

2019

AP®

 CollegeBoard

AP® United States History

Sample Student Responses and Scoring Commentary

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**AP® UNITED STATES HISTORY
2019 SCORING GUIDELINES**

Question 2 — Long Essay Question

Evaluate the extent to which ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.

Maximum Possible Points: 6

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how ideas of self-government influenced American colonial reaction to British imperial authority from 1754 to 1776.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none">“Although these taxes are considered to be the reasoning behind the American Revolution, the impending war was more so about the need for individual freedom and republican government that the British deprived them of after the end to salutary neglect.”“During the era of the Enlightenment, colonists clung to these ideas of Republicanism and self-government and used them to justify opposition to Britain’s economic control and political control of the colonies.”
B: Contextualization (0–1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to how ideas of self-government influenced American colonial reaction to British imperial authority in the period from 1754 to 1776.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none">Mayflower Compact and/or acknowledgment of first chartered coloniesEnlightenment ideas about liberty and consent in governmentColonial experience with local control of religious institutions (e.g., Congregationalist church)Salutary neglect / Limited enforcement of the Navigation Acts (1651, 1660, and 1663)

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Question 2 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <ul style="list-style-type: none">• Virginia House of Burgesses• Mayflower Compact• Albany Congress (1754)• Seven Years' War (French and Indian War), 1754–1763• Pontiac's Rebellion (1763)• Royal Proclamation of 1763• Virtual representation• Sons of Liberty (Massachusetts)• Nonimportation/nonconsumption• Quartering Act (1765)• Vice admiralty courts• Stamp Act and protests (1765–1766)• Stamp Act Congress• “No taxation without representation”• Townshend Act (1767)• Boston Massacre (1770)• Tea Act (1773)• Boston Tea Party (1773)• Coercive/Intolerable Acts (1773)• First and Second Continental Congress• Olive Branch Petition (1775)• Thomas Paine, <i>Common Sense</i> (1776)• Declaration of Independence (1776)
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Question 2 — Long Essay Question (continued)

D: Analysis and Reasoning (0–2)	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</p> <p>Complexity: Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none">• <i>Explaining a nuance of an issue by analyzing multiple variables</i>• <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i>• <i>Explaining relevant and insightful connections within and across periods</i>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none">• Explaining how particular ideas from the Enlightenment helped cause American resistance to British rule, such as the Stamp Act protests or the Boston Tea Party• Tracing the continuity of earlier institutions of self-government such as the Virginia House of Burgesses to the role of local governing bodies in colonial protests, such as committees of correspondence <p>OR</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none">• Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of self-government played out in different colonies, such as Virginia and Massachusetts• Explaining multiple causes of American resistance to British colonial authority, such as the development of a unique American identity• Explaining relevant and insightful connections within and across periods by, for example, making comparisons with arguments over federalism in the 1780s and 1790s or states' rights in the 1850s or 1960s• Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, exploring cultural ideas about British American exceptionalism or the socioeconomic differences of British American societies from Great Britain• Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, examining the reasons why colonial resistance against the Navigation Acts before the 1760s was limited compared to the colonial reaction to British imperial authority after 1763
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If response is completely blank, enter -- for all four score categories: A, B, C, and D.

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Question 2 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

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

A. Thesis/Claim (0–1 point)

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

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

Examples of acceptable theses:

- “Although these taxes are considered to be the reasoning behind the American Revolution, the impending war was more so about the need for individual freedom and republican government than the British deprived them of after the end to salutary neglect.” (*The response makes a historically defensible claim that addresses the prompt and establishes a line of reasoning.*)
- “During the era of the Enlightenment, colonists clung to these ideas of Republicanism and self-government and used them to justify opposition to Britain’s economic control and political control of the colonies.” (*The response makes a historically defensible claim that addresses the prompt and establishes a line of reasoning.*)

Examples of unacceptable theses:

- “The colonists of North America, armed with their new ideas of a self-ruling government, paved the way for a new country.” (*This example is too vague and does not directly respond to the prompt.*)
- “Ideas of self-government significantly influenced American colonial reaction to British imperial authority.” (*The response simply restates the prompt with an additional adverb and does not make a historically defensible claim.*)
- “The unfair expectations from the British ultimately led to the American Revolution.” (*This thesis attempt does not respond to the prompt.*)

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Question 2 — Long Essay Question (continued)

B. Contextualization (0–1 point)

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

To earn the point, the response must accurately describe a context relevant to how ideas of self-government influenced American colonial reaction to British imperial authority from 1754 to 1776.

