

2023



AP[®] United States History

Scoring Guidelines Set 2

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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.

- (A)** Briefly describe one major difference between Gordon-Reed's and Breen's interpretations of the American Revolution. **1 point**

Examples that earn this point include the following:

- Gordon-Reed mainly looks at the impact of the Revolution on African Americans, but Breen focuses on ordinary colonists without power.
- Gordon-Reed argues that the Revolution did not live up to its perceived goals for African Americans, whereas Breen argues that the Revolution resulted in significant social change.
- Breen argues that the American Revolution resulted in many people actually having new opportunities to improve their situation, while Gordon-Reed argues that enslaved African Americans hoped that talk of liberty would spread during the Revolution.

- (B)** Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Gordon-Reed's interpretation. **1 point**

Examples that earn this point include the following:

- Gordon-Reed's argument about African Americans' hope that talk of liberty would spread is evident in calls for abolition during and after the American Revolution.
- The Declaration of Independence inspired many African Americans in northern states to petition state governments for freedom.
- The contradiction between revolutionaries' calls for freedom and the existence of slavery led to the formation of antislavery organizations such as the Pennsylvania Abolition Society.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Negotiations related to the three-fifths clause
- Constitutional provision to allow the abolition of the international slave trade
- Growing regional divide over slavery

- Passage of Northwest Ordinance
- African Americans fighting in the Revolution

(C) Briefly explain how one specific event or development from 1763 to 1800 not explicitly mentioned in the excerpts could be used to support Breen’s interpretation. **1 point**

Examples that earn this point include the following:

- The Patriot cause was supported by laborers and colonial leaders through various protests, which supports Breen’s argument that the Revolution contributed to greater opportunity.
- The Declaration of Independence challenged the status quo by asserting the political rights of citizens, which inspired many to support the Patriot cause and the creation of the United States.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- The development of republican motherhood
- The ideas in Thomas Paine’s *Common Sense*
- Participation in political parties
- Bill of Rights
- Federalist and Anti-Federalist debates
- Various political activities, such as protests, boycotts, and resistance to taxes

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.

(A) Briefly describe one purpose of the women’s organization in producing the pamphlet. **1 point**

Examples that earn this point include the following:

- The purpose of the excerpt was to support women’s suffrage.
- The pamphlet attempted to convince the reader that women had earned political rights through their actions during and following the Civil War.

(B) Briefly explain how one specific event or development from 1840 to 1900 that is not mentioned in the passage resulted in ideas such as those expressed in the excerpt. **1 point**

Examples that earn this point include the following:

- The wartime destruction of the South’s infrastructure contributed to the concerns expressed by the author about the impact of the Civil War.
- Women realized they needed to abandon traditional roles due to the economic challenges of the Civil War.
- The participation of women in moral and social reform movements in the mid-to-late 1800s set the stage for greater access to the public sphere.
- The increased role of working-class women in industrial labor led to calls for political rights so that women could have their say over working conditions.
- Beginning in the 1840s and continuing to the end of the century, suffrage advocates pushed for greater political access for women, gaining suffrage in some Western states and territories by 1900.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Creation of the “New South”
- Expanded opportunities for women, such as being nurses or teachers
- Seneca Falls Convention
- Traditional roles of women related to the Cult of Domesticity

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| (C) | Briefly explain how ideas such as those expressed in the excerpt resulted in one specific effect from 1900 to 1945. | 1 point |
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Examples that earn this point include the following:

- Activism by women seeking political rights led to the passage of a suffrage amendment.
- The passage of suffrage rights like that called for in the excerpt contributed to increasing social and economic freedom for women in the 1920s.
- Ideas like this led to women's employment increasing outside the home during the First and Second World Wars for many of the same reasons as during the Civil War.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Progressive movements led by women
- Debates over gender roles and traditional family structures

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.

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- (A)** Briefly describe one way in which religion influenced European migration to the Americas from 1500 to 1700. **1 point**

Examples that earn this point include the following:

- British migrants sought religious freedom in the American colonies.
- Spanish Christians desired to spread their religion in the Americas.
- Persecution in England against Puritans motivated them to come for religious freedom.
- Religious rivalry between Protestant and Catholic countries contributed to frequent warfare in Europe, which encouraged migration to American colonies.
- French Catholic missionaries migrated to North America to found settlements that incorporated Native Americans.
- English missionaries migrated to North America and formed praying towns with Native American converts to Christianity.

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- (B)** Briefly explain one similarity in how religion influenced the development of two colonies in North America from 1600 to 1700. **1 point**

Examples that earn this point include the following:

- One of the motivations for Europeans to establish and expand colonies on the East Coast and in the Southwest was to spread Christianity.
- Puritans developed strict rules about behavior because of their religious beliefs, leading to more social uniformity in Massachusetts and Connecticut.
- The colonies of the southern Atlantic coast and the British West Indies included large numbers of enslaved Africans who developed their own forms of religious autonomy that shaped the culture of both societies.
- Catholics in Maryland and Protestants in Virginia resulted in the British Colonies being majority Christian.

