

**2024**



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# **AP® United States History**

## **Scoring Guidelines**

### **Set 1**

**Question 1: Short Answer Secondary Source****3 points****General Scoring Notes**

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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- [a]** Briefly describe one major difference between Melder’s and Lerner’s interpretations of the origins of the women’s rights movement in the early nineteenth century. **1 point**

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

- Melder emphasizes the unity of women in the movement while Lerner discusses the division of women.
- Melder argues that women were brought together through religious movements whereas Lerner argues that the women’s rights movement was divided by class.
- Melder argues that women of all social classes felt bound together by a sense of shared experience, while Lerner argues that women’s participation in activism was divided along class lines.
- Melder argues that women’s motivation for women’s rights activism came from their participation in other reform movements, while Lerner argues that middle-class women’s motivations came from a desire for political equality.

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- [b]** Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Melder’s interpretation. **1 point**

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

- The development that could be used to support Melder’s interpretation is how the Second Great Awakening increased women’s influence in society.
- Republican motherhood supports Melder’s interpretation because it is an example of women expanding and working together in a shared identity to shape society.
- The emergence of separate spheres ideology serves as evidence to support Melder’s argument that the division of domestic and public spheres brought women together for the women’s rights movement.
- The fact that the Seneca Falls Convention was organized by women engaged in earlier reform movements could be used as evidence to support Melder’s argument

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that involvement in reform movements motivated the creation of the women's rights movement.

- [c] Briefly explain how one historical event or development from 1800 to 1848 not directly mentioned in the excerpts could be used to support Lerner's interpretation. **1 point**

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

- The development that could be used to support Lerner's interpretation is how middle-class women were leaders of reform movements.
- The participation of mostly White middle-class women rather than lower-class women at the Seneca Falls Convention or temperance movement would support Lerner's argument.
- The effect of the doctrine of separate spheres on middle-class women, who could often afford to avoid employment outside of the home, compared to working-class women could be used to support Lerner's argument about the class divides within women's activism.
- Women's experience working in the Lowell Mills is an example that supports Lerner's argument as it shows lower class women focused on economic improvement.
- The expansion of suffrage rights to most White men in the first half of the 1800s helps to prove Lerner's argument that the status of women had deteriorated.

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**Total for question 1 3 points**

**Question 2: Short Answer Primary Source****3 points****General Scoring Notes**

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

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**[a]** Briefly describe one historical situation in which the image was created. **1 point**

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

- There was mass unemployment during the Great Depression.
- The New Deal created new federal government programs to aid in recovery from the Great Depression.
- Franklin Delano Roosevelt was elected president and passed many new government programs.

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**[b]** Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936. **1 point**

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

- In 1877, government economic policy was laissez-faire, and by 1936 the government was more involved in the economy.
- During the Progressive Era many Americans argued for a more active government role in the economy.
- The stock market crash and the Great Depression convinced many Americans that government intervention was necessary.
- Herbert Hoover encouraged voluntary charitable efforts to address the Great Depression as opposed to government programs.
- The government allowed boom and bust cycles caused by the industrial economy as opposed to intervening during economic downturns.

- [c] Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945. **1 point**

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

- Some Americans believed that the government should assist people through Great Society programs.
- After the Second World War the G.I. Bill extended benefits to aid veterans, just as earlier government provided aid to older Americans.
- Government intervention in the economy continued in the 1960s and 1970s through the enactment of new environmental regulations on businesses.

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**Total for question 2 3 points**

**Question 3: 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 British government policy enacted in colonial North America from 1763 to 1776. **1 point**

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

- The British government enacted new taxes to raise revenue.
- The British government collected taxes without colonial representation in Parliament.
- The British government established the Proclamation Line to reduce tensions with Native Americans by preventing settlers from moving westward.
- British officials blockaded American ports to assert imperial authority over the colonies.

**[b]** Briefly explain one similarity OR difference in how TWO groups in North America responded to a British policy from 1763 to 1783. **1 point**

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

- While loyalists sought to remain loyal to the crown, Patriots argued that colonists should fight for their liberties.
- Native Americans supported the Royal Proclamation of 1763 preventing colonial encroachment, while the colonists defied the Proclamation of 1763 moving west.
- The Sons and Daughters of Liberty both protested policies through supporting boycotts on British imported goods.
- During the Revolutionary War some Native American nations, such as the Kanien'kehà:ka [Mohawk] allied with the British, while other nations, such as the Oneida Nation, allied with the colonists.
- Northern merchants and Southern plantation owners opposed the imposition of taxes on trade in the colonies.

