star."</i> (Provides sourcing regarding the historical situation of the document relevant to an argument about the role of commercial development in antislavery movements)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li><i>(Document 2): "The audience for document 2 included people seeking to use steam power to speed up transportation on water through the use of steamboats, and over land using railroads, so as to expand the commercial development of the United States."</i> (Provides sourcing regarding the audience of the document relevant to an argument that new technologies were used to facilitate the commercial development of the United States)</li> </ul> <p><b>Example of acceptable explanation of the relevance of the point of view:</b></p> <ul style="list-style-type: none"> <li><i>(Document 1): "The report from the churches in Connecticut was written from the perspective of a temperance reformer likely influenced by the spread of the second Great Awakening. The fact that they are making recommendations to businesspeople like manufacturers shows how culture and business were linked in this period."</i> (Provides sourcing regarding the point of view of the document relevant to an argument that religion and business practices influenced each other in this period)</li> </ul>

Row D (continued)	Complexity	
	0 points	1 point
Does not meet the criteria for one point.		
		Decision Rules and Scoring Notes
<p><b>Responses that earn this point:</b></p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The response argues that commercial development in the nineteenth century led to greater economic connections across the United States, which contributed to the growth of a national culture. It then corroborates that argument across regions by explaining how new transportation networks increased economic and cultural connections between the Northeast and Midwest while, at the same time, rising cotton production created new economic and political ties between the South and the Northeast during the first half of the 1800s.</li> <li>• The response argues that the social effects of commercial development led to the growth of reform movements. It then qualifies the argument with evidence that many people developed arguments to justify the social impacts of the growth of commerce, such as the expansion of slavery and the increased use of wage laborers in factories.</li> <li>• The response argues that the growth of a national market through transportation and communication improvements by the 1850s led to greater unity in the United States. It then modifies that argument with evidence of increased conflict over the institution of slavery connected to the development of commerce in the United States.</li> </ul>		
<p><b>Additional Notes:</b></p> <p>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Report from an association of churches in Connecticut, 1812	<ul style="list-style-type: none"> <li>• Argues that various manual laborers should avoid the consumption of alcohol</li> <li>• Makes religious appeal for the success of the temperance movement</li> </ul>	<ul style="list-style-type: none"> <li>• During the early and mid-1800s, alcoholism was seen as a threat to the well-being of families and the economic productivity of workers. (situation)</li> <li>• As a church organization, the creator of the report believed that there was a religious and not only an economic mission in advocating temperance. (point of view)</li> </ul>
2. Advertisement in Machett's Baltimore Directory, 1831	<ul style="list-style-type: none"> <li>• Depicts an early steam-powered locomotive</li> </ul>	<ul style="list-style-type: none"> <li>• Early steam-powered locomotives in the 1830s began the shift away from water-borne transportation. By the mid-1800s, transportation by rail began to overtake transportation by canal. (situation)</li> <li>• The purpose of the advertisement was to sell steam engines to people who sought to use technological innovations to develop the economy. (purpose)</li> </ul>
3. Henry Tayloe, letter, 1835	<ul style="list-style-type: none"> <li>• Depicts the author's involvement in the internal slave trade</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of the letter was to describe the potential profit of engaging in the internal slave trade in Alabama. (purpose)</li> <li>• Westward settlement and the depletion of land in the southeast contributed to the expansion of plantation agriculture. (situation)</li> </ul>
4. Elias Nason, letter to his parents, 1835	<ul style="list-style-type: none"> <li>• Argues that his parents should not let his siblings work in a cotton mill</li> <li>• Argues that work in mills is unhealthy for children and would make them unvirtuous</li> <li>• States that he feels ashamed that his sister works in a mill</li> </ul>	<ul style="list-style-type: none"> <li>• As a student seeking to become a minister, he feared that female textile workers had very low reputations and were morally suspicious, which would impact his reputation as well. (point of view)</li> <li>• Mills like Lowell had chaperones and strict oversight to uphold the morals of female workers, but even that was not enough to overcome public suspicions. (situation)</li> </ul>
5. Joseph Wilson, <i>Sketches of the Higher Classes of Coloured Society in Philadelphia</i> , 1841	<ul style="list-style-type: none"> <li>• Argues that higher classes of African Americans have well-furnished homes</li> <li>• Claims that upper-class African Americans abstain from alcohol</li> <li>• Describes prejudice among White Americans that upwardly mobile African Americans must overcome</li> </ul>	<ul style="list-style-type: none"> <li>• As an African American writer, Wilson sought to dispel the prejudices of many White Americans against the success of some wealthier African Americans. (purpose)</li> <li>• The growth of the market economy presented the opportunity for some free African Americans to improve their economic situation and develop institutions to support their communities. (situation)</li> </ul>