- Both New France and New Spain discouraged non-Catholic migration and maintained relative Catholic religious uniformity.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Colonies established with a majority Anglican (Church of England) population
- Colonies established by people seeking religious freedom
- Colonies founded with the idea of religious toleration and diversity
- Religious justifications for subjugating Native Americans

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| (C) | Briefly explain one difference in how religion influenced the development of two colonies in North America from 1600 to 1700. | 1 point |
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Examples that earn this point include the following:

- Puritans created more religiously devout colonies in the North, while Southern colonies had lower church membership.
- The religious diversity of the middle colonies led to more tolerance than in Puritan-dominated New England.
- While Virginia was settled by mostly Protestants, toleration in Maryland allowed for settlement by diverse religious groups such as Catholics and others.
- Whereas Puritan mistreatment of Native Americans in Massachusetts resulted in conflict in the seventeenth century, Pennsylvania avoided conflict with Native Americans until the mid-eighteenth century, largely due to the pacifist influence of Quakers.
- Massachusetts's Puritanism led it to develop a society less tolerant of other religious views, while Pennsylvania's Quaker influence made it more open and inclusive.
- Puritanism in Massachusetts and other strains of radical Protestantism inspired, in some areas of life, egalitarianism, whereas the predominance of high church Anglicanism in colonies like Virginia reinforced social hierarchy.
- Religion in New England and the Middle colonies had a significant influence on the motivation for colonial foundation; however, religion had less influence compared to economic factors in Southern colonies.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Catholic settlements in New Spain compared to Puritan settlements in Massachusetts Bay

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.

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- (A) Briefly describe one way in which economic development influenced migration within the United States from 1890 to 1945. **1 point**

Examples that earn this point include the following:

- Migration to the North was prompted by the availability of industrial jobs.
- The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
- Migration to the Northeast accelerated as the region experienced a significant increase in defense industry jobs during the World War II.
- People moved to the Sunbelt as the region developed new large agricultural businesses to produce farm goods between 1890 and 1945.
- Migration out of the South was influenced by the lack of economic development because of a continued focus on sharecropping and cash-crop agriculture.
- Migration to cities in the South was driven by increased textile manufacturing and the encouragement of industrialization and urbanization in the New South.
- The Midwest experienced population growth due to the development of the iron and steel industries.
- The growth of mechanized and commercial agriculture in the Midwest and South led people to migrate to urban areas or to leave the regions entirely seeking new employment.
- The growth of mining and the expansion of agriculture via irrigation in the West attracted new migrants.

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- (B) Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000. **1 point**

Examples that earn this point include the following:

- Road construction led to suburbanization in both the Northeast and the West.
- As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of many Americans to the South and West, contributing to the emergence of these regions as a significant political and economic force.
- Both the South and the West saw growth in manufacturing industries because of the draw for businesses of low state tax rates and low levels of unionization.
- African Americans migrated to both northern and southern urban cities in search of manufacturing and industrial jobs.
- The Midwest and Northeast declined as a percentage of the nation's overall population as a result of declining industry in the "Rust Belt."
- The Sun Belt and Northwest experienced population growth due to expanding employment in Cold War defense industries.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Impact of the Baby Boom on various regions

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- (C) Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000. **1 point**

Examples that earn this point include the following:

- The influence of the South increased as manufacturing industries grew in the region, while the influence of the North declined.
- The economic development that came with population shifts to the South and West led to an increase in these regions' cultural and political influence, a development that did not occur in the Northeast.
- While the Sun Belt grew rapidly in population as a result of jobs, the Midwest and Northeast declined as a percentage of the nation's overall population as a result of declining industry in the "Rust Belt."
- The decline of jobs in many sectors, including industrial and manufacturing, and continuing racial tension, led some African Americans to move from Rust Belt cities to the western Sun Belt.
- The states in the Sun Belt generally restricted unions, while Northern states still protected labor rights to organize.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- The influx of retirees moving to the Sun Belt
- A "reverse Great Migration" as African Americans began moving back to the South
- Impact of air conditioning on migration

Total for question 4 3 points

Question 1: Document-Based Question, 19th Century Citizenship

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 definitions of United States citizenship changed from 1865 to 1920.

