



Chief Reader Report on Student Responses: 2024 AP® United States History Set 2

Free-Response Questions

- Number of Students Scored 488,688
- Number of Readers 3,268
- Score Distribution

Exam Score	N	%At
5	62,610	12.8
4	162,967	33.3
3	127,117	26.0
2	94,957	19.4
1	41,037	8.4

- Global Mean 3.23

The following comments on the 2024 free-response questions for AP® United States History were written by the Chief Reader, Hilary Green, James B. Duke Professor, Davidson College. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Short Answer Question 1

Task: Short Answer Question

Topic: Historians on Social and Political Activism 1945–1980

Max Score: 3

Mean Score: 1.56

What were the responses to this question expected to demonstrate?

- This question asked students to describe the difference between two excerpts from secondary source texts about the social change in the 1960s. The first excerpt, by Terry H. Anderson, argues that social change at this time was driven by activism calling for reform to a corrupted American system to better reflect American ideals. The second excerpt, by Mary C. Brennan, argues that social change at this time was driven by a new conservative movement that rose to prominence.
- Responses had to provide relevant evidence (between 1945 and 1980) and to explain how that evidence supported each of the arguments found in the excerpts.
- This question focused on analyzing historical evidence and secondary sources.
- This question primarily addressed Topics 8.10, 8.11, 8.12, and 8.14.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Students successfully described information about social change in the 1960s and utilized explanatory skills to support claims by Anderson and Brennan.
- Students supported Anderson's argument about the role of social movements by citing evidence of the vast array of activist movements, including the Civil Rights movement, gay rights activism, and second-wave feminism.
- To support Brennan's argument, students frequently cited the rise of conservatism with the election of Ronald Reagan in 1980 and anticommunist sentiment during the Cold War that contributed to the growth of conservatism.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">• Some responses overly generalized the authors' arguments, focusing on social activism related to the ideals of the Declaration of Independence and the Constitution• “Anderson claimed that many citizens argued about the ideas expressed in the Declaration of Independence and the US Constitution as they protested the meaning of America.”	<ul style="list-style-type: none">• Better responses described that Anderson argued activism seeking reform was central to social change in the 1960s and Brennan argued that the rise of conservatism caused social change in the 1960s.• “Anderson claims that the activism of reform groups and youth movements was the dominant force of the decade. However Brennan posits that the emergence of the

	<p>conservative Americans that supported the Republican Party was the largest factor of social change.”</p>
<ul style="list-style-type: none"> • A common misconception was that feminists in the 1960s were fighting to gain women’s suffrage. • “The further development and increased support of movements such as the women’s suffrage movement could be used to support Anderson’s argument about social change in the 1960s.” 	<ul style="list-style-type: none"> • Better responses explained that feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation. • “The role of women between 1945–1980 could support Anderson’s argument about social change in the 1960s as after WW2 women were pushed back toward the kitchen, sparking activism for the role of women in America and the unification of women through the publications of things like the Feminine Mystique.”
<ul style="list-style-type: none"> • A common misperception was an incorrect focus on the Progressive Era, discussing the actions of W. E. B. DuBois, Ida B. Wells, and muckrakers as social activists. • “A development that supports Anderson’s argument was that the progressive era came where reformers questioned the morale of the US governments. Muckrakers dug up the dirty truth of the US.” 	<ul style="list-style-type: none"> • Better responses explained the variety of civil rights protests against racial discrimination as part of the African American Civil Rights movement. • “Anderson’s interpretation can be supported by the Civil Rights movement which took place in the time period. . . . The Montgomery March is a great example of protestors using their power to advocate for equality towards those who discriminate against them.”
<ul style="list-style-type: none"> • Some responses described anticommunist sentiment during the Cold War as supporting Brennan’s argument about social change without explaining its contribution to the growth of the conservative movement. • “Brennan’s argument that citizens became activists to make themselves heard over radical movements is supported by McCarthyism prior to the Cold War. During a time of fear and uncertainty, Senator McCarthy took extreme measures to root out and even imprisoning innocent people, The hunt for communism took up the entire focus of the government at this time, leaving no room for civil issues to be addressed, as Brennan said.” 	<ul style="list-style-type: none"> • Better responses explained anticommunist fears, McCarthyism, and/the Red Scare as contributing to the growth of the conservative political movement. • “One development from 1945–1980 that can support Brennan’s argument is the rise of anti-communism. The second red scare occurred which was a widespread fear of extreme ideology (especially left), specifically communism. Brennan argues how conservatives rose up and this time was not solely the rise of radical movements, and the spread of anti-communist ideology supports this because it is not a radical left movement.”