- Puritans in New England disliked the Quebec Act because it tolerated Catholicism, while southern planters disliked the Quebec Act because it prevented settlement on land that they claimed.
- Merchants in New England responded to the Stamp Act by boycotting British goods, but merchants in the Caribbean did not boycott goods and remained loyal to the British government.

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[c]	Briefly explain how one specific historical development contributed to the American colonists' victory over Great Britain from 1775 to 1783.	<b>1 point</b>
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**Examples that earn this point include the following:**

- Assistance from European allies helped the Patriots overcome the British advantage and win the war.
- The actions of colonial militias helped overcome Great Britain's overwhelming military and financial advantage and contributed to the colonist victory over Great Britain.
- Colonial women provided important material and financial support to the Patriot cause.
- George Washington led the Continental Army and his military leadership helped to defeat the British.
- The colonists' ideological commitment and resilience helped the Patriots overcome the British advantage and win the war.

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**Total for question 3    3 points**

**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 United States Cold War policy from 1945 to 1991. **1 point**

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

- The main Cold War policy of the United States was containment.
- The United States fought in the Vietnam War as part of the Cold War.
- The United States fought a war in Korea as part of the Cold War.
- The United States created collective security treaties like NATO.
- During the Cold War, the United States often supported non-Communist regimes even if they were not democratic.

**[b]** Briefly explain one similarity OR difference in how TWO groups in the United States responded to a Cold War policy from 1945 to 1991. **1 point**

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

- Young Americans protested the Vietnam War, while many in the government argued that the war had to be fought to contain communism.
- Democratic and Republican administrations during the Cold War both used military power to try to prevent communism from spreading.
- Environmentalists criticized the development of nuclear weapons as dangerous, while political officials argued that a nuclear stockpile was necessary to deter the Soviet Union.
- Conservatives generally argued that high defense spending during the Cold War was necessary, while liberals sometimes argued that money spent on national defense would be better spent on social programs.
- Youth activists and Civil Rights advocates argued in favor of supporting decolonization movements in Africa, Asia, and Latin America rather than containment.

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[c]	Briefly explain how one specific historical development after 1980 contributed to the end of the Cold War.	<b>1 point</b>
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**Examples that earn this point include the following:**

- During Ronald Reagan's presidency there was an increased U.S. military spending which was important in ending the Cold War because the Soviet Union could not keep up.
- The United States supplied resistance movements in Afghanistan as a way of weakening the Soviet Union in its war there.
- During Ronald Reagan's presidency he used diplomatic initiatives to weaken the Soviet Union, which was important in ending the Cold War.
- Economic problems in Eastern Europe led to political instability that was important in ending the Cold War.
- The fall of the Berlin Wall signaled the inability of the Soviet Union to maintain control over its spheres of influence.
- Political problems in the Soviet Union weakened the country and contributed to the end of the Cold War.

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**Total for question 3    3 points**

## Question 1: Document-Based Question, Slavery and US Society

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 the institution of slavery shaped United States society between 1783 and 1840.