| Reporting Category | Scoring Criteria | |
|--|---|--|
| Row A Thesis/Claim (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. |
| Decision Rules and Scoring Notes | | |
| Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. Examples that do not earn this point: <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"From 1865 to 1920, America became much more diverse with immigration from new parts of the world and the addition of new territories."</i> <p>Provide an overly generalized response to the prompt</p> <ul style="list-style-type: none"> <i>"There were some social and political changes to definitions of citizenship during Reconstruction."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Definition of United States citizenship changed from 1865 to 1920."</i> | Responses that earn this point: <p>Provide a historically defensible thesis or claim about how the definitions of United States citizenship changed from 1865 to 1920. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"Amendments to the Constitution following the end of the Civil War resulted in some expansion of who was considered a citizen of the United States, but many states restricted the ability of citizens to use their rights."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"Due to new constitutional amendments, immigration restriction, and wartime panics, definitions of citizenship both expanded and contracted in the period between 1865 and 1920."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The passage of new constitutional amendments expanded the scope of who could become a citizen."</i> (Minimally acceptable thesis/claim) | |
| Additional Notes: <ul style="list-style-type: none"> 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). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. | | |

| Reporting Category | Scoring Criteria | |
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| Row B Contextualization (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| Decision Rules and Scoring Notes | | |
| Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. | | Responses that earn this point: Accurately describe a context relevant to how the definitions of United States citizenship changed from 1865 to 1920. |
| Examples that do not earn this point: <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“The market revolution changed the economy a lot before 1865.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> <i>“Before the Civil War, immigrants were not allowed to become citizens.”</i> | | Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The Alien and Sedition Acts <i>Dred Scott</i> case The Civil War Immigration from Southern and Eastern Europe The expansion of United States settlement in the West Imperialism/Spanish-American War <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“Before the Civil War, the Supreme Court decided in the Dred Scott case that African Americans could not be United States citizens.”</i> <i>“Early in United States history, citizenship rights for immigrants were controversial in wartime, like when the Alien and Sedition Acts were passed during the Quasi-War with France.”</i> <i>“In the year 1865, the United States Civil War came to an end, and afterward, so did the legalized system of human slavery in the South.”</i> (Minimally acceptable context) |
| Additional Notes: <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. | | |

| Reporting Category | Scoring Criteria | | |
|--|--|--|--|
| Row C Evidence (0-3 points) | Evidence from the Documents | | |
| | 0 points | 1 point | 2 points |
| | Does not meet the criteria for one point. | Uses the content of at least three documents to address the topic of the prompt. | Supports an argument in response to the prompt using at least six documents. |
| Decision Rules and Scoring Notes | | | |
| <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Use evidence from less than three of the documents • Misinterpret the content of the document • Quote, without an accompanying description, of the content of the documents • Address documents collectively rather than considering separately the content of each document | <p>Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address how the definitions of United States citizenship changed from 1865 to 1920.</p> <p>Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> • (Document 1): “In Document 1 Sojourner Truth wants rights for women too.” • (Document 6): “Document 6 says that Puerto Ricans are citizens of the United States.” | <p>Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents.</p> <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> • (Document 1): “During debates about extending voting rights to African American men, some critics, like Sojourner Truth, argued that Congress did not go far enough and that the franchise should be extended to women.” (Uses evidence from Document 1 to support an argument about how many Americans called for expanding citizenship after the Civil War) • (Document 6): “While the United States did not grant citizenship to the residents of some possessions acquired during the Spanish-American War, like the Philippines, in others, citizenship rights were granted as with Puerto Rico through the Jones-Shafroth Act.” (Uses evidence from Document 6 to support an argument about the selective expansion of United States citizenship in territories taken during the Spanish-American War) | <p>Additional Notes: 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.</p> |

| Row C (Continued) | Evidence beyond the Documents: | |
|--|---|--|
| | 0 points Does not meet the criteria for one point. | 1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt or in any of the documents. Provide a passing phrase or reference. | <p>Responses that earn this point:</p> <p>Must use at least one specific piece of historical evidence relevant to how the definitions of United States citizenship changed from 1865 to 1920.</p> <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Thirteenth Amendment (1865) Fourteenth Amendment (1868) Freedmen's Bureau Black codes Jim Crow laws The Chinese Exclusion Act (1882) Dawes Act (1887) Ellis Island Settlement houses Jane Addams Incorporated United States territories (e.g., Alaska after 1912, Hawaii after 1900) Unincorporated United States territories (e.g., the Philippines, Guam) Nineteenth Amendment (1920) <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> <i>"Through the settlement house movement, reformers sought to help assimilate immigrants to American society, as they believed that this would help them to become better United States citizens."</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how some Americans believed that citizenship was not enough to fully integrate new Americans into society) <i>"After the Civil War, through the passage of the Chinese Exclusion Act the United States brought into question for the first time the ability of immigrants to come to the United States and become naturalized citizens."</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about the contraction of citizenship rights in the late 1800s) | <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. |

