

2023

AP®



# AP® United States History

## Sample Student Responses and Scoring Commentary Set 1

### Inside:

#### Document-Based Question

- Scoring Guidelines**
- Student Samples**
- Scoring Commentary**

## 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 A Thesis/Claim (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"U.S. society was transformed after 1800 by the growth of political parties, evangelical Protestantism, and expanded suffrage."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Commercial development affected many parts of United States society from 1800 to 1855."</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Commercial development changed the United States between 1800 and 1855."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Provide a historically defensible thesis or claim about how commercial development changed United States society from 1800 to 1855. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"Commercial development greatly changed United States society by creating new national economic connections and facilitating stronger divisions over the institution of slavery."</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"Commercial development changed United States society by encouraging wage labor, fostering religious reform movements, and allowing more women to work outside of the home."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Commercial development changed society by inspiring reform movements."</i> (Minimally acceptable thesis/claim)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

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>"When Europeans colonized North America, at first all they wanted was commerce with Native Americans."</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>"People felt very religious all the time in the early 1800s."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <p>Accurately describe a context relevant to how commercial development changed United States society from 1800 to 1855.</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>British regulations (Navigation Acts)</li> <li>Articles of Confederation</li> <li>Constitution</li> <li>First Great Awakening</li> <li>War of 1812</li> <li>Manifest Destiny</li> <li>The Civil War</li> <li>The Second Industrial Revolution</li> <li>The Gilded Age</li> <li>Western expansion and debates over slavery</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"When the United States was a colony of Britain, the Navigation Acts made it so that the colonists couldn't manufacture things. In the early 1800s, many people wanted to encourage the development of manufacturing to fix this so that the country could be more economically independent."</i></li> <li><i>"During the War of 1812, Americans had trouble getting manufactured goods from Europe, so they were encouraged to begin manufacturing things themselves domestically."</i></li> <li><i>"As America expanded its territory, it was becoming more divided on how slavery should be handled."</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 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>

## AP® United States History 2023 Scoring Guidelines

6. Josephine L. Baker, factory worker, "A Second Peep at Factory Life," <i>Lowell Offering</i> , 1845	<ul style="list-style-type: none"><li>• Argues that despite some drawbacks, mill girls benefit from working in factories</li><li>• Describes ready source of money and some autonomy as wage earners</li><li>• Describes lectures and other educational opportunities sponsored by the Lowell Mills</li></ul>	<ul style="list-style-type: none"><li>• The Lowell system of textile manufacturing in the first half of the 1800s employed unmarried women from farming families who lived in company-provided housing and communities in New England. (situation)</li><li>• The audience for the article included readers who were skeptical of the desirability of employing women outside of the home as factory laborers and critical of factory working conditions, whom the writer sought to convince to be less critical of the Lowell Mills. (audience)</li></ul>
7. "Free Labor vs. Slave Labor," <i>North Star</i> , 1848	<ul style="list-style-type: none"><li>• Argues that the Northern working class is voting for pro-slavery politicians</li><li>• Argues that the institution of slavery lowers the wages paid to wage laborers</li><li>• Argues that the existence of slavery also lowers the status of free laborers</li></ul>	<ul style="list-style-type: none"><li>• As an abolitionist activist, Douglass sought to draw on arguments that would encourage antislavery sentiment among ordinary Northerners. (point of view)</li><li>• 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. (situation)</li></ul>

Society between 1800 and 1855 relied a lot on slave labor and the early beginnings of industrialization to build an economy. Before this time, America had just fought for their independence from Britain, and formed a new government under the Constitution. Yet, after this time period, sectional tensions caused by the rapid industrialization in the north and continuing practice of slavery in the south caused the Civil War, disuniting the country. Commercial development from 1800 to 1855 changed the way in which slave labor was viewed in society in the south, as people began to capitalize on the buying and selling of slave. Yet, in the north, commercial development had the effect of widening labor practices in factories, fostering unsafe and unhealthy working conditions for laborers.