<ul style="list-style-type: none"> Some responses characterized Brennan as arguing that activism distracted people from other important events or movements rather than arguing that historians have overlooked conservatism. “One major difference between Anderson’s and Brennan’s historical interpretations of social change in the 1960s is that Anderson interprets the social change caused by the activism as focused on significant topics of the decade, while Brennan sees the radical movements as detracting from important developments.” 	<ul style="list-style-type: none"> Better responses understood that this line was about historians and the general public overlooking conservatism in the study of the 1960s. “Anderson argues that the 1960s is almost entirely defined by the political protests and activism of the time period, while Brennan argues that this is too simple, and the growth of conservatism is just as important.”
<ul style="list-style-type: none"> Some responses could not properly contextualize political leaders and policies appropriate to the time period when attempting to explain how one development from 1945 to 1980 could be used to support Brennan’s argument about the prompt. “Reaganomics is a piece of evidence that would support Brennan’s claim. While beforehand there were protests about problems domestically, Reaganomics was a conservative republican policy that changed the government spending and taxes in America. Specifically, Reaganomics increased the government spending in the military in order to help with the abroad issue of the Cold War with the Soviet Union. This helped show them the power of the United States, which contributed to the end of the Cold War.” 	<ul style="list-style-type: none"> Better responses explained how the rise of the New Right demonstrated conservatives’ desire for significant tax cuts. “A historical development that supports Brennan’s interpretation of the 60s is the election of Richard Nixon in 1968. This represented a shift in American values away from Johnson’s liberalism that took shape in the Great Society. Nixon spoke to his ‘silent majority,’ arguing that it was time a return to conservative values. Though Nixon certainly wasn’t as conservative as other republicans (Barry Goldwater, Ronald Reagan, etc.), his presidency was the first step towards the political domination of the New Right.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Students frequently struggled to differentiate liberal and conservative views in the 1960s. Additionally, students relied on quotations from the source excerpts.
 - Teachers could create an exercise that uses a T-chart to compare liberalism and conservatism or a graphic organizer to describe the political spectrum.
 - Teachers could use timelines to help students focus on presidents and watershed elections.
 - Teachers could practice summarizing sources to help students not to rely upon quotations for their explanations.
 - Some students seem confused about the structure of the SAQs. Teachers can do exercises that teach students how to ACE (Answer, Cite, Explain) their responses.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 8: 1945–1980, which addresses the content required in this question.
- The optional activity for Topic 8.10 and 8.11 in the AP US History Course and Exam Description offers students an opportunity to practice comparing historical arguments, an important skill for this question.
- Teachers may utilize some of the optional sources for Topics 8.12 and 8.14 in the [AP US History Course and Exam Description](#)—such as the Muhammad Ali interview in “Round Two: What’s My Name?” and the Port Huron Statement, as well as Richard Nixon’s “Address to the Nation on the Vietnam War” and Ronald Reagan’s speech to the Conservative Political Action Conference—to examine the influence of social activism and the growth of conservatism during this period.
- The online AP Teacher Community includes a library of resources that can be found at:
<https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Short Answer Question 2

Task: Short Answer Question

Topic: Women's Activism and Temperance Reform

Max Score: 3

Mean Score: 1.50

What were the responses to this question expected to demonstrate?

- The question asked students to describe the historical context of the creation of the image and then explain the continuity in ideas about reform from 1800 to 1940. Responses were confined to 1800 to 1874 for part (b) and 1875 to 1940 for part (c).
- Responses could utilize a wide range of content knowledge, including events, documents, people, and developments related to the reform movements of the nineteenth and early twentieth centuries.
- This response focused on analyzing a primary source and using appropriate evidence to support continuity of reform movements over time periods.
- The question primarily addressed Topics 4.6, 4.10, 4.11, 6.11, and 7.4.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Students most often succeeded in demonstrating the skill of correctly describing the image's context in that it reflected the idea of social reform through advocating against alcohol consumption.
- Students often identified the continuity of the Second Great Awakening to other reforms particularly reform movements where women had a leadership role during the Nineteenth Century.
- Students most often identified and explained the context of the temperance movement and its continuity with the eventual ban of alcohol in the Eighteenth Amendment.
- Students often identified and explained the context of other reform movements, specifically the women's suffrage movement culminating in the passage of the Nineteenth Amendment.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">• A common error was the misunderstanding of the context of the image. Responses referenced the Whiskey Rebellion or the American Revolution.	<ul style="list-style-type: none">• Better responses identified that the image was created in the context of an ongoing reform movement against alcohol consumption.• “This image was created to show how women were fiercely fighting against the widespread consumption of alcohol in America. Women across the nation advocated against alcohol consumption through the Temperance Movement.”

	<ul style="list-style-type: none"> A common error was simply mentioning a person or event without relating it back to the image or time period of the prompt.
	<ul style="list-style-type: none"> Better responses explained the connection between the Second Great Awakening, during which religious ideas influenced other reform movements that included women in leadership roles, and reform in the later nineteenth century. “This image represents a continuity of the ideals of the Second Great Awakening. The Second Great Awakening was able to bring about the ideas of ‘vice’ and how drunkenness was a sin, which led to the beginning of alcohol reform.”
	<ul style="list-style-type: none"> A common error was the claim that people such as Jane Adams or Carrie Nation were significant figures during the period from 1800 to 1874. Better responses explained the continuity of women as leaders of moral and social reform from 1800 to 1874. “This image reflects one continuity in ideas about reform from 1800 to 1874 through the idea that women are very capable in advocating for reform. Women were prominent in both the Temperance movement described in the image, being headed by wives fearing for their husbands, their own suffrage movement, and even movements for the mentally unwell and their asylums, as seen with Dorthea Dix. This shows a continuity in ideas because they were constantly seen at the forefront of reform movements across this time period.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Although ACE (Answer, Cite, Explain) is a well-known strategy around the country, some responses demonstrated confusion over the “Cite” and “Explain” aspects of the acronym. Teachers can do exercises that teach students how to ACE (Answer, Cite, Explain) their responses. “Answer” is a direct response to the question. “Cite” is a reference to a specific historical piece of evidence (a “proper noun” is often the way that teachers should refer to it). “Explain” is a statement of support that connects the evidence to the answer.
- Teachers can go over the meaning of the command terms “Describe” and “Explain.”
 - Have students “Describe” a feature of their own lives and then “Explain” something they know how to do to another student. Once they have done that, they should take a recently learned concept and describe/explain as an exit ticket or a warm-up. This practice might lead to better student success.
- Students frequently struggled with chronology. Teachers might practice with timelines throughout the year that are broken down by specific topic or theme rather than attempting to provide an entire overview.
- Students frequently struggled with the connection between the Second Great Awakening and the reform movements of the later nineteenth and early twentieth centuries.
 - Establishing a flow chart or graphic organizer that can help “walk” students from one event to another can help with continuity challenges.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Modules on Period 4: 1800–1848, Period 6: 1865–1898, and Period 7: 1890–1945, which address the content related to this question.
 - The optional activity for Topic 4.10 in the [AP US History Course and Exam Description](#) offers students an opportunity to practice making and explaining connections between the Second Great Awakening and reform movements.
 - In the optional activity for Topic 7.4, students utilize discussion groups to investigate more fully specific aspects of the Progressive Era, especially the connection between the passage of the Eighteenth Amendment and the temperance movement.
- Teachers may utilize some of the optional sources for Topics 4.11 and 7.4 in the [AP US History Course and Exam Description](#)—such as the “Constitution and By-laws of the Martha Washington Salem Union No. 4 Daughters of Temperance,” as well as excerpts from *The Autobiography of Mother Jones* and Jeannette Rankin’s speech on women’s suffrage—to examine the influence of temperance and women’s roles in social activism.
- The online AP Teacher Community includes a library of resources that can be found at:
<https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Short Answer Question 3