| Reporting Category | Scoring Criteria | |
|--|---|---|
| Row D Analysis and Reasoning (0-2 points) | Sourcing | |
| | 0 points Does not meet the criteria for one point. | 1 point 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>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. 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. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>"The audience for Document 2 was government officials."</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>"The purpose of Document 7 was to assimilate new immigrants."</i> | <p>Responses that earn this point: 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>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 5): <i>"From the point of view of an African American activist, Du Bois’ argument that full citizenship required his civil rights to be protected, added to calls for ending racial discrimination to allow African Americans the full benefit of their rights."</i> (Provides sourcing regarding the point of view of the document relevant to an argument that social activists fought against racism to protect the rights of citizens who faced discrimination) <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 7): <i>"The purpose of Document 7 was to encourage the idea that immigrants could only become fully American if they assimilated into United States culture."</i> (Provides sourcing regarding the purpose of the document relevant to an argument that the American viewed citizenship as insufficient for integrating immigrants into society) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 3): <i>"This historical situation of Document 3 was that the passage of the Chinese Exclusion Act had restricted the ability of Chinese immigrants to become American citizens. But the Supreme Court reinforced the 14th Amendment by stating that anyone born in the United States, regardless of where their parents came from, was a citizen."</i> (Provides sourcing regarding the historical situation of the document relevant to an argument that citizenship was progressively expanded between 1865 and 1920 despite the persistence of racism in society) <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> (Document 2): <i>"During the late 1800s, the United States was engaged in warfare with Native Americans. Government officials, who were the audience for Document 2, were seeking to find ways to end conflicts with Native Americans and believed that forced assimilation and, eventually, United States citizenship, would end warfare and integrate Native Americans into American society."</i> (Provides sourcing regarding the audience of the document relevant to an argument that citizenship was used as a tool by the United States government to facilitate westward expansion) |

| Row D (continued) | Complexity | |
|--|---|---|
| | 0 points Does not meet the criteria for one point. | 1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. |
| Decision Rules and Scoring Notes | | |
| | | <p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The response argues that gains for African American citizenship were limited between 1865 and 1920 by racial discrimination. It then corroborates that argument with evidence of continued economic limitations on African Americans through systems such as sharecropping. • The response argues that the definition of who could be an American citizen expanded between 1865 and 1920. It then qualifies that argument with evidence of nativist sentiment in the period opposed to immigrants from China or southern and eastern Europe becoming citizens. • The response argues that American citizens became relatively more equal to each other between 1865 and 1920. It then qualifies the argument with evidence that the imperial expansion of the United States overseas led to the incorporation of people into the United States who were not given the rights of citizens. • The response acknowledges that significant changes in citizenship occurred between 1865 and 1920. It then modifies the argument with evidence that these changes were largely irrelevant because of the persistence of racism in the period. |
| <p>Additional Notes: 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. Sojourner Truth, speech, 1867 | <ul style="list-style-type: none"> • Argues that formerly enslaved African American men and women should both be granted rights • Argues for equal rights between men and women | <ul style="list-style-type: none"> • As a formerly enslaved African American woman, Sojourner Truth believed that both men and women should be equal as citizens, which contributed to activism for expanding citizenship in the United States. (point of view) • Sojourner Truth's purpose was to criticize the extension of rights such as suffrage to African American men but not to women, showing the limitations of definitions of who should be a United States citizen in the 1860s. (purpose) |
| 2. Commissioner of Indian Affairs, Department of the Interior, annual report, 1887 | <ul style="list-style-type: none"> • Argues for the cultural assimilation of Native Americans • Calls for education so that Native Americans can become United States citizens • Claims that assimilating Native Americans as citizens will benefit them | <ul style="list-style-type: none"> • During the later 1800s, the United States engaged in warfare with Native Americans, which many government officials sought to end through the long-term assimilation of Native Americans into United States society. (situation) • The audience for the report was United States government officials who were seeking to implement policies that would better allow the United States to control Native Americans in the West, which included forced assimilation and the granting of citizenship. (audience) |
| 3. United States Supreme Court ruling in <i>United States v. Wong Kim Ark</i> , 1898 | <ul style="list-style-type: none"> • Declares that ethnic Chinese people born in the United States are United States citizens • States that foreign-born Chinese Americans cannot become naturalized citizens under existing laws | <ul style="list-style-type: none"> • With limits placed on many Chinese people becoming United States citizens, the Supreme Court had to decide whether birthright citizenship under the Fourteenth Amendment applied to Chinese Americans. It determined it was constitutional, which expanded citizenship to some Chinese Americans, despite widespread nativist sentiment. (purpose) • During the 1880s, Congress restricted immigration from China through the Chinese Exclusion Act, but many Chinese Americans had already come to the United States during gold rushes or to work on transportation projects, and those born in the country became citizens. (situation) |
| 4. United States Supreme Court ruling in <i>Downes v. Bidwell</i> , 1901 | <ul style="list-style-type: none"> • Declares that the United States could decide the citizenship status of the residents of its overseas empire • Claims that Congress must explicitly grant citizenship to the residents of newly acquired territories • Argues that Congress may consider the different cultures and races of the residents of colonial possessions in deciding whether to grant citizenship | <ul style="list-style-type: none"> • After the Spanish-American War, the United States acquired new colonial possessions overseas, and many people claimed that the residents of these colonies should not become full citizens because they were racially different from or inferior to White Americans. (situation) • The purpose of the Supreme Court decision was to clarify the legal status of the overseas possessions acquired during the Spanish-American War, in relation to the rest of the country. Its decision allowed the United States to treat the residents of these territories differently from full United States citizens and to govern them as colonies rather than as equals to the existing states. (purpose) |