Examples might include the following, with appropriate elaboration:

- Mayflower Compact and/or acknowledgment of first chartered colonies.
- Enlightenment ideas about liberty and consent in government.
- Colonial experience with local control of religious institutions (e.g., Congregationalist church).
- Salutary neglect/limited enforcement of the Navigation Acts (1651, 1660, and 1663).
- Colonists' beliefs that they had rights to English liberty and representation.
- The Glorious Revolution (1688) demonstrated an unpopular monarch could be deposed.
- Debt from French and Indian War (Seven Years' War) led to increased economic regulations.
- The Constitution embodied ideas about self-rule and liberty.

Examples of acceptable contextualization:

- “In the period before the French and Indian War, the colonies enjoyed a great amount of economic, political, and social freedom and even had a government as laid out in the Mayflower Compact. Before the war, there were Navigation Acts that required the colonies only trade with Britain, but they were not strictly enforced. Because of these freedoms, it was never heard of that the colonies were seeking independence or self-government.” (*The response earned 1 point for contextualization because it describes broader historical patterns prior to the time period that established a predisposition to self-government among the British North American colonies.*)
- “The ideas of self-rule originally came from the Enlightenment movement. Notable figures such as John Locke and Thomas Hobbes came up with ideas of liberty and the people ruling their own government.” (*The response earned 1 point for contextualization because it describes the intellectual movements that created a foundation for ideas about self-government in British North American colonies.*)

Example of unacceptable contextualization:

- “In 1754 the British colonies have expanded along the east coast and have begun their own political system of government but were still under control from the monarchy of Great Britain.” (*The response did not earn the point for contextualization because it is too broad.*)

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Question 2 — Long Essay Question (continued)

C. Evidence (0–2 points)

Evidence

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

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

Examples of evidence used might include:

- Virginia House of Burgesses
- Mayflower Compact
- New England town meetings
- Fundamental Orders of Connecticut
- Colonial charters
- English liberties
- British constitution
- Albany Congress (1754)
- Seven Years’ War (French and Indian War), 1754–1763
- Pontiac’s Rebellion (1763)
- Royal Proclamation of 1763
- Virtual representation
- Sons of Liberty (Massachusetts)
- First and Second Continental Congress
- State constitution making
- Committees of safety
- Committees of correspondence
- Nonimportation/nonconsumption
- Quartering Act (1765)
- Vice admiralty courts
- The Declaration of Rights and Grievances (1765)
- Stamp Act and protests (1765–1766)
- Stamp Act Congress
- “No taxation without representation”
- Declaratory Act (1766) — authority to pass any law regulating colonies “in all cases whatsoever”
- Townshend Act (1767)
- Boston Massacre (1770)
- Tea Act (1773) — British East India Co. can sell to colonies without tax
- Boston Tea Party (1773)
- Coercive/Intolerable Acts (1773)
- First and Second Continental Congress
- Olive Branch Petition (1775)
- Thomas Paine, *Common Sense* (1776)
- Declaration of Independence (1776)

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Question 2 — Long Essay Question (continued)

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

- “The British parliament began to tax goods without the knowledge/consent of the colonists. Political figures began to write documents and pamphlets such as Thomas Paine’s ‘Common Sense.’” (*The response earned 1 point for evidence. This example correctly identifies the idea of “no taxation without representation” and Thomas Paine’s pamphlet. It did not earn the second evidence point because the response does not clearly connect the evidence to an argument about self-government.*)

