

2016 AP® US HISTORY FREE-RESPONSE QUESTIONS

2. Answer (a), (b), and (c).
- a) Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
 - b) Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
 - c) Briefly explain ONE way in which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

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

Matthew Josephson, historian, 1934

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

H. W. Brands, historian, 1999

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

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

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Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

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

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

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

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

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

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

STOP

END OF EXAM

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Short Answer Question 2

Answer (a), (b), and (c).

- a) Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
- b) Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
- c) Briefly explain ONE way in which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

Scoring Guide

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Scoring Notes

- a) Briefly explains ONE important similarity between the **goals** of the Spanish and the English in establishing colonies prior to 1700.

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

- To acquire wealth
- To increase power, pride, prestige of the English or Spanish crowns
- To promote religion
- To find access to Asia

- b) Briefly explains ONE important difference between the **goals** of the Spanish and the English in establishing colonies.

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Short Answer Question 2 (continued)

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

- *Spanish:*
 - More intent on religious proselytizing (spread Catholicism)
 - More interested in glory (power of Spanish Crown)
 - More openly interested in achieving individual fame and glory of *conquistadores*
 - More interested in establishing and protecting trade networks and routes
 - Colonization more directed by central government
- *English:*
 - Pursued a wider range of goals, including religious settlement and economic gain (e.g., extractive industries and farming/fishing/forests/fur)
 - More willing to allow bases for privateers
 - More motivated by imperial competition with Spain and other nations
 - More likely to be fleeing from political and religious conflicts

c) Briefly explains ONE way in which the difference indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

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

- England more likely to allow private individuals and joint stock companies to colonize in the name of England.
- Spanish developed extractive industries in precious metals, whereas English were more likely to establish economies based on trade.
- More royal control over Spanish colonies than English because English were settled to escape political and religious persecution.
- Many English colonists tended to establish more permanent settlements than did *conquistadores*. However, the Spanish eventually established permanent settlements.
- Because Spaniards were more concerned with conversion, they eventually integrated indigenous peoples into their culture, albeit not equally.
- English were more concerned with excluding indigenous peoples from colonial society so they were more likely to dislocate them from their lands.
- English were more willing to embrace diverse labor systems (indentured servants, enslaved African Americans).
- The *encomienda* system developed as a Spanish labor system, which also reinforced efforts to instill Catholic religious practices in Native Americans.
- The English developed diverse labor systems (indentured servants, enslaved African Americans).

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Question 2

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

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

Maximum Possible Points: 6

Please note:

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

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

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

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

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

PERIODIZATION:

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

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Question 2 (continued)

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

C. Argument Development: Using Evidence (2 points)

Targeted Skill: Argumentation (E2 and E3)

1 point Addresses the topic of the question with specific examples of relevant evidence.

1 point Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

0 points Does not address the topic of the question with specific examples of relevant evidence.

-- Is completely blank.

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

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

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

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

-- Is completely blank.

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

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

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

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Question 2 (continued)

Scoring Notes

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

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

A. Thesis (1 point)

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

An acceptable thesis would evaluate the extent to which the ratification of the Fourteenth and Fifteenth Amendments was a turning point, indicating the extent of change OR continuity. Note: Indicating explicitly the extent of change implies the extent of continuity, and vice versa.

Examples of acceptable theses:

- “The ratification of the Fourteenth and Fifteenth amendments marked a minimal turning point in the way African Americans were viewed, and not much in the way they were treated, as well as a minimal political shift due to African American influence in politics.”
- “The 14 and 15 amendments did not mark a turning point due to the fact other legislation and Supreme court cases brought back the discrimination the amendments sought to take away.”

Unacceptable example of thesis:

- “These two [amendments] caused a turning point by ensuring a better life for African Americans, for the American people as a whole and for the over-all attitude of the people of the U.S.”
 - The response does not address the major points of the question — how the ratification marks a major turning point for the United States politics and society. Additionally, it does not make a historically defensible claim about the impact of the amendments.