| | | |
|--|---|--|
| 5. W. E. B. Du Bois, "A Philosophy for 1913," <i>The Crisis</i> , 1913 | <ul style="list-style-type: none"> • Declares that he is a United States citizen • Argues that he cannot perform the duties of citizenship if his rights are not protected • Declares he will assert his rights, including the right to vote • Seeks full equality with other Americans | <ul style="list-style-type: none"> • As an African American activist, Du Bois asserted that his rights as a citizen lacked meaning if he could not use them in practice by voting and having access to public accommodations, and thus he sought full citizenship by opposing and ending racial discrimination. (point of view) • Despite the passage of the Civil War amendments, many states limited African Americans' rights through voting restrictions, domestic terrorism, and racial segregation, which prevented them from being full citizens in practice. (situation) |
| 6. Jones-Shafroth Act, 1917 | <ul style="list-style-type: none"> • Declares due process of law and equal protection under the law for the people of Puerto Rico • Grants Puerto Ricans United States citizenship • Declares that the law of Puerto Rico shall be administered under the United States Constitution | <ul style="list-style-type: none"> • After the Spanish-American War, Puerto Rico, rather than giving it nominal independence like Cuba or colonizing it like the Philippines, was incorporated more closely into the United States, with United States citizenship granted to its residents, which expanded definitions of citizenship in the United States. (situation) |
| 7. "National Americanization Day," poster, circa 1915–1919 | <ul style="list-style-type: none"> • Depicts Uncle Sam shaking the hand of a worker holding a pickaxe • Depicts an immigrant receiving citizenship papers from an official • Encourages Americans to welcome foreign-born residents and naturalized citizens and celebrate with them on the Fourth of July • Encourages foreign-born Americans to pledge loyalty to the United States | <ul style="list-style-type: none"> • During the early 1900s, immigration from Southern and Eastern Europe grew rapidly, and many Americans worried that immigrants and naturalized citizens needed to be better assimilated into United States society to preserve social peace and democratic institutions. (situation) • The purpose of the poster was to encourage Americans to be welcoming of foreign-born citizens into the country while encouraging their assimilation into United States culture, which represented an expansion of who could become a citizen through a narrow definition of how citizens should behave and act. (purpose) |

Question 2: Long Essay Question, Colonial Revolutionary Movement

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 extent to which changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.

| Reporting Category | Scoring Criteria | |
|--|--|--|
| Row A Thesis/Claim (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"There were many causes of the revolutionary movement in British North American colonies."</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"Colonial relationships with Native Americans changed during this period."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Changes in colonial societies in North America contributed to the growth of a revolutionary movement."</i> | <p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"While Enlightenment ideals from Europe influenced the emergence of a revolutionary movement in North America, what was more influential was the attempt to increase taxation on the colonies without representation."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"Traditions of self-government and economic changes influenced the growth of revolutionary movements from 1700 to 1776."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The growth of ideas of self-government helped colonists to unite in a revolutionary movement."</i> (Minimally acceptable thesis/claim) | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. | | |

| Reporting Category | Scoring Criteria | |
|--|---|--|
| Row B Contextualization (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“Spanish missionaries sought to convert Native Americans to Catholicism during this time.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>“The 1700s were a time of greater connection between Europe and North America.”</i> | <p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.</p> | |
| | <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> European voyages to the Americas Puritans in New England Plantation economies in the southern colonies Growth of ethnic and religious diversity in the middle colonies Native American alliances/conflicts Salutary Neglect Widespread literacy in the colonies <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“The Puritans in New England developed small towns and family farms, while Virginia developed an economy based on the cultivation of tobacco on plantations.”</i> <i>“The British founded several colonies along the east coast of North America in the hopes of making money for the mother country. As these colonies grew, they exported valuable goods to Europe.”</i> (Minimally acceptable context) | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. | | |