In the agrarian south, the economy depended on the free labor of African slaves. As the region was developing commercially, people began to realize the profits that could be made through the sale of slaves in the south as the need for them grew. Document 3 expresses a letter asking to make a deal in terms of selling slaves. The motive for this deal would be the profits that could be enjoyed after the sale. The selling of slaves was a quick way to make a big fortune since so many big plantations in the south relied on them for free labor. This document shares how due to the common and now commercial practice of slavery, people were capitalizing on their chances to make a profit by selling a human being, widening the practice even more in the south. Document 5 shows the contrast to how African Americans lived in the north and south. In the north, they enjoyed a lot more freedom where they were actually able to exercise their rights as human beings, athering in parlors, and playing music, etc. Even though they are being treated badly in the north by white people, the commercial practice of slavery in the south made it near impossible for African Americans to enjoy the same rights in the south as they do in the north. The commercialization around slavery in the south led to so much tensions between the north and south. Especially with the land gained in America after the Mexican American War, the institution of slavery was able to expand like it never had before. This allowed for now people to settle west, bringing their slaves with them, further expanding the commercial desire for slavery since people were able to easily see how slave labor was a cheap and easy way to grow a fortune. However, in Document 7, by Frederick Douglass, a famous African American abolitionist figure during this time brought up the idea that if more laborers vote for proslavery candidates, then the practice of slavery will continue to expand in the south. With the expansion of slavery, laborers would be paid less and soon be treated like slaves for their work. This document shows how due to commercial development of slavery, especially in the south, people would find it as common practice to treat laborers the same way. If planters in the south were able to make such a profit off of slave labor, factory owners might begin to see the benefit of treated their workers the same way.

The effects of commercial development also led to societal changes in the north due to increased industrial production of goods and need for cheap labor. Due to the Market Revolution, industrialized businesses began to grow and more efficient processes of production were introduced. Yet, this commercial development came with the negative treatment of factory workers, specifically women and children. In Document 4, the truth about how children are treated and denied the space to grow is brought to light. Elias Nason believes children need to have the opportunity to grow and enrich their minds during this critical stage in development. Nason was studying to become a minister. During this era, the Second Great Awakening occurred, spreading the ideals of religious reforms in the forms of abolition, reforms in child labor, and so much more. So where the growth of commercialism in northern cities expanded the practice of child labor, it enabled people in society to find a voice and speak out against social issues, which has been a continuity in American history. Document 1 also includes religious authors sharing their ideas on labor in American society. Yet, in this document, the author is advocating for temperance with laborers in order for them to grow and succeed in society. Here the ideals of the Second Great Awakening are being displayed once again, in the hopes of creating a model society, which included the issues with how laborers are treated. Commercial development put a lot of spotlight on laborers, especially in the north, causing their actions and treatment to cause a lot of controversy in American society. For example, where some may see the cheap and unsafe labor of women in factories, some women themselves see the benefits rather than the drawbacks to doing that work. Document 6 comes from a woman who actually works in these kinds of factories and has the firsthand experience needed to make these kinds of accounts. She explains how women are given the opportunity of education at night school and make their own wages on their own time. Where the commercial development in American society led to extremely poor conditions of work for laborers, it also provided women the opportunity of economic dependence and advancements in education. It gave some of them a role outside of the home, even if that place was dangerous.

Commercial development between 1800 and 1855 greatly changed US society, but had different effects on different regions. In the south, commercial development widened the practice of slavery and people began to view

slavery as a necessity for economic development. Yet, in the north, commercial development led to the quick growth of factories and the rising need for factory workers, along with unhealthy and unsafe working conditions that became customary for women and children.

In the periods between 1800-1855, America was undergoing many changes, commercial development was prevalent in American society. While some may claim that commerical development did not change American society until the gilded age, Commercial development played a big role in changing United States society from 1800-1855 as it created factories which soon became a staple of American society, it revamped the demand for slave labor as a result of new efficient inventions, and brought back concerns of slavery, and it improved the conditions of African Americans in north.

