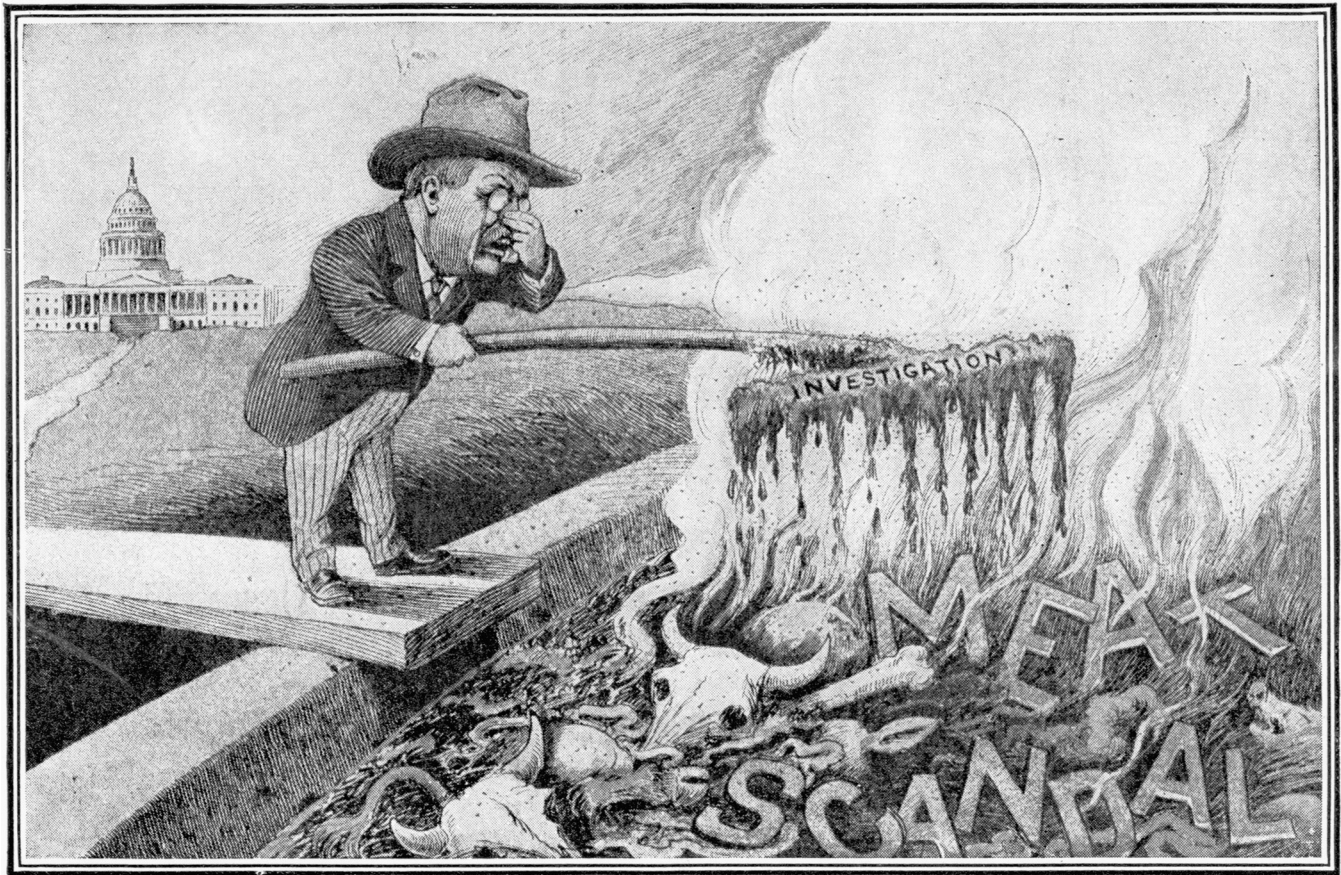


2018 AP® US HISTORY FREE-RESPONSE QUESTIONS

"A Nauseating Job, But It Must Be Done"



Saturday Globe © Bettmann/Corbis

2. The Progressive Era image above depicts President Theodore Roosevelt. Using the image, answer (a), (b), and (c).
- a) Briefly describe ONE perspective expressed by the artist about the role of government in society.
 - b) Briefly explain how ONE event or development led to the historical situation depicted in the image.
 - c) Briefly explain ONE specific outcome of Progressive Era debates about the role of government in society.