| Reporting Category | Scoring Criteria | | |
|--|--|--|---|
| Row C Evidence (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Provides specific examples of evidence relevant to the topic of the prompt. | 2 points Supports an argument in response to the prompt using specific and relevant examples of evidence. |
| Decision Rules and Scoring Notes | | | |
| <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"Puritans seeking religious freedom established a colony at Plymouth Bay."</i> | | <p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Navigation Acts Anglicization First Great Awakening Transatlantic print culture Enlightenment Queen Anne's War King George's War Seven Years' War Albany Plan of Union <i>Common Sense</i> John Locke Stamp Act Colonial smuggling Quebec Act Townsend Duties Tea Act Boston Tea Party Coercive/Intolerable Acts Declaration of Independence Quartering Act Boston Massacre <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"By 1776 many North American colonies became culturally closer to Great Britain as a result of transatlantic print culture and the spread of Enlightenment ideas."</i> | <p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"The British government sought to increase taxes in order to pay for the Seven Years' War, which made colonists angry."</i> (Uses evidence to support an argument about an economic cause of the revolution) <i>"The willingness of colonists to use violence against British interest, like during the Boston Tea Party, shows how colonial culture changed to be more revolutionary."</i> (Uses evidence to support an argument about how colonists' responses to British actions changed) <i>"Colonial smuggling of taxed goods increased British efforts to control it, which encouraged more consistent efforts by the colonists to organize resistance."</i> (Uses evidence to support an argument about cause and effect of British actions in the colonies) |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. (For example, supporting a two-part argument about how northern and southern colonies responded to British policies with evidence comparing northern merchants and southern landowners.) | | | |

| Reporting Category | Scoring Criteria | | |
|--|--|---|---|
| Row D Analysis and Reasoning (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt. | 2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. |
| Decision Rules and Scoring Notes | | | |
| Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. | Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement, although the reasoning may be uneven, limited, or imbalanced. | Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. | |
| Examples that do not earn points: Provide reasoning but do not address the prompt <ul style="list-style-type: none"> <i>"The First Great Awakening influenced religious change in British colonies."</i> | Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how economic changes in the colonies throughout the 1700s created a shared sense of distrust of British policies. Discussing how different groups like merchants, landowners, and the clergy responded to revolutionary movements. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"Because merchants in New England were often most directly impacted by new British taxation, they were often vocally in favor of adopting a revolutionary attitude."</i> (Indicates an effect of changing British policies on colonial attitudes) | Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that changes brought by British policies caused the revolutionary movement. It then corroborates that argument with evidence of the economic impact of tax policy, the demographic impact of migration policies, and the political impact of new legislation. The response argues Anglicization contributed to a shared identity among colonists, which contributed to a shared revolutionary movement. It then qualifies that argument with evidence about how colonial regions responded differently to British imperial oversight. The response argues that changes brought by Britain's political mistreatment of its colonies contributed to a revolutionary backlash. It then qualifies the argument with evidence about how other British colonies in Canada and the Caribbean did not revolt against Britain. The response argues that any changes in colonial society were largely irrelevant to the growth of the revolutionary movement. It then modifies the argument with evidence that it was almost exclusively changes in British imperial policy that caused the revolutionary movement. | |
| Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | | |

Question 3: Long Essay Question, 19th Century Growth of Political Parties

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 extent to which changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.

| Reporting Category | Scoring Criteria | |
|---|--|--|
| Row A Thesis/Claim (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"There were many ways that the debates over the role of government in the United States contributed to political party growth from 1800 to 1854."</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"Changes in the United States economy in the early 1900s contributed to the development of new regional and national government policies."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854."</i> | <p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> | |
| <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"While the acquisition of territories to expand the United States contributed to some political debate, the issue of whether the federal government should allow slavery to expand into new territories was the primary cause of political party growth from 1800 to 1854."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"Political debates over whether the government should intervene in the issues of slavery and internal improvements led to changes in political parties throughout the early nineteenth century."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Debates over the best role for the federal government in promoting business contributed to the growth of political parties."</i> (Minimally acceptable thesis/claim) | | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. | | |

| Reporting Category | Scoring Criteria | |
|--|--|---|
| Row B Contextualization (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| Decision Rules and Scoring Notes | | |
| | <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>"Under the Monroe Doctrine the United States asserted a right to limit European imperialism in the Western Hemisphere."</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>"The early nineteenth century was an era of significant political change."</i> | <p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> American Revolution United States Constitution State ratification conventions Federalists and Antifederalists Washington's Farewell Address Market revolution <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"Disagreement over the powers of the central government that began during the period of the Articles of Confederation persisted even after the United States Constitution was ratified, contributing to debates over economic policy and the formation of political parties."</i> <i>"In the Revolutionary War, America gained its independence from Britain. At first the government was pretty weak but before long the Constitution created our current government."</i> <i>"In the days of the early republic, there were those who supported the Constitution and a strong federal government and there were those who opted for a strong state government and opposed the Constitution."</i> (Minimally acceptable context) |
| | <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. | |