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>		
<b>Responses that do not earn this point:</b> <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> <b>Examples that do not earn this point:</b> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Slavery had a big impact on fighting the Civil War."</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>"Slavery insulted many abolitionists, so United States society hurried up and got rid of it."</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The institution of slavery shaped United States society."</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the extent to which the institution of slavery shaped United States society between 1783 and 1840. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>	
<b>Examples that earn this point:</b> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Between the years 1783 and 1840 slavery dramatically shaped U.S. society as many Americans became abolitionists as a way of fulfilling the ideals of the American Revolution while other Americans attempted to protect slavery and expand the institution into the West."</i></li> </ul> <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>"Nothing was more important than the institution of slavery in shaping American society between the Revolutionary War and the mid-1800s. The 'peculiar institution' created a set of challenges for the United States, including debates over its constitutionality, possible expansion into western territories, and moral implications as Americans tried to reconcile it with the nation's founding principles."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Slavery caused division between the North and the South."</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	<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>[0-1 points]</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The Spanish had colonies in Latin America."</i></li> </ul> <p><b>Provide historically inaccurate contextualization</b></p> <ul style="list-style-type: none"> <li><i>"Most colonists fought in the American Revolution to protect their slaves from British abolitionists."</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the institution of slavery in United States society between 1783 and 1840.</li> </ul> <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>Colonial labor systems</li> <li>Colonial cash crop economy</li> <li>American Revolution</li> <li>Declaration of Independence</li> <li>Second Great Awakening</li> <li>1800s reform movements</li> <li>Market revolution</li> <li>Transportation and internal improvements</li> <li>Migration/westward expansion</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"During the colonial era, enslaved labor was used to develop a profitable transatlantic commerce in cash crops such as tobacco, indigo, and sugar."</i></li> <li><i>"American colonists had a revolution but still kept slavery."</i> [Minimally acceptable contextualization]</li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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	Evidence from the Documents		
<b>[0-3 points]</b> Does not meet the criteria for one point.	<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>four</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 the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address the institution of slavery in United States society between 1783 and 1840.</li> </ul> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>[Document 2]: “After the American Revolution, antislavery sentiment developed in some places that led to gradual emancipation and the growth of the free African American community.”</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>[Document 1]: “After the American Revolution, revolutionary ideology about natural rights led to the gradual emancipation of slavery in the North, even though slavery persisted and grew in other parts of the country, creating a political contradiction between free and slavery at the heart of United States society.” [Uses evidence from Document 1 to support an argument about the contradiction of slavery in United States society despite revolutionary ideas about freedom]</li> <li>[Document 4]: “Mathew Carey’s concerns about the Civil War over the admission of Missouri as a state showed that well before the outbreak of the Civil War, the growth of slavery produced tensions within the United States that endangered the unity of the republic.” [Uses evidence from Document 4 to support an argument about the threats to national unity in American society produced by the growth of slavery]</li> </ul>	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>

Row C [Continued]	Evidence beyond the Documents:	
	<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 in response to the prompt.
Decision Rules and Scoring Notes		
	<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> <ul style="list-style-type: none"> <li>Must use at least one specific piece of historical evidence relevant to the extent to which the institution of slavery shaped United States society between 1783 and 1840.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Northern gradual emancipation</li> <li>Constitutional compromises on slavery [e.g., Three-Fifths Clause, Fugitive Slave Clause]</li> <li>Northwest Ordinance of 1787 / Southwest Ordinance of 1790</li> <li>Banning of international slave trade in 1808</li> <li>Missouri Compromise</li> <li>Lowell mills/rise of Northern textile industry</li> <li>Eli Whitney/cotton gin</li> <li>Cotton/plantation economy</li> <li>“Peculiar institution”/southern regionalism</li> <li>Slavery as “positive good”</li> <li>Nullification crisis</li> <li>Gag rule</li> <li><i>Amistad case</i></li> <li>Slave insurance</li> <li>Internal slave trade</li> <li>Rebellions by enslaved people [e.g., Gabriel Prosser, Denmark Vesey, and Nat Turner]</li> <li>Abolitionism</li> <li>Underground Railroad</li> <li>Sojourner Truth</li> <li>Angelina and Sarah Grimké</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li><i>“The debates over tariffs during the Nullification Crisis, revealed the growing divide in United States society between the plantation economy in the South, which depended on slavery and opposed high tariffs, and the industrial economy North, which developed manufacturing and supported tariffs to protect against foreign competition.”</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth plantation economy in the South contributed to sectional divisions in United States society]</li> </ul>

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|  | <ul style="list-style-type: none"><li>• <i>"The increasing use of slave insurance in the South as slavery grew, often provided by northern businesses, showed that slavery helped create a national economy that linked all parts of United States society."</i> [Uses a piece of evidence beyond the documents to make a connection to a larger argument about how the growth of slavery contributed to increased regional connections within United States society]</li></ul> |
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**Additional Notes:**

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.
- To earn this point, the evidence provided must be more than a phrase or reference.
- The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.