2018 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Answer (a), (b), and (c). Confine your response to the period from 1500 to 1750.
- a) Briefly describe ONE specific historical difference between the role of religion in Spanish colonization and in the colonization of New England.
 - b) Briefly describe ONE specific historical similarity between the role of religion in Spanish colonization and in the colonization of New England.
 - c) Briefly explain ONE specific historical effect of religion on the development of society in either the Spanish colonies or the New England colonies.
4. Answer (a), (b), and (c).
- a) Briefly describe ONE specific historical difference between the internal migration patterns within the United States in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
 - b) Briefly describe ONE specific historical similarity between the internal migration patterns in the period 1910–1940 and the internal migration patterns in the period 1941–1980.
 - c) Briefly explain ONE specific historical impact of the internal migration patterns in either period.

END OF SECTION I

2018 AP[®] US HISTORY FREE-RESPONSE QUESTIONS

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 commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.

 3. Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

 4. Evaluate the extent to which scientific or technological innovation changed the United States economy in the period from 1950 to 2000.

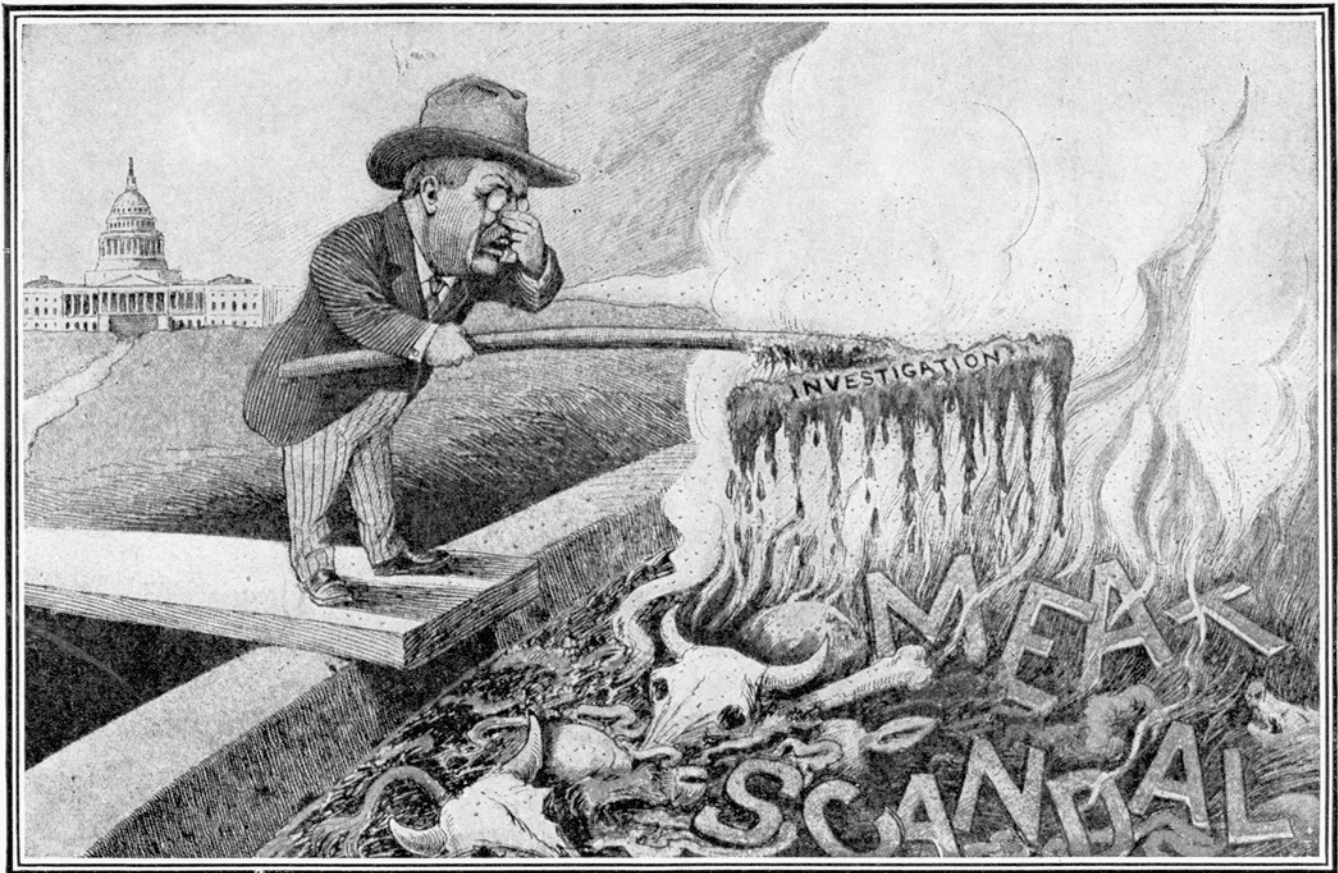
WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

