

**2024**



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# **AP® United States History**

## **Sample Student Responses and Scoring Commentary Set 2**

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#### **Short-Answer Question 4**

- Scoring Guidelines**
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**Question 4: Short Answer No Stimulus****3 points****General Scoring Notes**

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

**[a]** Briefly describe one economic development from 1865 to 1900. **1 point**

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

- The number of immigrant workers in the United States increased.
- Corporate trusts emerged as a new business structure.
- New technologies increased the efficiency of industrial production.
- New technologies contributed to new processes for the production of goods such as steel.
- Federal policies encouraged the growth of railroads.
- Some policy makers looked beyond United States borders for new markets.
- Labor unions emerged for improving working conditions.

**[b]** Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900. **1 point**

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

- Populists and some Progressives called for increased federal regulation of the economy.
- Some groups supported a laissez-faire approach to government involvement with the economy, while other groups called for increased economic regulation.
- Industrial capitalists argued that their accumulation of wealth was the result of natural forces [Social Darwinism], while laborers advocated for workers' rights through unions.
- Socialists and some Progressive journalists called for ending economic inequality.

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<b>[c]</b>	Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy.	<b>1 point</b>
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**Examples that earn this point include the following:**

- The Great Depression contributed to the passage of the New Deal.
- The expanded extraction of natural resources led preservations and conservationists to push for the establishment of national parks.
- The United States entry into the First World War led the federal government to ration food and other supplies to support the war effort.
- The rapid expansion of corporate control over the economy contributed to efforts at trust-busting by leaders such as President Theodore Roosevelt.
- The growth of corporate monopolies led Progressive political leaders to seek expanded government regulation of businesses.

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**Total for question 3 3 points**

A. One economic development between 1865-1900 was the Gilded Age and the expansion of monopolies in the railroad, oil, steel, and manufacturing industries. These monopolies created a big change in migration from rural to urban centers and how was hired not just men, but women, and immigrants as well.

B. One difference between how 2 groups responded was reformers and farmers. Both groups wanted change to the current economic status of the US, but the way that both groups went about creating change was different. Reformers created unions to advocate for change. Unions were created to protect workers' working conditions, wages, and working hours which they believed were unfair and caused by monopolies. While farmers created factions of a political party called the Populist Party to try and advocate and create change. They wanted the direct election of Senators, unlimited coinage of silver, and government regulations of industries. Both wanting to create change, but created different ways of executing that change.

C. One historical development that contributed to government involvement in the economy was the Great Depression. This caused a massive crash in the US economy. Leading to unemployment rates skyrocketing, lower wages, worsened living conditions. FDR's New Deal was a series of federal government programs that helped out the economy. For example the Glass-Steagall Act put regulations on the banking industry and the FDIC was about insuring money that Americans had put into banks if they collapsed. Along with the AAA which helped farmers and regulated the agricultural industry. All these government programs created by FDR's New Deal were all government programs used to help lift the economy out of the Great Depression and contributed to government involvement in the economy.

One economic development from 1865 to 1900 was the industrialization of the Gilded Age. During the time there was a mass building of factories and railroads that allowed for the fast production of goods. This would lead to the mass consumption and change in consumer culture that would lead to the expansion of the American economy.

One difference in how two groups responded to economic change from 1865 to 1900 was the standard of work. Because of the gilded Age and the push of the American dream there was a rise in immigrants to America. These immigrants were willing to work in the poor factory conditions for a low wage. People that were born in America however, were not willing to work in the environment that was created and as a result were often employed less.

On historical development from 1900 to 1940 that contributed to government intervention in the economy was the Great Depression. Because of the mass consumption that resulted from the Gilded Age the American economy was fragile and collapsed in the late 1920s. This resulted in a depression that created unemployment and the shutting of banks across America. The only way to minimize the damage was through government involvement. This was done through government aid programs mostly known from the New Deal presented by FDR.

- a) One economic development from 1865 to 1900 was the development of political machines. Political machines were corrupt politicians who gave jobs and services to those who promised votes toward a certain person. This development drastically changed the US as the government and politicals became increasingly corrupt.
- b) One similarity between men and women responding to economic change is that they both began to work outside the home. Although men had always worked outside of the home, as industries grew, so did job opportunities for women. Some women were able to work clerical jobs and other positions within companies. Men continued to work outside of the home.
- c) One historical development from 1900 to 1940 that contributed to government involvement in the economy the regulation of industries. As many disgusting secrets were revealed about large factories and industries through the publication in works of muckrakers , the government regulated what happened in those areas. For example, the meat inspection act forced factories to make sure that their meat was good and in the right sanitary conditions.

## Short Answer Question 4

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

### Overview

- This question asked students to describe one economic development between 1865 and 1900. Students were also asked to compare the responses of two different groups to an economic change between 1865 and 1900. Lastly, students were asked to explain one historical development that led to government involvement in the economy between 1900 and 1940.
- Students were specifically asked to describe one economic development in part (a). Comparison of the responses of two different groups was the focus of part (b). Part (c) asked students to explain how a development led to government involvement in the economy.
- Responses had to provide a relevant economic development between 1865 and 1900, as well as a comparison of two different groups' response to economic change within this same period.
- Additionally, responses had to explain a cause of government involvement in the economy between 1900 and 1940.
- This question primarily addresses Topics 6.6, 6.7, 6.8, 7.4, and 7.10.

### Sample: 4A

#### Score: 3

The response to (a) earned 1 point by describing the expansion of industry and urbanization from 1865 to 1900 through the growth of monopolies and migration.

The response to (b) earned 1 point by explaining the differing attempts of labor unions and the Populist Party to promote economic change from 1865 to 1900.

The response to (c) earned 1 point by accurately explaining the Great Depression as a development that contributed to the establishment of the New Deal programs from 1900 to 1940.

### Sample: 4B

#### Score: 2

The response to (a) earned 1 point by accurately describing industrialization, with the mass building of factories and railroads, as an economic development from 1865 to 1900.

The response to (b) did not earn a point because it inaccurately stated that “people that were born in American . . . were not willing to work.” Additionally, the response explains the response of one group but not the other.

The response to (c) earned 1 point because it explains the government’s response to the Great Depression through the aid programs of the New Deal.

### Short Answer Question 4 (continued)

**Sample: 4C**

**Score: 1**

The response to (a) did not earn a point because it does not make clear how the development of political machines was an economic development from 1865 to 1900.

The response to (b) did not earn a point because the explanation of the similarities between how men and women responded to economic change is incomplete. Although the response explains how women obtained jobs as a result of the growth of industry, the discussion of men's response to economic change is too general.

The response to (c) earned 1 point because it explains how the publications of muckrakers led to government involvement in the regulation of industry from 1900 to 1940.