Task: Short Answer Question

Topic: Political Policy (1783–1860)

Max Score: 3

Mean Score: 1.47

What were the responses to this question expected to demonstrate?

- Responses were expected to describe one United States government policy from 1783 to 1840.
- Responses were expected to explain one similarity or difference in how two groups responded to political change in the United States from 1783 to 1840.
- Responses were expected to explain one historical development that contributed to regional division in the United States from 1840 to 1860.
- The questions addressed many topics, including Topics 3.7, 3.8, 3.9, 3.10, 3.12, 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 5.2, 5.3, 5.4, 5.5, 5.6, and 5.7.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Many responses successfully described a government policy from 1783 to 1840. Common responses included policies such as neutrality, the Northwest Ordinance, westward expansion, the purchase of Louisiana, the national bank, and the Missouri Compromise.
- Many responses successfully explained how Federalists and Anti-Federalists responded to the political transition from the Articles of Confederation to the Constitution.
- Many responses successfully explained how northerners and southerners responded to westward expansion and the potential extension of slavery into western territories. This was often achieved through an explanation of the Missouri Compromise.
- Responses often explained how historical developments in the period from 1840 to 1860 created regional tension and division. This was commonly achieved through the inclusion of developments such as the Mexican-American War, the Mexican Cession, the Compromise of 1850, the Kansas-Nebraska Act, and the election of Abraham Lincoln.
- A skill needed for this question was identifying similarities and differences between groups (Reasoning Process 1: Comparison).
- A skill needed for this question was situating historical events in the proper time period (Historical Thinking Skill 4: Contextualization).
- A skill needed for this question was identifying the effects of historical developments related to sectional tensions (Reasoning Process 2: Causation).

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">A common knowledge gap was the misunderstanding of the word policy. Students sometimes listed events during the time period rather than specific government policies. A related misunderstanding was confusing federal government policies with those of the state governments.	<ul style="list-style-type: none">Better responses correctly described a federal government policy from 1783 to 1840.“One United States government policy from 1783 to 1840 was the Louisiana Purchase. The Louisiana Purchase gave the US rights to land that was previously owned by the French, nearly doubling the country’s size.”“One United States government policy from 1783 to 1840 was the Monroe Doctrine. The Monroe Doctrine was a policy in which the United States warned European powers to stay out of the Western Hemisphere and to end any further colonization of the Western Hemisphere.”
<ul style="list-style-type: none">Another common knowledge gap was an error in chronology. Responses often confused the Missouri Compromise with the Compromise of 1850 or placed the Kansas-Nebraska Act in an earlier time period, for example. Similarly, responses often misplaced the Civil War as a potential answer for part (c).	<ul style="list-style-type: none">Better responses correctly placed, and subsequently explained, political changes and historical developments in the appropriate time period.“One historical development from 1840 to 1860 that contributed to regional divisions was the Kansas-Nebraska Act. Although this territory was above the 36-30 line, it was decided that whether or not should be allowed there would be decided through popular sovereignty.”Some more sophisticated responses correctly explained the election of Abraham Lincoln as an appropriate response for this prompt while recognizing the Civil War itself was not.“The election of Abraham Lincoln contributed directly to regional divisions as shortly after he was elected, South Carolina left the nation.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Students struggle differentiating between identify, describe, and explain.
 - Teachers should review these terms' meanings and the other “task words” listed in the [AP US History Course and Exam Description](#).

- Students often misunderstood the term “policy” and simply identified an event rather than an action taken by the government. Similarly, students often struggle differentiating between political, economic, and social events.
 - Teachers should reinforce the differences between political, social, and economic events. Similarly, differentiating between government policies that are economic, domestic, and diplomatic would be helpful too. Creating charts to categorize events and/or government policies could help.
- Students struggle to place historical developments in the correct chronological period.
 - Teachers could have students develop timelines for each unit, aligning them with the AP US History Course and Exam Description.
 - Teachers could combine the two suggestions above (categorizing events/policies and timelines) by having students create timelines for major events while also categorizing those events appropriately.
- Students seem to struggle with the time period between the American Revolution and early republic and the Civil War.
 - Teachers should emphasize this time period a bit more, using it as contextualization for prior and coming events. In that vein, teachers could use this time period to discuss long-term effects of the Revolutionary period while also looking at them through the lens of long-term causes of the Civil War.
- Students struggle with early political ideology, the advent of political parties, and the evolution of party politics.
 - Teachers could use a Venn Diagram to compare the Federalists and the Democratic-Republicans.
 - Alternatively (or as a next step), teachers could use a T-Chart to compare the Federalists and Democratic-Republicans, taking care to distinguish the difference between the First Party System and the debates between the Federalists and Anti-Federalists. Potential categories to use for comparison of the first political parties are as follows: interpretation of the Constitution, the role of the federal government, the national bank, tariffs, foreign policy, or socio-economic appeal of the different political groups.
 - Teachers could have the students create an ongoing timeline of the development of political parties. Teachers could combine the timeline with updates to the original Venn Diagram and/or T-Chart. For example, compare Jacksonian Democrats and the Whigs while also looking at change over time within political ideologies. That is, to what extent were the Whigs like the Federalists? And how much did the Jacksonian Democrats change from the Democratic-Republicans?