STOP

END OF EXAM

**AP[®] UNITED STATES HISTORY
2018 SCORING GUIDELINES**

Short Answer Question 2



A Nauseating Job, But It Must Be Done

Saturday Globe © Bettmann/Corbis

The Progressive Era image above depicts President Theodore Roosevelt. Using the image, answer (a), (b), and (c).

- a) Briefly describe ONE perspective expressed by the artist about the role of government in society.
- b) Briefly explain how ONE event or development led to the historical situation depicted in the image.
- c) Briefly explain ONE specific outcome of Progressive Era debates about the role of government in society.

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.

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2018 SCORING GUIDELINES

Short Answer Question 2 (continued)

Score 0

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

Score NR

No response. Response is completely blank.

Question-Specific Scoring Guide

- ONE point for describing perspective expressed by the artist about the role of government in society
- ONE point for explaining one event or development that led to the historical situation depicted in the image
- ONE point for explaining one specific outcome of Progressive Era debates about the role of government in society

Scoring Notes

Introductory notes:

- Each point is earned independently.
- **Accuracy:** These rubrics 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.

Examples of responses to (a) that would earn credit:

NOTE: Responses must specifically explain how the perspective expressed by the artist is related to the role of government and may not merely describe the content of the cartoon.

- Public expectations changed concerning the role of government in regulating health and safety issues, especially the meat industry; many people thought the government should extend or enlarge its role in protecting the health and welfare of citizens.
- Government, particularly the president and Congress, should take a more active, if sometimes reluctant, role in regulating the economy.
- President and Congress resisted being goaded into reform, as demonstrated by Theodore Roosevelt's hesitant, nose-holding stance and his walking out on the plank over the vat of rotten meat and "scandal."
- Theodore Roosevelt's response to these and other reform issues was an important turning point concerning the role of presidential power.
- A perceptive response might note that the artist has a certain degree of skepticism of the role of muckraking journalists (an attitude shared by the subject of the illustration, Theodore Roosevelt).

Examples of responses to (b) that would earn credit:

NOTE: The response must explain an event or development that is a cause of the situation depicted in the image.

- The rise of Progressive Era health, safety, and workplace concerns.
- Upton Sinclair's *The Jungle* exemplified muckraking related to this issue.

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Short Answer Question 2 (continued)

- The tradition of laissez-faire government and weak or no regulation of food or business.
- Industrialization of agriculture and the meat industry.
- Muckrakers such as Ida Tarbell, McClure's Magazine exposed problems to the public.
- General muckraking journalism attacked businesses for putting profit before the public interest.

Examples of responses to (c) that would earn credit:

NOTE: The response must provide a new concept or an elaboration of a concept addressed earlier, not just a repetition or inversion of (a) or (b).

- The passage of Meat Inspection Act, 1906 and Pure Food and Drug Act, 1906 (FDA).
- The rise of specific Progressive Era health, safety, and workplace reforms.
- The government took a more proactive, if still reluctant, role in protecting consumers.
- The regulatory role of the government became more legitimate, undercutting the doctrine of laissez faire.
- Roosevelt used the Sherman Anti-Trust Act to dismantle “bad trusts.”
- Roosevelt advocated for his Square Deal and the three Cs (control of corporations, consumer protection, and conservation of natural resources).
- Trust-busting continued into Taft and Wilson administrations.
- The enactment of state and federal child labor laws in response to the issues depicted in the image.
- Woodrow Wilson Administration efforts to regulate economy and business (e.g., Clayton Anti-Trust Act, creation of the Federal Reserve, creation of the income tax).