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

- “During the 1754’s to 1776’s, America had been left on its own to self govern themselves and was given an opportunity to establish its own government.” (*This example did not earn points for evidence as it confuses the prompt’s time period with salutary neglect.*)
- “The Crown was putting a massive tax on the smallest things.” (*This example did not earn points for evidence because it is too broad and vague. More specificity about the kinds of goods taxed and/or the name of the tax act is necessary to earn this point.*)

OR

Supports an Argument

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

Example of acceptable use of evidence to support an argument:

- “The Stamp Act was the first direct tax on the colonists that they really noticed. The colonists responded to this with the proclamation of ‘No taxation without Representation,’ the argument that they could not be taxed if they weren’t represented in Parliament.” (*The response earned 2 points for evidence. It correctly identifies examples in the form of the Stamp Act, which is then used to develop the larger argument about the relationship between ideas of self-government as a response to British imperial authority.*)

Example of unacceptable use of evidence to support an argument:

- “The Boston Tea Party is one significant and influential example about the backlash against the British tea act. Crates of British tea was dumped by the Sons of Liberty, who were activists against tax collectors.” (*The response earned 1 point for providing evidence relevant to the topic of the prompt. This response did not earn a second evidence point because the Boston Tea Party is not directly connected back to an argument in response to the prompt.*)

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Question 2 — Long Essay Question (continued)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

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

Examples of using historical reasoning might include:

- Explaining how particular ideas from the Enlightenment helped cause American resistance to British rule, such as the Stamp Act protests or the Boston Tea Party
- Tracing the continuity of earlier institutions of self-government such as the Virginia House of Burgesses to the role of local governing bodies in colonial protests, such as committees of correspondence

Examples of acceptable use of historical reasoning:

- “The Boston Tea Party was a protest where colonists dumped British tea into Boston harbor to go against the burdensome tea tax that Parliament imposed. In response, Britain seized the port, shut down the Massachusetts legislature, and replaced the former, elected officials with unelected bureaucrats from England.” (*The response earned 1 point for historical reasoning because it demonstrates causation. It did not earn an additional point for complexity as the response did not corroborate, qualify, or modify an argument.*)
- “These ideas of self-government created a stirring in them that first questioned, then resented, then sought to change their reality.” (*The response earned 1 point for historical reasoning for demonstrating change over time. This theme carries throughout the essay, culminating with this statement. The response did not earn an additional point for complexity as it did not corroborate, qualify, or modify an argument.*)

Examples of unacceptable use of historical reasoning:

- “Thomas Paine’s ‘Common Sense’ talks about the idea of being free from a ruler and living in a balanced society. This gave way to the American revolution with the goal of having a government for the people, by the people.” (*This example did not earn a point for historical reasoning. The response attempts to demonstrate causation, that Thomas Paine’s writings “gave way” to the American Revolution. This connection is not fully developed and is not directly related to ideas of self-government, which is the focus of the prompt.*)
- “Americans might have been the British if we hadn’t wanted self government so badly. Luckily the Brits made it clear by demanding their money they chose to spend, inflicted a series of radical tax prices on our largest imports. At that point it would sound nice to be on your own because Britain was just taking it too far and temptation to self-government prevailed.” (*This example did not earn a point for historical reasoning. The response attempts to demonstrate causation or change over time, but it lacks specifics to structure an argument that addresses the prompt.*)

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Question 2 — Long Essay Question (continued)

OR

Complexity

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

Demonstrating complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of self-government played out in different colonies such as Virginia and Massachusetts
- Explaining multiple causes of American resistance to British colonial authority, such as the development of a unique American identity
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with arguments over federalism in the 1780s and 1790s or states' rights in the 1850s or 1960s
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, exploring cultural ideas about British American exceptionalism or the socioeconomic differences of British American societies from Great Britain
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, examining the reasons why colonial resistance against the Navigation Acts and British imperial supervision before the 1760s was limited compared to the colonial reaction against the exertion of British imperial authority after 1763

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

Examples of acceptable demonstration of a complex complex understanding:

- *The following response earned the point for complexity. While the essay acknowledges the central role self-government played in leading to revolution, this example identifies that not all colonists (like the Quakers) adhered to these ideas. This qualifies the response's overall argument by highlighting specific demographic groups that did not necessarily support self-government. The response demonstrates a complex understanding of the topic. "However, despite the mass colonial patriotism, some colonists were unaffected by ideas of self-governance. Most notable among these is anti-war Pennsylvania Representative John Dickinson, a Quaker. He, rather than voting to declare independence and go to war, pushes through the Olive Branch Petition, which was an attempt to reconcile with Britain."*
- *The following response earned the point for complexity. The response recognizes that debates regarding self-governance continued well after the end of the war by including references to continued arguments over federalism (Federalists and Anti-Federalists). This corroborates the original argument by explaining relevant and insightful connections within and across time periods. The response demonstrates a complex understanding that the question of self-governance was not settled by the American Revolution. "After winning independence from Britain at the battle of Yorktown and the signing of the Treaty of Paris, debates with the intent of protecting self-governance still ensued. Examples such as the debates between the Federalists and Anti-Federalists over the self-governance of states embodied the lasting desires that were born on this continent so many centuries ago."*

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Question 2 — Long Essay Question (continued)

- *The following response earned the point for complexity. The essay argues that while not all colonists initially viewed British imperial tendencies as immoral on their own, an increasing desire for expanded democracy and self-governance fueled the American Revolution. It identifies the reasons why resistance to the Navigation Acts was limited in comparison to later taxes such as the Stamp Act. This corroborates the original argument by showing similarities and differences over time. The response demonstrates a complex understanding of the topic. “Prior to the American Revolution, taxes from Britain were not foreign to the colonists. Import duties paid to the Crown and restrictions on trade through the Navigation Acts had been commonplace. Import duties, however, had been an external tax; they were not paid directly by individuals, but rather by businesses at the port. The Stamp Act of 1754 did not follow this precedent of external taxes from Britain. As an internal tax, the Act demanded extra payment on not just stamps, but papers and other items as well.”*
- *The following response earned the point for complexity. The essay argues that the American Revolution did not occur because of a great desire for self-government. Rather, the response contends, revolution was inspired by mercantilism. The response provides evidence throughout of colonial rebellions in response to excessive taxation and economic hardships. This modifies the original prompt by acknowledging the minor role of self-government in fomenting rebellion. The response demonstrates a complex understanding of the topic.*
 - “Concepts of self-government had some influence on American reactions to the British. However, the philosophy of mercantilism was the major influence on the American’s Declaration of Independence. Ideas of self-government had little effect on American resistance to the British.”
 - “Conversely, the British use of mercantilism against the colonists was the major influence for the American colonial reaction. Rebellions occurred in response to the British economic policies such as the Boston Tea Party. By dumping an entire shipment of tea into Boston Harbor, the residents of Boston defied the British because of their disturbance of the American economy, not Americas’ ideas of self-government.”

Examples of unacceptable demonstration of a complex understanding:

- *The following example did not earn the complexity point. The response attempts to corroborate the argument by demonstrating how debates regarding self-government continued after the American Revolution. It provides evidence by referencing the sectional crisis in the 1850s; however, a brief reference is not sufficient to demonstrate a complex understanding of the topic. “The southern states tried breaking away in the same fashion in the time between 1850 and 1860, leading to the Civil War.”*
- *The following example did not earn the complexity point. The response attempts to modify the topic by analyzing multiple issues, but it entirely dismisses the validity of the prompt itself and ignores earlier historical developments of self-government in the British North American colonies. The response makes no attempt to identify examples of ideas of self-government and therefore does not demonstrate a complex understanding of the time period. “The reactions of the colonists to the various acts of British imperial authority from 1756–1776 was never rooted out of the ideals for self-government. The idea of self-government only came at the offset of the war. The reactions of the colonists came more from wanting to be in the period of freedom that salutary neglect brought.”*

Circle the question number that you are answering on this page.