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 <b>two</b> 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 fewer than two 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 summary 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>"The point of the drawing in Document 7 is to show Americans that slavery was bad."</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 4 the minister said that slavery was fine with him."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>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 two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 2]: <i>"Banneker’s perspective as a free African American, through his appeal to American Revolutionary ideology, showed that African Americans personally understood the contradiction between the nation’s founding ideals and the persistence of slavery, and they sought to point this out as a strategy for promoting antislavery."</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses activism by African American against slavery]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 5]: <i>"Garrison’s purpose of shaming northerners for their connections to slavery showed that the North benefited from slavery and not just the South."</i> [Provides sourcing regarding the purpose of the document relevant to an argument that addresses the influence of slavery on both northern and southern society]</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>[Document 1]: <i>"The situation of Cushing’s court decision, as he sought to apply the principles of the American Revolution to the new government of Massachusetts, showed the early beginnings of a divide between the North and South as northern states began to abolish slavery and southern states continued the institution and later grew it."</i> [Provides sourcing regarding the point of view of the document relevant to an argument that addresses the origins of sectional divisions in United States society over slavery]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>"The members of the Baptist Church in the South who were Furman’s audience showed that there was widespread disagreement in United States society over the meaning of basic ideas about liberty and religious principles, as some Americans using religious principles to defend slavery."</i> [Provides sourcing regarding the audience of the document relevant to an argument that addresses how slavery divided United States society over ideas about liberty and religious values]</li> </ul>	

Row D [continued]	<b>Complexity</b>	
<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.	
<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that earn this point:</b></p> <p>May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</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>• A response may argue that the growth of slavery led to political tensions within United States society through debates over the westward expansion of slavery. The response then extends this argument through a discussion of the ways that economic development during the first half of the 1800s broke down along regional lines—with industrialization in the North and plantation agriculture in the South—and had a direct relationship to the institution of slavery. [Explains relevant and insightful connections across geographical areas]</li> <li>• A response may argue that the growth of slavery led to the development of different regional cultures in the United States. The response complicates this argument with a nuanced discussion of the ways that slavery bound the country closer together economically. [Explains multiple themes]</li> <li>• A response may argue that American revolutionary ideas about natural rights and liberty led many Americans to change their ideas about slavery to support abolition. It then qualifies its argument with evidence that racial ideology continued to justify discrimination and inequality in the United States despite the influence of the American Revolution. [Explains both continuity and change]</li> </ul>	
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li> <li>• To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.</li> </ul>	