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Modules on Period 3: 1754–1800, Period 4: 1800–1848, and Period 5: 1844–1877, which address the content related to this question.

- The optional activity for Topic 5.4 in the [AP US History Course and Exam Description](#) offers students an opportunity to analyze arguments related to political debates during the first half of the nineteenth century.
- In the optional activity for Topic 3.10, students utilize discussion groups to investigate more fully specific arguments surrounding the politics of the early Republic. In particular, teachers may find value in having students discuss the differing approaches to antislavery found in Gabriel’s Rebellion and the “Petition from the Pennsylvania Society for the Abolition of Slavery.”
- Teachers may utilize some of the optional sources for Topics 4.3 and 4.8 in the [AP US History Course and Exam Description](#)—such as John W. Taylor’s remarks on the Tallmadge Amendment or the Report and Resolutions of the Hartford Convention, as well as John Quincy Adam’s letter to John McLean and John Ross’s “Memorial and Protest of the Cherokee Nation”—to discuss varying responses to government policies.
- The online AP Teacher Community includes a library of resources that can be found at: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Short Answer Question 4

Task: Short Answer Question

Topic: Economic developments from 1865–1900

Max Score: 3

Mean Score: 1.52

What were the responses to this question expected to demonstrate?

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

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Responses frequently succeeded in demonstrating the skill of causation by explaining historical developments that contributed to government involvement.
- Students were often successful in describing an economic development that took place between 1865 and 1900.
- Students most often explained differences or similarities between two groups but sometimes failed to tie the explanations to an economic change between 1865 and 1900.
- Students often identified historical developments that contributed to government involvement. The responses demonstrated an understanding of the economic impact of the stock market crash and the Great Depression on the need for government involvement in the economy, especially with New Deal programs.
- Responses that did not earn the point for part (a) often used general terms, such as “the Industrial Revolution” without any reference to the period from 1865 to 1900.
- Responses that did not earn the point for part (b) often explained the government involvement itself rather than a historical development that led to the government involvement.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">A common misconception was the vague description of immigration as an economic development between 1865 and 1900 without reference to immigrant workers.	<ul style="list-style-type: none">Better responses described the increased immigration of the period from 1865 to 1900 as being related to the desire of immigrants to obtain factory jobs in United States cities.“Because of the gilded age and the push of the American dream there was a rise in immigrants to America. These immigrants worked in factory jobs for low wages in increasing numbers, boosting factory output and boosting the American economy.”
<ul style="list-style-type: none">Another common misconception was the description of the “Industrial Revolution” as an economic development without a sufficient connection to the period from 1865 to 1900.	<ul style="list-style-type: none">Better responses referred to the Second Industrial Revolution or industries that were prominent in the period, such as the steel or oil industry.“The economic developments between 1865 and 1900 consisted . . . of rapid industrialization known as the Second Industrial Revolution, allowing one to work for a wage but also increasing competition for those wages.”
<ul style="list-style-type: none">A common content error was referring to political or social groups in part (b) without focusing on economic change.	<ul style="list-style-type: none">Better responses explained how groups, such as the Populists or unions, responded to an economic change that took place between 1865 and 1900.“New immigrants often found themselves working in terrible conditions for low pay, so they helped to form labor unions to better their working conditions. Similarly, farmers in the west fought for rights against the abuses of railroads and other industries. The Populist Party addresses some of the economic problems of the farmers.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Students frequently struggled to differentiate the labor movement from the muckrakers in the Gilded Age.
 - Teachers could create an exercise using a T-chart or a graphic organizer to compare social, political, and economic effects of changes in the United States from 1865 to 1900.

- Students struggled distinguishing between different eras of industrialization in the United States.
 - Teachers could create exercises that use graphic organizers to compare the first and second waves of industrialization.
- Students struggled with the structure of the short answer questions.
 - Teachers can utilize the scoring guides and sample responses to past short answer questions on [AP Central](#) and ask the students to discuss ways to edit low scoring responses so that they would earn the point.
- Students struggled with the differences between the terms “describe” and “explain.”
 - Teachers can refer to the definitions of these terms in the [AP US History Course and Exam Description](#).

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessments items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 6: 1865–1989 and the Teaching and Assessing Module on Period 7: 1890–1945, which address the content required in this question.
- The Focus on Assessment and Focus on Teaching activities in Teaching and Assessing Module Period 6: 1865–1898 discusses strategies for teaching the skills required in this question.
 - The optional activities for Topics 6.6, 6.7, and 6.8 in the [AP US History Course and Exam Description](#) offer students an opportunity to practice description and comparison, two important skills for this question.
- Teachers may utilize some of the optional sources for Topics 6.6 and 6.7 in the [AP US History Course and Exam Description](#), such as Richard Olney’s letter to Charles Elliot Perkins and Andrew Carnegie’s “The Gospel of Wealth,” as well as Juan Jose Herrera’s discussion of Las Forras Blancas and the preamble to the constitution of the Knights of Labor. Many of the optional sources for Topic 7.10 discuss Americans’ response to government activity surrounding the Great Depression and the New Deal, such as Henry Guerra’s article on the Pecan Shellers Strike and Mattea Sanders’ history of the Civilian Conservation Corps Indian Division (CCC-ID).
- The online AP Teacher Community includes a library of resources that can be found at: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Question 1—Document-Based Question

Task: Document-Based Question

Topic: Threats to the United States in the early Twentieth Century

Max Score: 7

Mean Score: 3.38

What were the responses to this question expected to demonstrate?