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question

Evaluate the extent to which commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how commercial exchange systems such as mercantilism fostered change in the British North American economy in the period from 1660 to 1775.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “Because of mercantilism . . . This caused very little economic change or deviation between the two, and caused the colonies to become heavily subservient to Britain.” • “This system of exchange [mercantilism] restricted and harmed the British North American economy.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to the ways in which commercial exchange systems such as mercantilism fostered change in the British North American economy.</p> <p><i>Examples of context might include the following, with appropriate elaboration.</i></p> <ul style="list-style-type: none"> • The development of joint-stock companies • The growth of British imperial power • Increasing trans-Atlantic and worldwide economic connections and trade • Increased British role in international slave trade • European competition in the New World • Extended discussion of mercantilism

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Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <ul style="list-style-type: none"> • Economic activity in three colonial regions: North (shipping, fishing), Middle (grains), South (cash crops such as tobacco, indigo, rice) • African slave trade • Triangular trade/growth of merchant class • Agrarian societies/Plantations • South Atlantic System/West Indies • Indentured servants/Bacon’s Rebellion (1676) • Navigation Acts • Salutary neglect • Woolen Act (1699) • Hat Act (1732) • Molasses Act (1733) • Iron Act (1750) • Currency Act (1751) • Seven Years’ War (French and Indian War), 1754–1763 • Pontiac’s Rebellion/Proclamation of 1763 • Stamp Act (1765)/Stamp Act Congress • Sugar Act (1764) • Townsend Acts (1767–8) • Tea Act (1773)/Boston Tea Party • Intolerable/Coercive Acts (1774) • Colonial boycotts • Committees of correspondence/Sons of Liberty/Daughters of Liberty
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Question 2 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: 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 (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none"> • Explaining how the growth of trade and mercantilist exchange fostered the increased availability of consumer goods in 18th-century British American colonies • Explaining how colonial efforts to avoid mercantilist restrictions helped foster the growth of smuggling and informal trade networks <p>OR</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables, such as examining how mercantilism and British salutary neglect of the colonies existed simultaneously • Explaining both continuity and change, such as the continued agricultural nature of the economy even as trade expanded and became more important • Explaining relevant and insightful connections within and across periods, such as connecting economic development in the colonial period with that during the market revolution or industrialization in the 19th century • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that mercantilism had both positive and detrimental effects on the British American economy
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>		

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., 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.

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

A. Thesis/Claim (0–1 points)

Responses earn 1 point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “Commercial exchange systems such as mercantilism fostered change in the British North American economy from 1660 until the beginning of the Revolutionary War by pushing the colonies away from a simple, bartering lifestyle that is dependent on British goods to a complex, commercialized economy that was self-sufficient.” *(The response suggests an evaluative line of argument development.)*
- “Commercial exchange systems such as mercantilism fostered a great deal of change in the British North American economy because it meant an increase in the shipping industry, a single yet ready market for the colonies, and an increase in the use of slavery in the colonies.” *(The response establishes the analytic categories for the argument.)*

Examples of unacceptable theses:

- “The switch to mercantilism created a bad economy for the colonies but not Britain.” *(This mentions the economic situation in the colonies but does not suggest a line of reasoning about how commercial exchange systems such as mercantilism contributed to that claim).*
- “The British North American economy fostered change to a great extent due to commercial exchange systems such as mercantilism.” *(This example largely restates the prompt.)*

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

B. Contextualization (0–1 points)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point the response must accurately describe a context relevant to the ways in which commercial exchange systems such as mercantilism fostered change in the British North American economy.

Examples might include the following, with appropriate elaboration:

- The development of joint-stock companies
- The growth of British imperial power
- Increasing trans-Atlantic and worldwide economic connections and trade
- Increased British role in the international slave trade
- Reduction in Puritan rules and beliefs
- Commercial revolution of 18th century
- Seven Years' War between Britain and France
- Increased intercolonial trade

Example of acceptable contextualization:

- “As soon as the first settlers landed in the New World it was an opportunity for economic gain. The Spanish had the intention of finding gold in Mezoamerica. The French also had the intention of making money in the north through the all-important fur trade. Many English settlers came to the New World in search of economic gain, mostly the wealthy.” *(The response earned 1 point for contextualization because it has a short but accurate description of the economic motivations of three empires in the age of mercantilism.)*

Example of unacceptable contextualization:

- “Under the system of mercantilism, a colony, such as America, is only able to buy and sell resources and products from its mother country, Britain. *(The response did not earn the point for contextualization because it does not fully explain a broader historical situation relevant to the prompt. Instead it provides only a straightforward definition for the term “mercantilism.”)*

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence** will typically be more specific information.