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. William Cushing, <i>Quock Walker v. Nathaniel Jennison</i> court decision, 1783	<ul style="list-style-type: none"> <li>Describes legal reasoning for emancipating enslaved person Quock Walker</li> <li>Declares that the principles of the new Massachusetts state constitution dictate the end of slavery in the state</li> </ul>	<ul style="list-style-type: none"> <li>Revolutionary ideas about natural rights and liberties led some Americans to begin to oppose the institution of slavery. [situation]</li> <li>Cushing sought to interpret how the revolutionary principles of the Massachusetts state constitution applied to the existing institution of slavery, determining that it must end. [purpose]</li> </ul>
2. Benjamin Banneker letter to Thomas Jefferson, 1791	<ul style="list-style-type: none"> <li>Seeks to equate the situation of enslaved people in the United States to the situation of Americans when they were in the British empire</li> <li>Chastises Jefferson for not applying the revolutionary principles he declared in 1776 to the situation of enslaved people</li> </ul>	<ul style="list-style-type: none"> <li>Some Americans appealed to racial ideology to justify the continuation of slavery despite the principles of liberty espoused during the American Revolution. [situation]</li> <li>As a free African American in a skilled profession, Banneker sought to use the principles of the United States to show that free African Americans were equal to White Americans and that slavery should end. [point of view]</li> </ul>
3. Mathew Carey, <i>Considerations on the Impropriety and Inexpediency of Renewing the Missouri Question</i> , 1820	<ul style="list-style-type: none"> <li>Describes sectional conflict between the North and South over the westward expansion of slavery</li> <li>Argues that Americans should not agitate against slavery to maintain national harmony</li> </ul>	<ul style="list-style-type: none"> <li>Carey sought to encourage Americans to prioritize national unity over activism against slavery. [purpose]</li> <li>As the United States expanded west of the Mississippi River, debates arose over where slavery should exist. [situation]</li> </ul>
4. Richard Furman, <i>Exposition of the Views of the Baptists</i> , 1823	<ul style="list-style-type: none"> <li>Claims that antislavery activists are ignorant of the threat of slave rebellion</li> <li>Argues that slavery is morally supported by Christian religious beliefs, despite the contrary claims of abolitionists</li> </ul>	<ul style="list-style-type: none"> <li>The growth of slavery in the southern United States provoked the development of an abolitionist movement in the North and moral arguments against slavery. [situation]</li> <li>Furman developed arguments that Southern church members could use in defense of the institution of slavery. [audience]</li> </ul>
5. William Lloyd Garrison, <i>Genius of Universal Emancipation</i> newspaper article, 1829	<ul style="list-style-type: none"> <li>Describes the involvement of a Massachusetts ship owner in trafficking enslaved people</li> <li>Argues against Northern participation in slavery through the domestic slave trade</li> </ul>	<ul style="list-style-type: none"> <li>The domestic slave trade was a major contributor to the growth of slavery in the United States after the end of the international slave trade and involved some financial support from northern businessmen. [situation]</li> <li>Garrison sought to inform Massachusetts readers of the actions of this ship owner so as to shame him among his fellow citizens. [audience]</li> </ul>
6. Jarena Lee, <i>Religious Experience and Journal of Mrs. Jarena Lee</i> , 1836	<ul style="list-style-type: none"> <li>Describes participation in an antislavery society meeting</li> <li>Connects Christianity to the antislavery movement</li> </ul>	<ul style="list-style-type: none"> <li>By the middle of the nineteenth century a growing free African American population in the North led to an expanding antislavery movement. [situation]</li> <li>Lee used religious justifications to explain why slavery was immoral and why her faith and work in the antislavery movement would be successful. [point of view]</li> </ul>