- Students were expected to analyze the extent to which beliefs about threats to the United States shaped society from 1917 to 1945.
- The question primarily focused on skills of causation, contextualization, document analysis, sourcing, and demonstrating a complex understanding.
- The question required students to show an understanding of perceived major threats to the United States at home and abroad, such as the aftermath of the First World War, the First Red Scare, immigration, the perils of neutrality in the midst of the Second World War, fears regarding Japanese Americans on the home front that resulted in internment, and African American efforts to utilize their wartime participation to gain greater democracy at home.
- The question required students to demonstrate an understanding of some of the major changes that occurred in society from the First World War through the Second World War, including the evolution of the policy of neutrality and how the onset of each war changed perceptions about who was an American and how African Americans, Japanese Americans, and immigrants faced that question in the midst of war.
- The question required students to contextualize the early twentieth century, which could include Washington’s Farewell Address, the closing of the frontier (Turner’s “frontier thesis”), imperialism during the Spanish-American War, the onset of the First World War, and the changes that the Cold War and the Civil Rights movement would later bring to the country.
- The question primarily addressed Topics 7.5, 7.8, 7.11, and 7.12.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Many responses successfully wrote a historically defensible thesis statement that explored how beliefs about threats to the United States shaped society during the period from 1917 to 1945. There were several responses that explored the violation of the civil liberties of minority groups who were discriminated against before and during the Second World War. Other responses focused on the threats of communism, immigration, and the world wars.
- Some responses misinterpreted the time period. For example, some responses incorrectly used the documents to discuss the Cold War and the Second Red Scare rather than the period of the prompt.
- Some responses successfully provided contextualization. Responses explored the influence of George Washington’s Farewell Address on foreign policy, imperialism in Cuba, the Philippines, Hawaii, and Puerto Rico, and the onset of the First World War in Europe, including the sinking of the *Lusitania*. Several responses also provided contextualization after the time period of the prompt. Some responses appropriately discussed the Second Red Scare and the Cold War.
- Responses tended to use the content of most of the documents and tended to group them together in specific patterns. Many responses grouped Lodge’s speech, the “neutrality” cartoon, and Butler’s “Racket” speech in order to explore the shift from isolationism and neutrality to involvement in warfare overseas. Responses often grouped the Palmer speech, the Grant article, and the reflection

on Japanese American internment to discuss perceived threats posed by immigrants and minority groups. Very few responses utilized the Mary McLeod Bethune document.

- Responses often provided evidence from beyond the documents. The most common piece of evidence was a discussion of Pearl Harbor and how the attack led to the internment of Japanese Americans. Several other responses explored the ways that the Zimmerman Telegram contributed to United States involvement in the First World War. Other responses discussed nativism and the Immigration Act of 1924, which installed national origins quotas on immigrant groups. Other responses provided details on the League of Nations, in particular Woodrow Wilson and his Fourteen Points. Some responses discussed the Palmer raids in the midst of the First Red Scare, as well as the case against Sacco and Vanzetti. Other responses discussed Adolf Hitler and fascism in Europe in connection with the “neutrality” cartoon. Some responses provided a wealth of detail about the internment of Japanese Americans, including Franklin Roosevelt signing Executive Order 9066 and the Korematsu case before the Supreme Court.
- Few responses sourced the documents by providing point of view or audience. Most responses utilized purpose or historical situation relevant to an argument. Not all responses attempted to source the documents. Many simply summarized the content of the documents or reiterated the information already provided in the source line for the documents.
- The stronger responses tended to offer extensive discussion of historical situation. For example, a discussion of nativism and the Immigration Acts of 1917 and 1924 was used to provide historical situation for the Madison Grant article. Other responses discussed the spread of Nazism and fascism in Europe as the historical situation of the “neutrality” cartoon. Stronger responses also understood the historical situation of African Americans, connecting the Double V Campaign to the Bethune document.
- The complex understanding point could be earned in many ways. Many responses earned the point by discussing the ways in which the historical situation of at least four of the documents was relevant to the response’s argument about the prompt. Very few responses earned the complex understanding point for using the content of all seven documents to support an argument that responds to the prompt. The strongest responses corroborated multiple perspectives on perceived threats related to war, immigration, and communism and linked them to events surrounding the world wars. Other responses extensively discussed civil liberties and the push for equality by minority groups, especially African Americans, from the Second World War and beyond.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">• Responses showed a lack of specific and accurate information about the time period preceding the First World War.	<ul style="list-style-type: none">• Better responses had specific examples.• “Prior to 1917, American society had undergone many rapid changes. The end of slavery and the ratification of the 13th, 14th, and 15th Amendments marked a significant sociocultural and political change in America, as Black Americans were able to experience freedom and mobility for the first time in around a century. With the success of abolition came a growth in the fervor of other reform movements, such as

	<p>prohibition and the women's suffrage movement; both of these movements were able to gain much attention and eventually had their own amendments ratified to the Constitution that guaranteed female suffrage and the prohibition of alcohol. Additionally, the development of industries led to the Gilded Age, a period of generally increased prosperity for Americans. However, while America was developing domestically, Europe was facing crises which culminated in the First World War (WWI) following the assassination of Austro-Hungarian Archduke Franz Ferdinand. Though the United States initially maintained neutrality, it eventually entered WWI, which ended not long after. Around the same time was the Bolshevik Revolution in Russia, where the longstanding tsar Nicolas II was overthrown and replaced by a communist regime."</p>
<ul style="list-style-type: none"> Responses misinterpreted the contents of the documents. 	<ul style="list-style-type: none"> Better responses clearly understood the documents, such as Document 5. "A 1939 political cartoon depicts three U.S. Senators hiding behind a literal wall of neutrality (Doc. 5). This document, written in the <u>historical conflict</u> of the rise of European fascism and Adolf Hitler's invasion and annexation of various European territories, supports the notion that the United States society and government initially maintained neutrality in WWII as it believed it was <i>not</i> threatened by what was occurring in Europe."
<ul style="list-style-type: none"> Responses did not use evidence beyond the documents that was appropriate for the prompt. 	<ul style="list-style-type: none"> More successful responses used appropriate and relevant evidence from the time period of the prompt. "Pearl Harbor, which was the Japanese bombing of the United States in World War Two, created much unrest among the nation. This was an actual attack on the nation's soil, leading to one of the very few Declarations of War form the United States. The thought that the nation could be vulnerable to such a terrible attack harmed every single US citizen. Because of the newfound fear of potential Japanese spies, anyone who was Japanese and living in America was sent to an internment camp."