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<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>		
<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 ancestors of the Native Americans migrated from Asia long ago on a land bridge across the Bering Sea."</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>"Europeans built tons and tons of boats between 1607 and 1776. These boats were used to travel all over the world."</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <p>Accurately describe a context relevant to how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776.</p>
<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>Native American society before the colonization of North America</li> <li>Spanish (or other European) colonization before 1600</li> <li>The economic motivations for exploration</li> <li>Initial British colonization of North America in the 1600s</li> <li>East Asia trade (e.g., tea)</li> <li>Imperial competition among European powers</li> <li>The Revolutionary War</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"The Spanish and Portuguese established large profitable colonies in the Americas before the English successfully founded a permanent settlement at Jamestown. The wealth of these early Spanish and Portuguese colonies from things like silver inspired other European countries to start colonies and eventually led to massive trade in the Atlantic."</i></li> <li><i>"Throughout the early 1600s colonies started forming for different reasons such as religious and economic reasons. This is seen as the Jamestown colony created for profit."</i> (Minimally acceptable context)</li> </ul>		
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<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>		
<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 phase 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 1920s was a period of great cultural change, flappers challenged gender norms, cars gave young people more freedom, and the radio was a new form of entertainment. Not everyone was happy with the changes as we can see with the Scopes trial."</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>"The period after World War II was an age of optimism and anxiety. Americans were both excited about the social and economic changes in the period and worried about dangerous developments around the world."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Accurately describe a context relevant to how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.</p> <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>Washington's Farewell Address</li> <li>First Red Scare</li> <li>Interwar foreign policy of isolationism</li> <li>The Second World War</li> <li>Economic prosperity in the post-war era</li> <li>The Civil Rights movement</li> <li>Gulf War</li> <li>September 11, 2001</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"Following World War I, many in the United States hesitated to get involved in foreign affairs. In fact, the U.S. didn't even join the League of Nations or get involved in World War II until the bombing of Pearl Harbor. But that all changed with the Cold War."</i></li> <li><i>"1945 marks the end of WW2 and the start of a panic about communists."</i> (Minimally acceptable context)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	<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, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<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>Responses that earn 1 point:</b> Must demonstrate the use of historical reasoning to explain how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>	
<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"NATO was a military alliance that included the U.S., Canada, and most of Western Europe. The alliance was based on the idea that an attack on one was an attack on all."</i></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 tension with the Soviet Union caused the U.S. to form new alliances.</li> <li>Explaining how the Cold War was a continuity throughout the period from 1945 to 1991.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"While the tension between the U.S. and the U.S.S.R. decreased some during détente, the conflict between these two powers consistently shaped U.S. foreign policy in this period."</i> (Indicates a continuity in foreign policy related to the Soviet Union)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The response argues that during the Cold War, U.S. foreign policy came to increasingly depend on both military engagements and diplomacy to slow the spread of communism. It then corroborates this argument with evidence from multiple areas of the world, including East Asia, Latin America, Africa, and Europe.</li> <li>The response argues that concerns about the power and influence of communist countries led to continuity in U.S. foreign policy throughout the period. It then qualifies this argument with evidence of the changes during the period of détente.</li> <li>The response argues that national security concerns were only a minor factor in shaping U.S. foreign policy. It modifies the argument by providing evidence of how economic interests shaped foreign policy, arguing that the desire to protect global trade based on capitalism motivated U.S. policy, noting that national security concerns were a result of this economy-driven foreign policy rather than a cause.</li> </ul>	
<b>Additional Notes:</b> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			