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7. American Anti-Slavery Almanac image, 1840	<ul style="list-style-type: none"><li>Depicts an enslaved man breaking the chains of the slave state only to be chained by a figure representing the free state</li></ul>	<ul style="list-style-type: none"><li>The image criticizes the passage of a law that allowed enslaved people to be brought into New York state. [point of view]</li><li>Northern abolitionists gained increasing support for their cause in response to laws and court rulings that strengthened slavery. [situation]</li></ul>
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**Question 2: Long Essay Question, European and Native American Competition**

**6 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 relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.

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>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Many factors caused competition between Europeans and Native Americans in the period from 1500 to 1763."</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>"Native Americans controlled land in North America before Europeans arrived."</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li><i>"A European policy of assimilating Native Americans through boarding school education and associating land claims to individuals rather than tribes led to competition between the two groups."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Europeans and Native Americans fought over cultural differences, land expansion, and resources. However, the most significant cause of competition was cultural misunderstanding since differences in organization justified wars between Europeans and natives."</i></li> </ul> <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>"Trade alliances and encroachment on Native lands led to increasing competition with European colonists."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Native Americans and Europeans fought over land."</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	<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>[0-1 points]</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>"Enlightenment ideas inspired many American colonists to seek independence from England."</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Europeans and Native Americans both wanted to live in the ways that they wanted to in North America."</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to conflict among Europeans and Native Americans from 1500 to 1763.</li> </ul> <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>Precontact Native American lifeways</li> <li>European motives for exploration</li> <li>Columbian Exchange</li> <li>Protestant Reformation</li> <li>Intra-European competition</li> <li>Transatlantic trade</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"The Columbian Exchange introduced new diseases into North America against which Native Americans had no immunity, reducing the Native American population and making it difficult for them to compete with Europeans."</i></li> <li><i>"The Columbian Exchange brought new diseases to the Americas."</i> [Minimally acceptable contextualization]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to 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>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of 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.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>"Native Americans were divided over whether to support the Americans or the British in the Revolutionary War."</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to conflict among Europeans and Native Americans from 1500 to 1763.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following [two examples required]:</b></p> <ul style="list-style-type: none"> <li>Early European explorers [e.g., Columbus, Cabot, Champlain]</li> <li>Spanish conquests [e.g., Mexico, Peru]</li> <li><i>Encomienda</i> system</li> <li>Spanish Mission system</li> <li>Early English settlements [e.g., Jamestown, Plymouth]</li> <li>Treaties/alliances between Europeans and Native Americans [e.g., the British and Haudenosaunee [Iroquois] and the French and Wyandot [Huron]]</li> <li>Plantation agriculture</li> <li>French and Dutch fur trade</li> <li>Intermarriage [often French]</li> <li>Pueblo Revolt / Popé's Rebellion [1680]</li> <li>Anglo-Powhatan Wars [circa 1609–1646]</li> <li>Pequot War [1636–1638]</li> <li>Metacom's War [King Philip's War] [1675–1678]</li> <li>Yamasee War [1715–1717]</li> <li>Pontiac's War [1763–1764]</li> <li>Seven Years' War [1754–1763]</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The Haudenosaunee were generally allied with the British while most Native Americans in the Great Lakes region, such as the Wyandot, were allied with the French."</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The Iroquois were generally allied with the British government to protect their sovereignty from the perceived threats of the French and of unruly settlers. The French used alliances with Native Americans to restrict the growth of the British empire in America."</i> [Uses evidence to support an argument about alliance systems and the balance of power between empires]</li> <li><i>"Spanish mistreatment of Native Americans through the encomienda system and the suppression of traditional religious practices led to large- and small- scale acts of resistance like the Pueblo Revolt."</i> [Uses evidence to support an argument about Native American resistance to European incursions]</li> <li><i>"Pontiac's War resulted from efforts by Native Americans to protect their territories from European settlers moving west after Great Britain won the Seven Years' War."</i> [Uses evidence to support an argument about how settlers' western movement into Native American lands created conflict]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of conflict among Europeans and Native Americans from 1500 to 1763. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
	<b>Examples that do not earn points:</b> <b>May include evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"The Pueblo Revolt happened in 1680."</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how European efforts to establish commercially successful crops led them to claim increasing amounts of land and engage in competition with Native Americans.</li> <li>Explaining similarities and differences between the Pequot War and Metacomet's War.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li>"As tobacco production for export to England expanded in Virginia, English colonists sought to seize more land, which caused more conflict with Native Americans, such as the Anglo-Powhatan</li> </ul>	<b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>A response may argue that cultural misunderstandings were the main reason for conflict between Native Americans and Europeans. It then draws connections between cultural misunderstanding leading to violence in New Mexico and New England in the 1600s. [Explains relevant and insightful connections across geographical areas]</li> <li>A response may argue that desire for economic and political gain led to varying levels of conflict and cooperation during the period between and amongst Europeans and Native Americans. It supports the argument by explaining the political gains sought by Native allies of Spanish conquistadors in Mexico, the desire for land that caused wars between the English in New England and Native peoples, and the</li> </ul>