<ul style="list-style-type: none"> Responses did not provide appropriate sourcing of the documents. 	<ul style="list-style-type: none"> More successful responses provided historical situation around each of the chosen documents. “Following the end of WWI and the successful Bolshevik Revolution came a Red Scare in the United States, where many feared a Communist takeover of the government that posed a threat to the democracy America had only recently fought to protect. An article written from the perspective of Attorney General A. Mitchell Palmer, who staunchly opposed communism, described the fear of Americans regarding the spread of communism and the response of the Justice Department, which swore it would find and detain any Communist within U.S. borders (Doc. 2). This document describes the beliefs many citizens had about the intense threat to American democracy posed by communism and supports the notion that such beliefs were shaping both American society and the responses of the federal government.”
<ul style="list-style-type: none"> Responses were unable to demonstrate a complex understanding through sophisticated argumentation and/or effective use of evidence. Many responses attempted to source the documents independently and failed to connect their discussions to an argument relevant to the prompt. 	<ul style="list-style-type: none"> Stronger responses fully developed complex arguments. “Years after the Civil War, African Americans still hadn't gained equality. For almost a century since the war, it was a constant struggle to have their need for rights recognized. African Americans continued to petition for their rights, even through both world wars. Their argument was that literal wars must be fought to keep the nation safe, but the figurative wars must be fought within the minds of citizens to create a stronger country and set the nation up for a better future. The threats of having spies among them within other races forced citizens to retain a lot of prejudice against any race other than their own and set back the timeline for equality many years.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Students struggle with chronology.
 - Teachers should have their students focus on the dates of the documents, in particular, the gaps in the dates where students could provide additional evidence beyond the documents and historical context.
 - Teachers should emphasize watershed events that reinforce periodization/chronology. For example, students should have a clear understanding that the time period of 1917 to 1945 is marked by the end of the Second World War and the start of the Cold War. This understanding would help students avoid rooting their essay in the Second Red Scare and the Cold War.
- Teachers should remind their students who take the digital exam to write their essays in paragraph form with clear spacing to better organize their argument.
- Teachers should emphasize terminology. In this particular DBQ, some students struggled with the words “beliefs” and “threats.”
- Students struggle with the meaning of the documents.
 - Teachers are encouraged to work with their students on a closer reading of the documents and their relation to an argument. In particular, students should work with more visual documents in order to understand historical perspective and potential satire.
 - As the document is explored, what are the limitations? What is the point of view that the document provides? How is the document valuable in answering the question? How does the time period of the document provide additional contextualization? What prominent historical events are occurring in the midst of the document? How are these documents relevant to an argument?

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessments items for every unit of the course, including practice DBQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 7: 1890–1945, which addresses the content required in this question.
- The Focus on Assessment and Focus on Teaching activities in Teaching and Assessing Module Period 7: 1890–1945 discusses strategies for teaching the skills required in this question.
- The optional activities for Topics 7.5, 7.6, and 7.8 in the [AP US History Course and Exam Description](#) offer students an opportunity to practice description and comparison, two important skills for this question.
- Teachers may utilize some of the optional sources for Topics 7.6 and 7.10 in the AP US History Course and Exam Description such as Clifford Berryman’s cartoon “The Christmas Spirit” and Ida B. Wells-Barnett’s article on “The Arkansas Race Riot,” as well as Calvin Coolidge’s letter to Charles F. Gardner and Valentine McClatchy’s “The Germany of Asia.” Many of the optional sources for Topic 7.12 discuss Americans’ response to wartime mobilization, such as Monia Sone’s autobiography and the Coordinating Council for Latin American Youth’s telegraph to President Roosevelt.

- The online AP Teacher Community includes a library of resources that can be found at: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Long Essay Question 2

Task: Long Essay Question

Topic: Eighteenth-Century Settler Expansion

Max Score: 6

Mean Score: 2.76

What were the responses to this question expected to demonstrate?

- Responses were expected to demonstrate knowledge of the extent to which settler expansion influenced North America from 1754 to 1800.
- Responses could utilize a wide range of content knowledge, including differences in European settlement patterns, colonists' relationships with Native Americans, the conquest of Native American lands, European imperial policies, such as the Navigation Acts, and the extent to which they were enforced (e.g., salutary neglect), systems of labor (e.g., indentured servitude and chattel slavery), Anglicization, the development of colonial culture (e.g., the Enlightenment), the influence of the Proclamation of 1763, various revenue acts following the Seven Years' War, the gradual movement toward independence, and the ideals expressed in relevant documents of the period (e.g., Declaration of Independence).
- This question primarily addressed Topics 3.1, 3.2, 3.4, 3.5, 3.10, 3.11, 3.12, 3.13.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Responses succeeded in meeting many of the content demands of the question while demonstrating required Historical Thinking Skills 1 (Developments and Processes), 4 (Contextualization), 5 (Making Connections), and 6 (Argumentation) in framing arguments about the extent to which settler expansion influenced North America from 1754 to 1800.
- Many responses presented accurate content knowledge on the topic of the prompt, commonly referring to developments such as European nations' interactions with Native Americans, labor systems such as indentured servitude and African enslavement, the Seven Years' War, and the American Revolution.
- Responses showed a high degree of success in framing an appropriate historical thesis in response to the prompt. Many responses focused on white encroachment on Native American lands, tensions between European settlers and Native nations, and tensions among groups of people with competing interests.
- Responses demonstrating contextualization focused primarily on initial contact, early European exploration, and initial colonial settlements of the Spanish, English, French, and Dutch prior to the era of the prompt. Responses demonstrating contextualization also focused on events and ideas after the era of the prompt, such as Manifest Destiny, the United States acquisition of new lands through purchase (e.g., Louisiana) and/or conflict (e.g., the Mexican-American War), and Native American forced relocation.
- Many responses established a line of reasoning in both the thesis and the body of the response by focusing on how settler expansion led to various conflicts (both between Native nations and European settlers and among individual European colonial powers), how settler expansion helped establish an American identity distinct from British identity, how settler expansion contributed to the American Revolution, and how settler expansion after independence influenced the policies of the new United States government.