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

a) Argument Development — Describes

Responses earn one point by *describing* the ways in which relevant historical developments were different from OR similar to developments that preceded AND followed the ratification of the Fourteenth and Fifteenth Amendments (1 point).

Example of acceptable description of a turning point:

- “This included allowing blacks to vote which ultimately led to President Grant’s victory in the elections. The prosperity of the freedman increased by the Freedman’s Bureau that advocated equality in education and ownership in land. However, once the compromise of the next election occurred and ended reconstruction, the reforms of equality between races began to decline. Regardless, the Fourteen and Fifteenth amendment was still in effect; even though the poll taxes and grandfather clause restricted many blacks from voting and achieving full equality. . . .”

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Question 2 (continued)

Example of unacceptable description of a turning point:

- “Giving African Americans the right to vote led to the rise and creation of the Ku Klux Klan. During Ulyess [sic] S. Grant presidency. It was a majority of black votes that [got] him into office. The KKK didn’t like this new amendment, so they would use scare tactics, such as burning churches and burning African American homes, to scare black people from voting. Grant took action and forced the KKK to stop the hatred against his African American voters.”
 - The response strictly focuses on what follows the Fifteenth Amendment and does not address the preceding time period.

b) Argument Development — Explains

Responses can earn the point by explaining the *extent to which* the circumstances surrounding the Fourteenth and Fifteenth Amendments were different from AND similar to developments that preceded and followed them (1 point).

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

- “The Fourteenth amendment eliminated the debate that existed under the Dred Scott decision as African Americans were now citizens and had the right to sue in court. The Fourteenth amendment opened doors for African Americans as seen in . . . Board v. Board of Ed court case. If it were not for the Fourteenth amendment this court case would have never existed . . . Prior to the Fifteenth amendment, only white men could vote, so the Fifteenth allowed African Americans to voice their concerns to society through the power to vote. However, this amendment also marked the beginning of voting restrictions such as poll taxes and literacy tests in southern states where racist sentiment continued to exist. Politics in the south would still restrict African Americans however, these restrictions set the stage for the future in legislation such as voting rights in the 1960’s which abolished literacy tests.”

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

- “During the Reconstruction Era, African Americans have advanced their position politically for some obtained political positions that their predecessors have never done before. This, to an extent, increased the voice in politics and decision-making process. However, most of the Southerners were still not over the idea that white people were better than black; in other words: white supremacy still permeated throughout the South, and they were not about to react kindly to these new amendments.”
 - This excerpt meets the standard for *describing* differences and similarities but is not as thorough as the previous example in *explaining* the extent, so it would earn only one point.

C. Argument Development: Using Evidence (2 points)

a) Using Evidence — Examples

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

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Question 2 (continued)

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

- Three-Fifths Clause/Compromise (1787)
- *Dred Scott v. Sandford* (1857)
- Abraham Lincoln
- Emancipation Proclamation (1863)
- Thirteenth Amendment (1865)
- Civil War
- Black Codes
- Freedmen's Bureau — 40 acres and a mule
- Andrew Johnson's Reconstruction Plan — encouraged states to consider giving African Americans voting rights
- Civil Rights Act (1866) — direct response to Black Codes and the Dred Scott decision
- Ku Klux Klan/ Knights of the White Camelia/Red Shirts and White League
- Reconstruction Act (1867)
- Jim Crow
- President Ulysses Grant
- Poll taxes/Grandfather clause/Literacy tests
- Ku Klux Klan Act/Enforcement Acts (1870 and 1871)Colfax, LA (1873) — mob of whites attacked a group of black Republicans
- Civil Rights Act of 1875
- *Plessy v. Ferguson* (1896)
- Radical Republicans
- Redemption/Redeemers or "Bourbons"
- Thaddeus Stevens
- Charles Sumner
- De facto/de jure segregation
- New South — led to mill towns where African Americans and white people came into close contact