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	<p>Wars.” [Indicates a cause of conflict between Europeans and Native Americans]</p>	<p>economic gain through the fur trade that led to French alliances with Native Americans. [Explains multiple causes]</p> <ul style="list-style-type: none"><li>The response argues that most interactions between Europeans and Native Americans involved political conflict over land. It then qualifies the argument with evidence about extensive economic cooperation between Europeans and Native Americans through commerce, such as the fur and firearms trades. [Explains multiple themes]</li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li><li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li></ul>		

**Question 3: Long Essay Question, Growth of National Culture, 1800 to 1848**

**6 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 relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

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>		
<b>Responses that do not earn this point:</b> <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> <b>Examples that do not earn this point:</b> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"A national culture grew in the United States between 1800 and 1848."</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>"The Hudson River School encouraged the painting of landscapes."</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The American Revolutionary War created a new nation."</i></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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"During the first half of the nineteenth century, Americans gradually developed more of a national culture. Although regional identities continued to define many Americans, many people also saw themselves as being members of one nation due to the expansion of voting rights for White men and the emergence of distinctly American literary and cultural movements."</i></li> </ul> <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>"The U.S. was developing a unified national culture by embracing the ideals of the founding documents, individuality, and voting rights."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Economic growth contributed to the growth of a national culture."</i> [Minimally acceptable thesis/claim]</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization	<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>[0-1 points]</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The experience of fighting together in the Second World War helped bring Americans together and fostered a national culture."</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>"Because they lived in the United States, Americans had a lot in common and developed a national culture."</i></li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the growth of a national culture in the United States from 1800 to 1848.</li> </ul> <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>Development of colonial regions</li> <li>Anglicization during the colonial era</li> <li>American Revolution</li> <li>Declaration of Independence</li> <li>Constitutional Convention</li> <li>Federalism</li> <li>Napoleonic Wars</li> <li>Civil War</li> <li>Chinese Exclusion Act</li> <li>Immigration from southern and eastern Europe</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"Cultural diversity in the United States started during the colonial era when different colonial regions, such as the northern and southern colonies, developed different regional cultures due to differences in the Europeans who settled there and their relationship to slavery."</i></li> <li><i>"Americans debated about the power of the federal government during the founding."</i> [Minimally acceptable contextualization]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to 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>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of 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.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>"Mark Twain's novel The Adventures of Huckleberry Finn is often considered one of the defining works of American literature."</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the growth of a national culture in the United States from 1800 to 1848.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Market revolution</li> <li>Rise of political parties [e.g., Democrats v. Whigs]</li> <li>The Second Great Awakening</li> <li>Romanticism</li> <li>Louisiana Purchase</li> <li>Manifest Destiny</li> <li>War of 1812 / <i>Star-Spangled Banner</i></li> <li>Era of Good Feelings</li> <li>National Road / Erie Canal</li> <li>Henry Clay / American System</li> <li>Literary figures [e.g., Irving, Poe, Emerson, Fuller]</li> <li>Jacksonian America/Era of the "Common Man"</li> <li>Church of Jesus Christ of Latter-day Saints [Mormons]</li> <li>Southern regional culture</li> <li>Slave revolts [e.g., Prosser, Turner, Vesey]</li> <li>Declaration of Sentiments</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The War of 1812 was fought between the United States and the British, and the 'Star-Spangled Banner' was written during it."</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The 'Star-Spangled Banner,' written during the War of 1812, celebrated American endurance and eventually became the national anthem, a common unifying element in American culture." [Uses evidence to support an argument about how cultural and literary works helped bring Americans together in a common national culture]</i></li> <li><i>"Nat Turner's Rebellion and the German Coast uprising in Louisiana, illustrates how national culture throughout the period remained fractured along racial lines." [Uses evidence to support an argument about how the growth of slavery hindered the growth of a common national culture]</i></li> <li><i>"The construction of transportation innovations such as the Erie Canal and the National Road helped to physically connect Americans and promoted the growth of a national culture." [Uses evidence to support an argument about the market revolution and transportation innovation supporting a national culture]</i></li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>	
<b>Examples that do not earn points:</b> <b>May include evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"The Second Great Awakening was a religious revival during the first half of the 1800s."</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how literary and artistic developments contributed to the growth of a common American culture.</li> <li>Explaining how cultural ideas about slavery in the North differed from ideas about slavery in the South.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"Authors such as Washington Irving, Nathaniel Hawthorne, and James Fenimore Cooper all wrote widely read stories and books about aspects of American life. These shared stories, read by</i></li> </ul>	<b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>A response may argue that the most important causes of the growth of national culture were related to economic development. It points to the ways that the West relied on products produced in northern factories and how northern factories relied on the southern cotton. It complicates this by pointing out that an effect of this economic development was cultural fractionalization because of debates over slavery's expansion. [Explains multiple causes]</li> <li>A response may argue that a broadly democratic American culture emerged in the first half of the 1800s due to the expansion of voting rights for White men. It then complicates this argument with evidence of the limits on democracy for women, African Americans, and Native Americans during this era. [Explains multiple perspectives]</li> </ul>	

	<p><i>thousands of Americans, contributed to the growth of an American national culture.</i>" [Indicates a cause of the growth of a common American culture]</p>	<ul style="list-style-type: none"><li>• A response may argue that commercialization through the market revolution and the growth of religion during the Second Great Awakening contributed to a common American culture in the first half of the 1800s. It discusses the market revolution and religion as causes of the growth of national cultural in several geographical regions, including the movement of the Church of Jesus Christ of Latter-day Saints from the Burned-over District in the North to the West and the economic links between the North and the South through industrialization and cotton plantation agriculture. [Explains relevant and insightful connections across geographical areas]</li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li><li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>• While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li></ul>		

**Question 4: Long Essay Question, Movements for Social Change 1945 to 1980**

**6 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 relative importance of the effects of movements for social change from 1945 to 1980.