- Many responses demonstrated historical reasoning (causation) to frame an argument that addressed how various developments related to settler expansion caused subsequent historical events or were an effect of previous events (e.g., Pontiac’s War leading to the Proclamation of 1763). Some responses demonstrated historical reasoning (change and continuity) to frame an argument that addressed how historical phenomena (e.g., relations with Native Americans or expansion of slavery) changed over time. Some responses demonstrated historical reasoning (comparison) to frame an argument that differences in the settler expansion practices of individual European powers brought about different relationships between them and individual Native nations.
- The analytic shortcomings of responses were in the overgeneralization of developments like the Columbian Exchange and Manifest Destiny. Responses often misidentified these as happening within prompt’s time period of 1754 to 1800. Additional overgeneralizations included treating Native Americans as one homogenous group of people rather than as individual and distinct societies.
- The complex understanding point was earned in many ways. Some responses began with a sophisticated thesis and consistently followed through with that complex analysis throughout. Others began with a more basic thesis and initial argument but developed a more nuanced analysis in the last paragraph or two of the response. Responses that showed complex understanding explained relevant and insightful connections within and across periods or geographical areas. These connections were successfully related to an argument about westward settler expansion and its influence in the mid- and late nineteenth century (such as Manifest Destiny and continued conflicts with Native Americans). Responses that demonstrated complex understanding were able to explain how multiple (four or more) pieces of specific and relevant evidence supported a nuanced or complex argument in response to the prompt.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> Many responses demonstrated chronological misconceptions surrounding settler expansion, misidentifying phenomena such as Manifest Destiny as happening between 1754 and 1800. 	<ul style="list-style-type: none"> Stronger responses showed an understanding that Manifest Destiny and westward migration would come after the period from 1754 to 1800. “Britain established the Proclamation line of 1763, forbidding Americans from expanding west of the Appalachian mountains. By expanding settlers out west, North America had witnessed its first wave of western expansion. This wave would be a continuous theme of American identity throughout American history. American expansion had led to the belief of Manifest Destiny and even government involvement in persuading settlers to move out west through policies like the Homestead Act and Pacific Railroad Act. . . . However, acts found later in period were only possible because of the influence settler expansion in 1763 had laid the foundation for.”

<ul style="list-style-type: none"> Many responses mistakenly associated events and practices of initial European colonization with the events and practices of colonial settlement from 1754–1800 	<ul style="list-style-type: none"> Stronger responses demonstrated an understanding of specific events related to settler expansion from 1754–1800. “After the Americans won the war, and later expanded westward, these Indians were displaced and discriminated by the masses. Before the settlers' westward expansion however, the British imposed the Proclamation of 1763 that prohibited the colonists from moving west past the Appalachian in fear of conflict with the Indians. This enraged settlers that felt that they had the right to move there because they had won the war.”
<ul style="list-style-type: none"> Many responses tried to explain connections across time periods and/or topics but typically fell short of connecting these examples to the prompt. 	<ul style="list-style-type: none"> Better responses showed a connection across time periods and/or topics with specific examples relevant to the prompt. “The early attempts of Native American oppression were the precursor to large-scale Native American displacement such as the Indian Removal Act and the Trail of Tears in 1830. But, even in the late 1700s, many Native Americans were killed or forcibly removed from their homelands because of settler expansion westward.” “This treatment of pushing Native Americans outside their land as settlers expanded westward is a continuity in American history. Much like how the settlers pushed west and fought against the Native Americans in Pontiac's Rebellion, settlers from the 1800s and the time of Manifest Destiny also pushed west and fought against Native Americans. These groups both had the same incentives, economic opportunities. In this case, the western territories were fertile and good for farming. Many western farmers for most of the 1800s began to grow cash crops like corn or wheat. While they pushed west, they forcibly moved Native Americans, like the Indian Removal Act, which forced Native Americans into the Indian Territories and reservations in the Trail of Tears, destroying culture as many traditions were passed verbally and those who knew these traditions, elders, died. Native Americans continued to resist, like at the Battle of Little Bighorn and Custer's Last Stand, but ultimately, the