Mandatory	Circle one ② or 3 or 4
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2A
1 of 3

The British North American Colonies, since their establishment, starting in 1607, enjoyed a period of Salutary Neglect, which was a policy of Britain that had ~~too~~ lenient forced taxes and regulations for the Colonies. This benefitted both Britain and the Colonies. However, after the French and Indian War ended in 1763, Salutary Neglect ended, and the British North American Colonists began to question British Authority. One minor cause of these reactions to British authority was the desire for representation in British Parliament. However, ideas about taxation and Liberty & Freedom were greater causes of American colonial reactions to British authority, from 1754 to 1776. Therefore, all three self-government ideas were causes of American reaction to British rule from 1754-1776, but ideas about taxation and liberty were greater causes of those reactions, to a great extent.

One minor cause of resistance to British Imperial authority from 1754-1776 was that the Colonists were not given representation in British Parliament. Many times, the requests by Colonists for representation were brushed aside because the British claimed that the colonists had virtual representation in Parliament. This meant that they were represented because they were British citizens, but there was no direct representative of the colonists.

Circle the question number that you are answering on this page.

Mandatory	Circle one
1	(2) or 3 or 4

2A

2 of 3

The lack of representation caused frustration with the British government, and provided a basis for many criticisms of Britain, which led to the eventual American Revolution.

One Major cause of reactions against British rule from 1754 to 1776 was an increase in ideas about freedom and liberty. One example of these ideas was Thomas Payne's "Common Sense" in which he argued against British rule, stating that it was illogical for a smaller body to rule a larger one from across an ocean. Another example is the Declaration of Independence, which laid out certain liberties and Unalienable rights which the colonists had been deprived of. The Declaration of Independence provided colonists with an expectation of rights that they should have that Britain was not giving the colonists. The increase in ideas about liberty and Freedom directly caused the anti-British sentiments that resulted in the American Revolution.

Another Major cause of the reactions that led to the American Revolution were the anti-taxation sentiments of the colonists. After Salutary Neglect ended, Britain began to tax the colonists to pay for the French and Indian War. For example, the Stamp Act was a tax on many everyday items for the colonists. ^{The} Imposing of the Stamp Act caused colonists to resent Britain, and the

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2A

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3 of 3

Stamp Act Congress was formed. This was a direct effect of the resentment against Britain due to taxation, and self-governing ideas because the colonists began to organize resistance to British Authority. Thus The Stamp Act set a precedent for later organized resistance to British taxes & authority from 1754-1776 by such as both Continental Congresses, and coordination of boycotts against British goods.

Overall, while the lack of representation desire for representation in Parliament was a cause of the American Revolution, the growth of ideas about liberty and freedom, as well as the resentment of taxation by the British were greater causes of American reaction to British Imperial Authority from 1754-1776. Therefore, all 3 were causes, but the growth in ideas about liberty and freedom and the resentment of taxation were greater causes of colonial reaction to British rule from 1754 to 1776. The prevalence of these ideas about self-governance led to the formation of a weak central govt after the American Revolution under the Articles of confederation, and even persisted in the form of debates over States' vs Federal government in the 19th century in the U.S..

Circle the question number that you are answering on this page.

2B

1 of 2

Mandatory

1

Circle one

② or 3 or 4

Ideas of self government did not influence American colonial reaction to British imperial authority until closer to 1776. Instead, colonial reaction to British control was more based on the increased feelings amongst the colonists that the British were being unfair, which eventually developed into governing.

The first act of the British imperial authority that upset the colonists was the sudden change in attitude towards the ~~other~~ way the colonies were managed. The British increased their level of control by more heavily ensuring that the colonists were following the laws, which was something they were more relaxed about before the French and Indian War. One specific thing that upset the colonists was the Proclamation of 1763. This was put in place as a result of ~~the~~ colonists starting to expand their settlements out west, where many natives lived. The Natives would attack the settlers, so to prevent further conflict the British enforced the proclamation of 1763, which did not allow the colonists to settle west past a certain point. This was seen as an extremely restrictive act by the British on the colonists.