In the periods 1800-1855 there were many things changing in America. Factories started to pop up and slavery became a real issue that divided most Americans. So much that Senator Sumner was involved in an altercation over slavery in the UNited STates Senate. Slavery had such an effect on the United States that U.S. Senators were involved in fights regarding it. Factories started to change American society in many ways, as the country was no longer only involved mainly in agriculture. American workers rights were also a big issue, many factories were putting their workers under horribile conditions, with little wages, long hours, and even employing children.

First, as American was undergoing industrial revolutions, factories were popping up in America. American started to go from a country that's only producer was agriculture, to a country which also had factories producing manufactured goods. Soon thousands of people would be transformed into citizens working in factories (document 4). Before the factories were established there were mainly only farmers, but after the creation of the factories there were thousands of Americans working in factories and were stepping away from agriculture. Furthermore, there were also numerous benefits that were attractive to factory workers such as lectures, libraries, and evening schools (Document 6). The purpose of Americans bragging about factory life was to show just how well it had become a staple in society and that they had accepted it. Those benefits made more come into factory life which further transformed America into a country of commerical development and factories. All in all the creation of factories truly changed American society and marked the transition from only agriculture to including factory production as a major producer from America.

Second, the commerical development also revamped the need for slave labor, and as a result brought back strong feelings about slavery. The creation of the steam engine allowed for the south to transport much cotton to all across the country as railroads became developed. The north became a major customer of the southern cotton. The creation of the steam engine allowed for more cotton to be shipped to the north and in less time (document 2). This changed American society because as slavery became revamped, discontent with slavery also was revamped. Eli Whitney created the Cotton Gin, which made harvesting cotton much quicker and efficient, which effectively revamped slavery. Whitney's invention was quickly spread across the South as slavery was beginning to die down, but his invention made sure slavery was revamped. Soon, Americans began buying and selling slaves at even more faster rates than they had initially (document 3). Plantation owners wanted to make money, as a result they were so eager to buy slaves. Soon, the north began to voice their opposition towards the slave labor. They got into heated debates all across the country, and brought back the slavery issue. Ultimately, commerical development such as the steam engine and Eli Whitney's invention increased the demand for slave labor and transformed America back into a society of concern over race.

Lastly, the commercial development such as the creation of factories significantly improved the African Americans' condition. In the north, the race as a whole was liked, and many African Americans were able to make it in the north and have a comfortable life with houses of nice things such as sofas, mirrors, and other nice amenities (Document 5). The creation of factories prompted the African Americans to travel to the north and get jobs where they would be able to earn a living. Many freed slaves escaped the south and went to the north to seek refuge. Those freed slaves were able to speak their truth and publish news papers and articles detailing the plight of African Americans and giving ideas on how to stop slavery (Document 7). Frederick Douglass' articles were aimed at white Americans in an aim to appeal to their logic as he details how voting for individuals who support slavery hurts the white man; all to stop slavery and improve the African American condition. Ultimately, the creation of factories prompted African Americans to migrate north looking for jobs and some received jobs and earned a living with improved their race's condition.

However, some may argue that the commerical development had little to no impact on the changing society of America from 1800-1855 and that Americans just wanted to make money from slaves and always wanted slave labor, the conditions of slaves improved because Americans grew a conscience. They are wrong, factories did not become a staple of society independent from commerical development, slavery was dying down before commerical development and its creation revamped slavery, and the condition of the African American was bad before commerical development.

In conclusion, commerical devleopment did have a significant impact that changed United States culture from the early to middle 1800s. It implemented factories which became a staple of American soceity, revamped the demand for slave labor, and imporved the overall condition of African Americans in the north.

Commercial development has been historically one of the largest growth factors for the United States. It has brought the nation technological advances that helped grow the nation and its people. Although it benefitted the nation and those in higher power, it was also detrimental to those who were working and living in it.

Even though commercial development brought forth advances to the nations through farmers, mechanics, and manufacturers. In document 2, one of the first railroad locomotives were introduced and brought the United States another advance to technology. Although many machinery brought advances to the sort of work being done it was just another form of slave labor. In document four it describes how the factory jobs are affecting the children. They are described to be confined in a tight close room all day long which affects their growth and makes them sick. In document six, it describes how every situation in life has its trials which must be borne. Although they may not like it they do earn money and have the relief to finish the job until it is time to work again which brings up mental strain.