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>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The rise of movements for social change in the period from 1945 to 1980 had many effects."</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>"The rise of movements for social change in the period from 1945 to 1980 had social, political, and economic effects."</i></li> </ul> <p><b>Provide a claim that is not historically defensible</b></p> <ul style="list-style-type: none"> <li><i>"The rise of movements for social change from 1945 to 1980 led to fewer political rights for African Americans."</i></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>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the relative importance of the effects of movements for social change from 1945 to 1980. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Social change movements during the second half of the 20th century created significant effects in American society. While the Civil Rights and student movements promoted social change, an important effect was also that conservatives sought to advocate against some changes and for traditional values and ways of life."</i></li> </ul> <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>"Movements for social change in the United States had several successes, the most important of which was greater social equality for women and people of color."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"As a result of the Civil Rights movement many groups gained political rights."</i> [Minimally acceptable thesis/claim]</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization	<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>[0-1 points]</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The ideas of the Enlightenment provided a context that shaped post-Second World War movements for social change."</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>"Economic changes that characterized American life in the post-Second World War era helped prompt the rise of movements for social change."</i></li> </ul>	<p><b>Decision Rules and Scoring Notes</b></p> <p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to movements for social change from 1945 to 1980.</li> </ul> <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>Jim Crow/Segregation</li> <li>Nineteenth Amendment</li> <li>Roaring Twenties/Great Depression</li> <li>Second World War</li> <li>Cold War</li> <li>Red Scare</li> <li>Globalization</li> <li>Deindustrialization</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"The African American Civil Rights movement responded to the Jim Crow racial segregation that pervaded American life since the late nineteenth century."</i></li> <li><i>"The Second World War helped get the U.S. economy out of the Great Depression."</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</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 [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to 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>two</b> pieces of specific and relevant evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of 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.</li> </ul> <b>Examples that do not earn points:</b> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li>"W. E. B. Du Bois helped establish the NAACP."</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to movements for social change from 1945 to 1980.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li><i>Brown v. Board of Education of Topeka</i></li> <li>Martin Luther King, Jr.</li> <li>Rosa Parks</li> <li>Civil Rights movement</li> <li>Civil Rights Act of 1964</li> <li>Voting Rights Act of 1965</li> <li>Black Panther Party</li> <li>Lyndon Johnson</li> <li>Great Society</li> <li>Chicano movement</li> <li>César Chávez</li> <li>American Indian Movement [AIM]</li> <li>Counterculture</li> <li>Richard Nixon</li> <li>Southern Strategy</li> <li>Feminist movement</li> <li>National Organization for Women [NOW]</li> <li><i>Roe v. Wade</i></li> <li>Equal Rights Amendment [ERA]</li> <li>Phyllis Schlafly</li> <li>Students for a Democratic Society [SDS]</li> <li>Antiwar movement</li> <li>Beatniks</li> <li>Rachel Carson</li> <li>Ralph Nader</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the relative importance of the effects of movements for social change from 1945 to 1980.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The ideals of Students for a Democratic Society, as expressed in the Port Huron Statement, helped establish a new model for political activism."</i> [Uses evidence to support an argument about the rise of student political activism]</li> <li><i>"The Stonewall riots marked a transition in which gays and lesbians became more visible and politically active."</i> [Uses evidence to support an argument about the growth of LGBT rights movements]</li> <li><i>"The American Indian Movement's occupation of Alcatraz increased the prominence of demands for Native American rights."</i> [Uses evidence to support an argument about the influence of civil rights activism on Native American activists]</li> </ul>

- Student Nonviolent Coordinating Committee [SNCC]
- Southern Christian Leadership Conference [SCLC]
- Stonewall riots
- Young Americans for Freedom
- Ronald Reagan

**Example of a statement that earns one point for evidence:**

- *"The Civil Rights Movement saw major victories in the mid-1960s with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965."*

**Additional Notes:**

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  [0-2 points]	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
<b>Decision Rules and Scoring Notes</b>			
	<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the effects of movements for social change from 1945 to 1980. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul>
	<b>Examples that do not earn points:</b> <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"The Equal Rights Amendment was not ratified."</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how the African American Civil Rights movement contributed to an expansion of civil and voting rights.</li> <li>Explaining similarities and differences between the student movements of the 1960s and the African American Civil Rights movement.</li> </ul> <b>Example of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"Actions by the African American civil rights activists contributed to the passage of the Civil Rights Act of 1964, which outlawed racial segregation in the"</i></li> </ul>	<b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>A response may argue that multiple movements caused change the nature of political activism. It discusses how African American activist won greater civil rights, women's rights activists influenced new gender norms for women in public life and the workplace, student activists rejected the values of earlier generations, conservative activists helped grow the New Right. [Explains multiple causes]</li> <li>A response may argue that the African American Civil Rights movement helped cause a significant expansion of rights and reduction of segregation. It then qualifies that argument with evidence that segregation persisted and that full equality was not achieved during this era. [Explains both continuity and change]</li> </ul>

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	<p><i>United States.</i>" [Indicates an effect of the African American Civil Rights movement]</p>	<ul style="list-style-type: none"><li>The response argues that the student movements of the 1960s led to important changes in society such as growing freedom of speech. It then argues that the most important effect of movements for social change at this time was the emergence of a new conservative movement that eventually led to the rise of Ronald Reagan. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]</li></ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li><li>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li><li>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</li></ul>		