In addition to feeling more restricted, the colonists also strongly opposed the taxes that the British placed on many goods in the colonies. Following the French and Indian War, the British had spent a lot of money, and needed to pay off debts. As a result, the British increased taxes in the colonies on items such as tea. This was

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Mandatory 1	Circle one <u>2 or 3 or 4</u>
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2B
2 of 2

Seen as unfair by the colonists because they had no representation in the British Parliament. This meant that many decisions, such as taxing decisions, were made without the consent of the colonies, even if these decisions nearly impacted the colonies. This made the colonists feel like the British had all the power, while ~~they~~ ^{the colonists} had no influence on decisions that could affect them.

As the colonists were getting more upset and as they felt that Britain's control was becoming more restrictive, and controlling, ~~over time~~ they started developing ideas of self-government. The colonists ~~resisted~~ although made many efforts to change Britain's manner of rule by forming the Stamp Act Congress, which was formed in response to the Stamp Act to discuss what should be done to protest the act, and by demonstrating their frustrations publicly, ~~in~~ such as they did in the Boston Tea Party by throwing British Tea into the harbor in protest of the Tea Act. Despite these many efforts, the British did not make any reforms that satisfied the colonists in the long term, which is what led the colonists to believing that self government and independence from Britain would be the only course of action that would result in permanent change.

In conclusion, the ~~of~~ colonist's ideas about self government developed over the course of time and was not their initial good intention.

Circle the question number that you are answering on this page.

Mandatory	Circle one <u>2</u> or 3 or 4
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2C
1 of 2

Leading up to the birth of the new Super power country of America, it is clear that the self-government philosophy played a large factor in ~~most~~ many key decisions and turning points that would ultimately lead to the Revolutionary War and freedom of America.

The most notable event which was ~~based~~ from the ideologies of self government would undoubtly be the Colonial campaign against English parliament. The colonies had been struck by large tax requests by the English government many times, this would foster deficiency in many for one key reason. Throughout all these taxes being implemented enforced on the colonies, there was no colonial representative on the English parliament to fight for fairness for the colonies. This angered much of the colonies as they would go on the form the now famous chant for reform "No Taxation Without Representation". This is an example of how the Colonial fight for self government can be observed in their efforts ~~against~~ the British imperial authority.

Similarly, there is other ways the Colonial fight for self government can be observed throughout history; such as in the literal fight for freedom in the Revolutionary War. They had been fed up with the British government and had decided that they would go through the great lengths of war to fight for their cause of self-government and freedom from the British government. This ought to be observed as the greatest push in their effort as lives were put on the line all in the want for self government.

Both in the Colonial campaign against British parliament

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3 or 4
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2C

2 of 2

and in the Revolutionary War it is clear the Colonial force is making drastic efforts in a fight to be self governed. Both times, it was understood the sheer magnitude of this effort could ultimately prove deadly for all those or those could end imposed due to them

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Question 2 — Long Essay Question

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

Overview

- Responses to this question were expected to evaluate the extent to which ideas of self-government influenced colonial reactions to British imperial policies from 1754 to 1776.
- To successfully address this question, responses needed to demonstrate an understanding of the development of self-identity in colonial America. Often responses included information related to the colonies prior to the French and Indian War, salutary neglect, and/or Enlightenment beliefs.
- Responses also were expected to demonstrate an understanding of the British actions that sparked a colonial reaction and to detail how colonial reactions, such as rebellions, revolts, boycotts, organizations, and petitions, were rooted in ideas of self-government.
- In part, responses were expected to demonstrate an ability to evaluate the many variables related to the onset of the American Revolution.
- Responses were expected to demonstrate use of contextualization and argument development. Further, responses were expected to utilize causation, comparison, or continuity and change to frame or structure an argument that addressed the prompt.
- This question mainly addressed Key Concept 3.1.