Slaves were used throughout the development of the United States as tools. They were only beneficial to those who owned them and were mistreated as they were not human as they were not given equal rights. In document one it is said they working slaves who vote are sometimes not aware that they were voting for slave holders. It is said that "they should reduce the laborer to the condition of the slave and his free fellow-citizens who are laborers, must descend and descend, till they are slaves in all but name." Those who mistreat and own slaves should know how it degrades them. In document 3, it describes a letter sent to a brother talking about slaves, as slaves were treated as merchandise and only pawns to the owners they make it seem that their only plan it to benefit themselves it is said, "My object is to make a fortune here as soon as possible by industry and economy." The slave owners are selfish and only look for growth in themselves. In document 5, it is said that the unjust and oppressive prejudices from the white community is enough to crush anyone but no matter what African America successfully bear the burden. In the growth of the United States, African Americans were mistreated horribly through it all but still prospered.

In conclusion, The uses of the nation and those in higher power who would use machinery and people were beneficial to the nation and the higher power but they were degrading to those in lower class working it. Although mistreated, those working never seemed to be put all the way down and strived.

## Question 1—Document-Based Question

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

### Overview

- Students were expected to analyze the extent to which commercial development changed United States society from 1800 to 1855.
- The question primarily focused on causation, contextualization, document analysis, sourcing, and complexity.
- The question required students to show an understanding of major commercial developments in the United States from 1800 to 1855 that the market revolution brought to the country, such as industrialization (the onset of the mill system), transportation (the role that steam engines played in expanding water and land travel), budding sectional tensions, westward expansion, and the onset of urbanization.
- The question required students to demonstrate an understanding of some of the major changes that occurred in society during the market revolution, including the Second Great Awakening and the emergence of abolitionism, the women’s rights movement, and temperance efforts.
- The question required students to contextualize the market revolution, which could include the aftermath of the American Revolution, the onset of the Civil War, and the changes that industrialization and the Gilded Age would later bring to the country.
- The question primarily addressed Topics 4.5 and 4.6.

**Sample: 1A**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 2**

**Total Score: 7**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it provides a historically defensible claim that establishes a line of reasoning in the last two sentences of the first paragraph: “Commercial development from 1800 to 1855 changed the way in which slave labor was viewed in society in the south, as people began to capitalize on the buying and selling of slaves. Yet, in the north, commercial development had the effect of widening labor practices in factories, fostering unsafe and unhealthy working conditions for laborers.”

## Question 1—Document-Based Question (continued)

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, the response describes commercial development changing United States society, discussing how sectional tensions caused by “rapid industrialization in the north” and the “continuing practice of slavery in the south” following United States independence and the formation of a new government under the Constitution would contribute to the Civil War.

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned 1 point for using evidence from three documents to address the topic of the prompt.

The response earned 1 point for using the content of at least six documents to support an argument in response to the prompt. In the second paragraph, Document 3 is used to support an argument that the selling of enslaved people and the domestic slave trade contributed to the expansion of slavery. Document 5 is used to support an argument about how the different conditions faced by African Americans in the North and the South contributed to sectional tensions. The response argues that although African Americans in the North faced discrimination, in contrast with enslaved African Americans in the South, they had more opportunities and freedoms. Document 7 is used to support an argument that the development of commerce in enslaved people could encourage factory owners to mistreat free laborers. In the third paragraph, the overall argument is about how the market revolution encouraged the development of reform movements. Document 4 is used to argue that the growing use of child labor encouraged the spread of reform sentiment. Document 1 is tied to an argument that religious reformers advocated temperance for laborers “in order for them to grow and succeed in society.” Document 6 is used to show tensions in labor working conditions, arguing that there were benefits and drawbacks for women working in factories.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents relevant to an argument about the prompt. In the third paragraph, the response describes the Second Great Awakening in relation to the reform movements such as abolitionism, anti-child labor activism, and implicitly, to the temperance movement. The response also describes the Mexican-American War, which could also count for evidence beyond the documents, provided that it was not credited for another rubric category.