Examples of evidence used might include:

- Navigation Acts of 1660, 1663, 1673, and 1696
- Staple Act (1673)
- Woolen Act (1699)
- Hat Act (1732)
- Molasses Act (1733)
- Iron Act (1750)
- Currency Act (1751)
- Smuggling/piracy
- Stamp Act (1765)
- Seven Years' War (French and Indian War), 1754–1763
- Sugar Act (1764)
- Townshend Acts (1767–8)
- Tea Act (1773)/Boston Tea Party
- Intolerable Acts (1774)
- Colonial boycotts of British goods
- Committees of correspondence/Sons of Liberty/Daughters of Liberty

Example of acceptably providing evidence relevant to the topic of the prompt:

- The end of salutary neglect would lead to “the establishment of acts like the Tea and Stamp Act. These acts hindered the colonist’s economy as they were forced to be taxed on everyday goods. This appalled Americans as they were restricted of also their trade with other nations due to Britain.” *(The response earned 1 point for evidence. The response correctly identifies legislation and its impact on the colonial economy. The evidence is not used to advance an argument about changes in the British North American economy, so it did not earn the second point.)*

Example of unacceptably providing evidence relevant to the topic of the prompt:

“The invention of the cotton gin increased revenue and allowed mercantilism to enter into the trade between the colonies and Great Britain.” *(The response incorrectly identifies the cotton gin as having relevance to the era of mercantilism. Not enough specific and relevant information was provided to earn the point.)*

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

Example of acceptable use of evidence to support an argument:

- “For example, the Molasses Act put a tariff on foreign goods that limited the ability of colonists to buy cheaper goods, while measures such as the Woolen Act prevented them from manufacturing within the colonies because English manufacturers depended on their markets.” *(The response correctly identifies two specific pieces of relevant information, which are then used to develop the larger argument that mercantilism prioritized the colonial production of raw goods.)*

Example of unacceptable use of evidence to support an argument:

- “Then as events such as the French and Indian War destroyed the British economy, it looked to the colonies. . . . This marked the overturning of the economy as the colonies were now seen as a source of income.” *(The response earned 1 point for providing examples of evidence relevant to the topic of the prompt. The response did not earn a second evidence point because the example is not used to fully develop an argument about economic change.)*

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how the growth of trade and mercantilist exchange fostered the increased availability of consumer goods in 18th-century British American colonies
- Explaining how American efforts to avoid mercantilist restrictions helped foster the growth of smuggling and informal trade networks

Example of acceptable use of historical reasoning:

- “Commercial exchange systems led to a change from the headright system to an increased use of slavery. . . . In addition, the Navigation Acts led to increased economic dependence of the colonies upon Britain.” *(The response earned 1 point because it identifies the ways in which commercial exchange systems affected the British North American economy and its role in mercantilism; however, this is not developed in a complex fashion to earn the additional analysis point.)*

Example of unacceptable use of historical reasoning:

- “British North American colonies focused on planting food crops to support themselves and their economy. However, the soil was terrible, so they turned to other methods.” *(This did not earn the first point for historical reasoning because the argument is too vague and the language does not indicate change, continuity, comparison, or causation.)*

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2018 SCORING GUIDELINES

Question 2 — Long Essay Question (continued)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables, such as examining how mercantilism and British salutary neglect of the colonies existed simultaneously
- Explaining both continuity and change, such as the continued agricultural nature of the economy even as trade expanded and became more important
- Explaining relevant and insightful connections within and across periods, such as connecting economic development in the colonial period with that during the market revolution and industrialization in the 19th century
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence, such as arguing that mercantilism had both positive and detrimental effects on the American economy

This understanding must be part of the argument, not merely a phrase or reference.

Example of acceptable demonstration of a complex understanding:

- *The response earned the point for complexity as the argument makes relevant and insightful connections by building from the economic freedom of the early colonial period to later colonies in “defiance of English rule.” The response notes that “England paid very little attention to its colonies due to its own inner turmoil.” The response then expands on this by discussing the “loosely-enforced Navigation Acts” which allowed the colonies “to expand and prosper independently.” It then connects this to the end of salutary neglect and the French and Indian War. Finally, the response builds toward the act that “taxed colonists and that put some restraint on their economic independence . . . and infringed on colonial independence in other ways.”*

Example of unacceptable demonstration of a complex understanding:

- *This response earned 1 point for historical reasoning because it presents a straightforward change over time argument about the colonies becoming an increasing source of wealth for Great Britain. It does not earn the complexity point, however, because it does not demonstrate a nuance, explain continuity as well as change, explain relevant connections across periods, or achieve the other criteria for complexity. “To this end, Britain encouraged production of cash crops such as sugar and tobacco, as well as raw materials such as lumber and iron and agricultural products. Britain also discouraged domestic industries in the colonies, preferring that colonists purchase British goods.”*