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

- Evidence that is factually incorrect, confused about chronology, or not directly relevant to the question.
 - "Abraham Lincoln helped the enslaved to be free with his creation of the emancipation proclamation which freed all slaves so Lincoln was an abolitionist which were those against Slavery. Also a known person for helping freeing slaves was Harriet Tubman she was in charge of an underground railroad that help lead the slaves escape and free on their own. Tubman escaped herself because she too was a slave so she saw her opportunity and took a chance."

b) Using Evidence — Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about how the ratification of the Fourteenth and Fifteenth Amendments to the Constitution marked a turning point in the history of United States politics and society

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Question 2 (continued)

Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates how the ratification of the Fourteenth and Fifteenth Amendments to the Constitution marked a turning point in the history of United States politics and society (1 point).

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

Points arguing the Fourteenth and Fifteenth Amendments marked a turning point could include the following:

- African Americans gained suffrage and equal protection under the law for the first time.
- African Americans participated in the political process during Reconstruction.
 - majority of eligible African Americans registered to vote; sharp increase in black voting
 - 2,000 black politicians elected to public office during Reconstruction
 - two served in U.S. Senate — Hiram Revels and Blanche K. Bruce, both from Mississippi [since then, only seven African Americans have held seats in the Senate]
 - Union League
- New state constitutions expanded public responsibilities — especially state-funded systems of free public education.
- The women's rights movement split over the question of African American suffrage.
- The Fourteenth Amendment gave African Americans legal standing in courts.
- The Fourteenth Amendment overturned the Black Codes.
- The Supreme Court has applied the Fourteenth Amendment to critical court cases in the 20th century (*Brown v. Board of Education of Topeka*, *Roe v. Wade*, and *Loving v. Virginia*).
- The Fourteenth Amendment provides due process under law.
- The Fourteenth Amendment gave Southern states more representation in the House of Representatives (previously African American slaves were counted as three-fifths of a person).
- The Fourteenth Amendment also protected other racial groups such as Chinese-Americans and gave them equal protection under the law.
 - *U.S. v. Wong Kim Ark* (1898) — the Court ruled the Fourteenth Amendment awarded citizenship to children of Chinese immigrants born on American soil.
- Former slaves expressed their new status
 - Chose new names; changed style of dress.
 - Able to travel without a pass ending the “patrollers” who had enforced the “pass system.”
 - Conducted religious services without white supervision; consequently churches became social institutions that African Americans controlled.
- Religious denominations that grew
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Ministers became key leaders within developing African American communities
- Black newspapers

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Question 2 (continued)

Points arguing the Fourteenth and Fifteenth Amendments DID NOT mark a turning point could include the following:

- Free African Americans in the North had previously been stripped of their rights to vote.
 - 1821 New York Constitution added property qualifications for blacks that were so high that almost all were stripped of the franchise
 - 1838 Pennsylvania Constitution stripped of the vote; black leaders protested
- Reconstruction politics were almost entirely in white hands; few black politicians elected in the South after Reconstruction ended.
- Myths of Old South and Lost Cause.
- African Americans in the South are disenfranchised through poll taxes, literacy test, voter intimidation, and violence at polls.
 - laws to disenfranchise black males: poll tax (or some form of property qualification) or the “literacy” or “understanding” test (required voters to demonstrate an ability to read and interpret the Constitution)
- Lynching, Ku Klux Klan, violence, and intimidation prevent blacks from exercising their legal rights until the Civil Rights movement in the 20th century
- Split in women’s rights movement arguably weakened the movement and delayed woman suffrage.
 - Fourteenth Amendment only penalizing a state for denying a group of men the right to vote.
 - Fifteenth Amendment outlawed discrimination in voting based on race, but not gender.
 - First time the word “male” was introduced into the Constitution in connection with voting rights.
 - 1873 NAWSA members tried to register to vote — to test the new amendments.
 - *Minor v. Happersett* (1875) — suffrage rights were not inherent in citizenship; women were citizens, but state legislatures could deny women the vote if they wished
- Few black politicians elected in the South after Reconstruction ended.
- Federal government ignored gross violations of the equal protection clause until the Civil Rights movement.
 - *Slaughterhouse Cases* (1873)
 - *United States v. Cruikshank* (1876) and *United States v. Reese* (1876)
 - *Hall v. DeCuir* (1878)
 - *Civil Rights Cases* (1883)
- Supreme Court upheld Jim Crow laws legalizing segregation in the South in *Plessy v. Ferguson*.
 - *Plessy v. Ferguson* (1896)
 - *Cumming v. County Board of Education* (1899)
- Sharecropping/crop lien system/tenant farming.
 - No land distribution
- NAACP (est. 1910) struggled for enforcement of the Fourteenth and Fifteenth Amendments.
 - *Guinn v. U.S.* (1915)
 - *Buchanan v. Warley* (1917)