| Reporting Category | Scoring Criteria | | |
|--|--|---|---|
| Row C Evidence (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Provides specific examples of evidence relevant to the topic of the prompt. | 2 points Supports an argument in response to the prompt using specific and relevant examples of evidence. |
| Decision Rules and Scoring Notes | | | |
| <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"Federalists and anti-Federalists argued whether or not the U.S. Constitution should be ratified."</i> | | <p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Thomas Jefferson Alexander Hamilton Louisiana Purchase Revolution of 1800 Era of Good Feelings John Marshall <i>McCulloch v. Maryland</i> Supremacy of federal law <i>Gibbons v. Ogden</i> Commerce clause Second Bank of the United States American System Henry Clay Andrew Jackson Missouri Compromise Nicholas Biddle Internal Improvements Industrialization Democratic Party Whig Party Free Soil Party Republican Party <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"Henry Clay supported using federal funds to construct internal improvements like canals and roads through the American System."</i> | <p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers; this led to their increased prominence."</i> (Uses evidence to support an argument about how the continuity of debates from earlier periods increased the influence of political parties) <i>"When Jefferson bought Louisiana despite having previously argued against the Federalists ideas about expansive federal power, he showed that parties like the Democratic-Republicans grew in the 1800s even when there was some agreement about the role of government."</i> (Uses evidence to support an argument about how debates about the power of the federal government didn't always drive political party growth in the early 1800s) <i>"Politicians from regions like New England formed the Whig Party because they opposed the efforts of Jacksonian Democrats to deny that the federal government had the power to recharter the Second Bank of the United States."</i> (Uses evidence to support an argument about how debates over economic policy led to the growth of political parties) |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. (For example, supporting a two-part argument about how political compromises contributed to divisions within political parties, with evidence about the effect of the Missouri Compromise and the Compromise of 1850.) | | | |

| Reporting Category | Scoring Criteria | | |
|--|---|--|---|
| Row D Analysis and Reasoning (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt. | 2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. |
| Decision Rules and Scoring Notes | | | |
| Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. | Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854, although the reasoning may be uneven, limited, or imbalanced. | Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. | |
| Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> "Nicholas Biddle was the head of the Second Bank of the United States." | Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how attempts to create compromises over the issue of slavery contributed to the decline of the Whig Party. Discussing how the extension of suffrage to most White men by the government fueled support for the Democratic-Republican Party. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"As a result of attempts to compromise over the expansion of slavery, the inclusion of the Fugitive Slave Act as part of the Compromise of 1850 drove many in the North to begin to support political parties that were vocally antislavery."</i> (Indicates an effect of the federal government not resolving conflicts over the expansion of slavery) | Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that political parties grew out of debates about how to best use federal power to support the economic interests of Americans. It then corroborates that argument with evidence of how different sections of the United States developed different visions of an ideal society because of the growth of slavery in the South and the growth of industry in the North. The response argues that the Jeffersonian Republican Party first grew because it advocated in favor of restraining the power of the federal government. It then modifies that argument with evidence that Thomas Jefferson used presidential authority to expand United States territory, which contributed to the continued popularity of this party. The response argues that during the period known as the Era of Good Feelings, the collapse of the Federalist Party and decline in political opposition showed that most Americans were supportive of Democratic-Republican approaches to the role of the federal government. It then modifies the argument with evidence about the formation of new political parties due to divisions over the federal role in expanding slavery. | |
| Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | | |

Question 4: Long Essay Question, Civil Rights Activism

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 extent to which the growth of civil rights activism contributed to changes in government action between 1940 and 1980.

| Reporting Category | Scoring Criteria | |
|---|--|--|
| Row A Thesis/Claim (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. |
| Decision Rules and Scoring Notes | | |
| <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Civil rights activists became more influential during the period 1940 to 1980."</i> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The African American civil rights movement inspired other groups to demand rights, including Asian Americans, Latino Americans and LGBTQ+ Americans."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"Civil rights activism contributed to changes in government action between 1940 and 1980."</i> | <p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about how the growth of civil rights activism contributed to changes in government action between 1940 and 1980. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"While civil rights activists were able to convince legislators to enforce voting rights, the more important success of activists was securing favorable rulings by the Supreme Court."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"Both the legislative and judicial branches of the federal government responded to the pressure by civil rights activists in the mid-twentieth century by changing laws."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Civil rights activism forced the government to protect civil rights between 1940 and 1980."</i> (Minimally acceptable thesis/claim) | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. | | |