## Question 1—Document-Based Question (continued)

### D. Analysis and Reasoning (0–2 points): 2

#### Document Sourcing

The response earned 1 point for document sourcing. In the second paragraph, the response explains the historical situation for Document 3, referencing commercialization and the growth of the slave trade. The response explains the point of view for Document 7 with a discussion of Frederick Douglass as a famous African American abolitionist. In the third paragraph, the response explains the historical situation for Document 4 with a discussion of the market revolution and the historical situation for Document 1 with a discussion of the growing temperance movement.

#### Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The argument is corroborated by multiple perspectives across themes, from the Mexican-American War to the Second Great Awakening and the market revolution. The response also corroborates its argument by discussing multiple regions (the North, South, and West), which is a demonstration of explaining the nuance of an issue by analyzing multiple variables.

#### Sample: 1B

**Thesis/Claim:** 1

**Contextualization:** 1

**Evidence:** 2

**Analysis and Reasoning:** 0

**Total Score:** 4

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it provides a historically defensible claim that establishes a line of reasoning in the second sentence of the first paragraph: “While some may claim that commercial development did not change American society until the gilded age, Commercial development played a big role in changing United States society from 1800–1855 as it created factories which soon became a staple of American society, it revamped the demand for slave labor as a result of new efficient inventions, and brought back concerns of slavery, and it improved the conditions of African American in north.”

#### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first sentences in the third paragraph, the response describes how the United States was “undergoing industrial revolutions,” moving from an agricultural economy to an industrial one producing manufactured goods.

## Question 1—Document-Based Question (continued)

### C. Evidence (0–3 points): 2

#### Evidence from the Documents

The response earned 1 point for using evidence from at least three documents to address the topic of the prompt. In total, the response describes the content of four documents.

The response did not earn the point for using the content of at least six documents to support an argument in response to the prompt. Document 4 is only briefly paraphrased without using its content to support an argument in response to the prompt.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents. In the fourth paragraph, the response describes Eli Whitney's cotton gin and how it impacted the growth of slavery.

### D. Analysis and Reasoning (0–2 points): 0

#### Document Sourcing

The response did not earn the point for document sourcing. The response attempts to offer the purpose for Document 6 by stating that Americans bragged about factory life, but this does not explain how the purpose is relevant to an argument. The response does not attempt sourcing for any additional documents.

#### Demonstrating Complex Understanding

The response did not earn the point for demonstrating complex understanding. It does not use evidence to corroborate, qualify, or modify an argument that addresses the question.

**Sample: 1C**

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 1**

**Analysis and Reasoning: 0**

**Total Score: 2**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it provides a historically defensible claim that establishes a line of reasoning in the first paragraph: “Commercial development has been historically one of the largest growth factors for the United States. It has brought the nation technological advances that helped grow the nation and its people. Although it benefitted the nation and those in higher power, it was also detrimental to those who were working and living in it.”

## Question 1—Document-Based Question (continued)

### B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response does not attempt contextualization.

### C. Evidence (0–3 points): 1

#### Evidence from the Documents

The response earned 1 point for using the content of at least three documents to address the topic of the prompt. The response correctly uses the content of Document 2 (describing railroad locomotives), Document 4 (describing child labor), Document 3 (describing the commerce in enslaved people), Document 5 (describing racial prejudice), and Document 6 (describing the motivations of factory workers).

The response did not earn 1 point for using the content of at least six documents to support an argument in response to the prompt. It does not utilize six documents to support an argument. Document 6 is not used to support an argument in response to the prompt. For Document 7, which is referred to as Document 1, the response misinterprets it as involving voting by enslaved people.

#### Evidence Beyond the Documents

The response did not earn the point for using evidence beyond the documents. No additional evidence is offered.

### D. Analysis and Reasoning (0–2 points): 0

#### Document Sourcing

The response did not earn the point for document sourcing. The response does not explain how or why the sourcing of at least three documents is relevant to an argument about the prompt.

#### Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not use evidence to corroborate, qualify, or modify an argument that addresses the question.