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Question 2 (continued)

Example of utilizing evidence to substantiate an argument:

- “Racist groups such as the Ku Klux Klan, led by Nathan Forrest used violence to threaten and intimidate African Americans from exercising their new rights.”

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- “Plessy v. Ferguson outlined the state of blacks and whites together as “separate but equal.”
 - While the information is correct, it does not address the Court’s upholding the constitutionality of segregation.
- “Laws also required literacy tests in order to vote. Most African Americans were not educated and were therefore unable to vote.”
 - Very simplistic and does not develop the impact of literacy tests fully.

D. Synthesis (1 point)

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

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

Possible connections could include the following:

- Explicitly linking the discussion to the long-term impacts of the Fourteenth and Fifteenth Amendments in the 20th century, such as the judicial revolution under the Warren Court
- Explicitly linking the amendments to major civil rights laws such as the Voting Rights Act of 1965

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

- “The Fourteenth and Fifteenth Amendments were a sign of a new era in American society and politics, but were not enough to get the country to its destination. Nearly one hundred years after the Civil War, the 1954 decision in Brown v. Board of Ed of Topeka ended the legality of Jim Crow segregation, and ten years later the Civil Rights Act of 1964 made equality mostly present. The Voting Rights Act of 1965 further solidified the promises from those two amendments. Thus, the Fourteenth and Fifteenth amendments were crucial as a step in the right direction, but largely failed in immediately changing the political and social culture of the United States.”
- “Much like the ratification of the 14th and 15th amendments was the ratification of the 19th amendment in 1920. This amendment gave suffrage to women and created significant social and political changes in the decade that followed. As women were given the right to vote, they gained political influence, much like the African Americans who gained the right to vote. Furthermore, they helped to usher in a new social era that gravitated towards wealth and success and a more liberal sentiment in America. The passage of the 14th and 15th amendments as well as the 19th amendment had significant impacts on the political and social climate of the United States, but also reflected some continuity as both groups continued to face discrimination in some ways.”

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Question 2 (continued)

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

- “The intimidation methods of freed African Americans is much like the Palmer Raids during the Red Scare because entities like HUAC intimidated workers who wanted to form unions, as did entities like the Ku Klux Klan to African Americans who wanted to exercise their rights.”
 - This is a confused attempt to link the methods used by the KKK to intimidate African Americans to the Palmer Raids and the HUAC. It does not clearly extend the argument to make a connection to a different historical time period.

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

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

- “The treatment of African Americans after the passing of the Fourteenth and Fifteenth Amendment is similar to that of the Native Americans who were constantly promised that if they were to relocate to another area then there could be no interruption from settlers again. This constantly broken promise is similar to the constantly broken promise to freed blacks that they are citizens and have unalienable rights when in fact they are not given.”

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

- “Identity connects by making most Americans seem equal in “identity” and have their own name for themselves. These groups were brought closer to what it means to be an American and their opportunities skyrocketed from there on.”
 - This does not extend the argument by explaining the connection between the argument and another course theme.