| Reporting Category | Scoring Criteria | |
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| Row B Contextualization (0-1 points) | 0 points Does not meet the criteria for one point. | 1 point Describes a broader historical context relevant to the prompt. |
| Decision Rules and Scoring Notes | | |
| | <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>"Prior to 1940, U.S. Foreign policy was shaped by debates about the merits of isolationism."</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>"As a result of new economic opportunities, the lives of many African American people were rapidly changing."</i> <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. To earn this point, the context provided must be more than a phrase or reference. | <p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Civil War Reconstruction Reconstruction Amendments Black codes Civil Rights Act of 1866 <i>Plessy v. Ferguson</i> Jim Crow laws National Association for the Advancement of Colored People (NAACP) National Association of Colored Women's Clubs (NACWC) W. E. B. Du Bois Challenges to conformity Progressive Era Immigration restrictions Internment of Japanese Americans Antiwar activism <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"During Reconstruction, the federal government had short-term successes in defending African Americans' civil rights, but ultimately Reconstruction failed."</i> <i>"As a result of the continuation of segregation, by the early 1900s many organizations like the NACWC began to organize to create social and political pressure for governmental reforms."</i> <i>"During World War II, Americans of many backgrounds joined the military and started working in factories to help America win. After the war, their participation led to big changes."</i> (Minimally acceptable context) |

| Reporting Category | Scoring Criteria | | |
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| Row C Evidence (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Provides specific examples of evidence relevant to the topic of the prompt. | 2 points Supports an argument in response to the prompt using specific and relevant examples of evidence. |
| Decision Rules and Scoring Notes | | | |
| Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"African American cultural influence increased during the Harlem Renaissance."</i> | Responses that earn 1 point: <u>Identify at least two specific historical examples relevant to how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.</u> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> <i>Brown v. Board of Education</i> <i>Martin Luther King, Jr.</i> Direct action Dixiecrats Montgomery bus boycott Malcolm X Asian American Political Alliance Sit-ins Freedom riders Occupation of Alcatraz Dolores Huerta Equal Rights Amendment César Chávez/United Farm Workers (UFW) Lyndon B. Johnson Civil Rights Act of 1964 National Organization for Women (NOW) March on Washington Southern Christian Leadership Coalition (SCLC) Voting Rights Act of 1965 Stonewall uprising New Conservatism/states' rights Barry Goldwater Desegregation of the U.S. military American Indian Movement (AIM) <i>Korematsu v. United States</i> <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"Martin Luther King, Jr. and civil rights groups engaged in direct action to combat racial discrimination."</i> | Responses that earn 2 points: <u>Use at least two specific historical examples to support an argument regarding how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.</u> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"Advocacy and protests by civil rights activists pressured the federal government to become more involved in protecting the civil rights of African Americans by passing new laws like the Civil Rights Act of 1964."</i> (Uses evidence to support an argument about the effect of civil rights activism on government policy) <i>"Civil rights groups often use test cases like in Brown v. Board of Education to challenge segregation, and by the 1950s and 1960s the Supreme Court increasingly ruled in their favor."</i> (Uses evidence to support an argument about how civil rights activism through court challenges resulted in governmental change) <i>"Women's Rights Groups like NOW pushed for the Equal Rights Amendment, though it was not ratified by enough states to be enacted."</i> (Uses evidence to support an argument about how civil rights activism through a proposed constitutional amendment was blocked by government action at the state level) | |
| <p>Additional Notes:</p> <ul style="list-style-type: none"> 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. (For example, supporting a two-part argument about the debate between nonviolent and aggressive approaches to civil rights activism with evidence about how the federal government responded to the approaches differently.) | | | |

| Reporting Category | Scoring Criteria | | |
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| Row D Analysis and Reasoning (0-2 points) | 0 points Does not meet the criteria for one point. | 1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt. | 2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. |
| Decision Rules and Scoring Notes | | | |
| Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. | Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how the growth of civil rights activism contributed to changes in government action between 1940 and 1980, although the reasoning may be uneven, limited, or imbalanced. | Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. | |
| Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>"Activists protested segregation."</i> | Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Comparing different tactics that civil rights groups utilized in order to push for changes in government action. Explaining how politics changed as a result of civil rights reforms. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"While many of the successes of the civil rights movement were at the federal level, many states resisted enforcing these changes by arguing that they violated states' rights."</i> (Indicates differences in government actions as a result of civil rights activism) | Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that political activism led the federal government to pass laws protecting African American voting rights. It then corroborates that argument with evidence about cultural shifts in United States society, especially among younger Americans, in support of government activism to address social issues. The response argues that civil rights activism in the 1950s and 1960s contributed to a broad political consensus around liberalism. It then qualifies that argument with evidence of how the increased role of government action associated with liberalism contributed to the rise of a new conservative movement by 1980 that emphasized small government and deregulation. The response argues that nonviolent civil rights activists like the Southern Christian Leadership Conference had the most successful approach to obtaining government action. It then qualifies the argument with evidence of how some nonviolent organizations like SNCC changed their position over time because they believed change was not happening fast enough. | |
| Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. | | | |