Sample: 2A

Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis. A historically defensible claim establishes a line of reasoning at the end of the introductory paragraph: “Therefore, all three self-government ideas were causes of American reaction to British rule from 1754–1776, but ideas about taxation and liberty were greater causes of those reactions, to a great extent.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The broader historical context of the era of British imperial salutary neglect is presented in the opening paragraph as an era of “unenforced taxes and regulations for the colonies.” The response continues and relates the reference of this concept to the topic of the prompt: “However, after the French and Indian War ended in 1763, Salutary Neglect ended, and the British North American colonists began to question British Authority.”

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. An abundance of evidence is presented and effectively deployed in support of the argument throughout the response. The response includes discussions of virtual representation, Paine’s *Common Sense*, the *Declaration of Independence*, the Stamp Act, and the Stamp Act Congress.

The use of evidence to support an argument is most clearly demonstrated in the discussion of growing “anti-taxation sentiments” in the colonies and how the reaction to the Stamp Act “set a precedent for later organized resistance to British taxes and authority … such as both Continental Congresses, and coordination of boycotts against British goods.”

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Question 2 — Long Essay Question (continued)

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

The response earned 2 points for complexity. The response uses the historical reasoning skill of causation to frame the argument that ideas about self-government influenced colonial reactions to British imperial authority. The response demonstrates a complex understanding of the topic and argues that three distinct factors caused this reaction: the desire for representation in Parliament, ideas about taxation, and ideas about liberty. By arguing that opposition to taxation and ideas about liberty were more significant than other ideas of self-government, the response effectively qualifies the essential argument presented in the prompt. The response demonstrates a complex understanding of the historical development that is the focus of the prompt.

Sample: 2B

Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis. The response begins with a historically defensible claim that establishes a line of reasoning: “Ideas of self government did not influence American colonial reaction to British imperial authority until much closer to 1776. Instead, colonial reaction to British control was more based on increased feelings amongst the colonists that the British were being unfair, which eventually developed into a desire for self government.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. In the discussion of opposition to taxes, a brief mention of broader historical events (e.g., debt from the French and Indian War) describes the impetus for the new taxes. While this does explain the immediate cause of subsequent taxes, the reference is essentially tied to the argument of the paragraph and is not substantially developed enough to clearly establish a broader historical context.

C. Evidence (0–2 points): 2

The response earned both points for evidence. The response includes appropriate evidence, all of which is thoroughly explained. Examples include the following: the causes and consequences of the Proclamation of 1763, the colonial reaction to the Tea Act, the Stamp Act and Stamp Act Congress, and the Boston Tea Party. This relevant evidence supports the response’s overall argument.

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for analysis and reasoning. The analysis demonstrates the historical thinking skill of change over time, by stating that the “British increased their level of control” and “[i]n addition to feeling more restricted, the colonists also strongly opposed the taxes that the British placed on many goods in the colonies.”

While there is an effort to qualify the argument presented in the thesis, the response does not adequately develop the reasoning to demonstrate a complex understanding of the historical development, so the response did not earn a second point for analysis.

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Question 2 — Long Essay Question (continued)

Sample: 2C

Score: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for the thesis. The response makes the assertion that “it is clear the self-governed philosophy played a large factor in many key decisions and turning points that would ultimately lead to the Revolutionary War and freedom of America.” This statement addresses the factors leading to the Revolution rather than how ideas of self-government influenced colonial reaction to British authority. This statement lacks a clear claim and has only a vague connection to the prompt.

B. Contextualization (0–1 points): 0

The response did not earn a point for contextualization. The response does not describe a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 0

The response did not earn points for evidence. The response provides only one specific piece of information supporting the topic of the essay. The idea of the colonial lack of representation in Parliament is connected to the “now famous chant for reform ‘no taxation without representation.’”

D. Analysis and Reasoning (0–2 points): 1

The response earned 1 point for analysis. The response uses the historical reasoning skill of causation by identifying how ideas of self-government led to the Revolutionary War. This idea is developed in the discussion of resistance to Parliamentary rule and the “fight for freedom in the Revolutionary War.”

The response does not demonstrate a complex understanding of the historical development by corroborating, modifying, or qualifying its argument; therefore, it did not earn a point for complexity.