	<p>Native Americans were forced out, as seen in the Battle of Wounded Knee.”</p>
<ul style="list-style-type: none"> Many responses oversimplified the Columbian Exchange (Period 1: 1491–1607) as being any element of inter-hemispheric trade and could not identify the correct time period in which this exchange occurred. 	<ul style="list-style-type: none"> Better responses demonstrated an understanding of specific details related to international trade within the period from 1754 to 1800 or used the Columbian Exchange as context for later patterns of trade. “They [the British] also increased shipping restrictions by ending the period of salutary neglect, so colonists had to buy taxed British goods. This pushed the colonists, who were already angered because they couldn’t expand, to their breaking point.”
<ul style="list-style-type: none"> Many responses demonstrated chronological misconceptions surrounding specific examples of conflicts with Native American nations. 	<ul style="list-style-type: none"> Strong responses demonstrated an understanding of the details of a historical development and its relation to settler expansion in the period from 1754 to 1800. “Another Major historical development that led to the massive influence on North America because of the settler expansion from 1754 to 1800 was not so much the Declaration of Independence of 1776 but rather the Northwest Land Ordinance of 1787. . . . The Northwest Land Ordinance of 1787 is an example on how the allowing for further expansion shaped North America. The Northwest Land Ordinance made it so that territory in the Northwest part of the United States would be considered for admission into the country and outlawed slavery in this region.”
<ul style="list-style-type: none"> Many responses identified and/or described specific evidence between 1754 and 1800 but did not support an argument relevant to the prompt. 	<ul style="list-style-type: none"> Better responses used specific evidence in the period from 1754 to 1800 to support an argument relevant to the prompt. “The Proclamation of 1763 marked the end of salutary neglect and the French and Indian War was the cause of this, and was a command by the British motherland that the colonists were not to settle west of the Appalachians. This forced abstinence of expansion caused fierce outrage within the colonies and resulted in major conflicts between the British and colonies that resulted in the shaping of North America.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Although many students are earning a point for a minimal thesis, some students struggled with the thesis point. Students should be encouraged to develop a clearer line of reasoning in their theses. This will help guide students toward stronger overall responses and higher scores.
- Using sample responses and scoring guidelines from [past exams](#), teachers can give students a minimally acceptable thesis and ask them to develop further lines of reasoning.
- Some students' attempts at contextualization were too general and disconnected from the topic.
 - Beginning with the optional activity at the start of Period 1 in the [AP US History Course and Exam Description](#) teachers can begin each unit with an activity that scaffolds the skill of contextualization throughout the year.
- Teachers can encourage students to present their evidence explicitly and offer explanations. For example, common uses of Seven Years War and the Proclamation of 1763 need to be developed beyond mere references and to make a connection to the prompt. Working on drafts to expand how and why the evidence “influenced North America from 1754 to 1800” would improve student writing skills.
- Teachers can provide opportunities for students to practice change over time and chronological reasoning through timelines and reinforcement of the course’s nine time periods.
- Some students struggled to structure their essay based on the historical reasoning skill identified in the prompt.
 - Teachers can practice with students to identify the historical reasoning skill in a prompt. For example, this prompt could be used to work on this skill. Students should state how a historical development influences North America by using the language of the rubric. For example, “As more American settlers moved into the Northwest territory, conflict with Native Americans in the region increased, resulting in warfare between the United States and a confederacy of Native American nations.”

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice LEQs for teachers to use as formative assessment pieces. These formative LEQs gradually increase in complexity as the year progresses.
- AP Classroom includes Teaching and Assessing Module on Period 3: 1754–1800, which addresses the content and skills related to this question.
- The Topic 3.12: Daily Video 2 in AP Classroom reviews some of the content and skills related to this question. The optional activity for Topic 3.12 in the AP US History Course and Exam Description, Optional Sources/Optional Activity, offers students an early opportunity to practice the skill of making connections.
- Teachers may utilize some of the optional sources for Topics 3.2 and 3.12, among others, in the [AP US History Course and Exam Description](#). In Topic 3.2, the “Instructions Given to Mr. Christopher Gist. . .” and Pontiac’s “Speech at Detroit” outline different responses to settler expansion. In Topic 3.12, historian John Kotruch discusses the Battle of Fallen Timbers and its role in settler expansion.

The online AP Teacher Community includes a library of resources that can be found at:

<https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Long Essay Question 3

Task: Long Essay Question

Topic: Internal Migration and the Economy, 1820–1898

Max Score: 6

Mean Score: 3.95

What were the responses to this question expected to demonstrate?

- This question asked students to evaluate the extent to which migration transformed the western United States across a broad time period in the mid- to late nineteenth century.
- Responses could:
 - Describe the expansion and economic development of the evolving West.
 - Describe internal and external migration into the region and the motivations for migration into the region.
 - Describe the ways incoming United States settlers competed with each other and transformed the region, displacing Indigenous peoples in the process.
- This question primarily addressed Topics 4.2, 4.4, 4.8, 4.10, 4.13, 5.1, 5.2, 5.3, 5.4, 6.2, 6.3, and 7.2.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Most students demonstrated a high degree of knowledge about territorial expansion, compromises over the spread of slavery, and the development of the transcontinental railroad and its impact. Fewer students demonstrated knowledge about the growth of farming and ranching.
- Most students were able to effectively contextualize their response, often using the ideas of Manifest Destiny and the Louisiana Purchase.
- Most students earned the thesis point by providing a line of reasoning about the influences of economic development, Native American displacement, debates about slavery, the free exercise of religion, and the addition of territory to the United States.
- Most of the evidence provided was in relation to the influence of migration on the western United States, including territorial expansion, the sources of internal and external migration into the region, the transportation revolution and economic development, the impact of the gold rushes, the affect on Native Americans and the changes to their way of life (e.g., destruction of the bison, the Trail of Tears, the Dawes Act), the geographic spread of the region, and the compromises associated with debates over the expansion of slavery. Few students demonstrated an understanding of the agency of Native Americans and the ways in which their societies evolved in the face of United States incursions.
- Most students demonstrated historical reasoning through causation, explaining how various elements of territorial growth and migration influenced the western United States. Some students used comparisons of different policies or territories. Other students used continuity and change to frame an argument about evolving policy regarding the westward expansion of slavery.
- The point for demonstrating a complex understanding was earned in a variety of ways. Most students who demonstrated a complex understanding used multiple causes or effects. Many students who demonstrated a complex understanding did so by supporting their argument with four or more specific and relevant pieces of evidence. Many students used multiple perspectives (e.g., Native American views on white migration, African American views on government policy towards the expansion of slavery, and Chinese-descended people's view on nativism). A few students

demonstrated a complex understanding using relevant and insightful connections within and across periods or geographic areas.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none">Responses demonstrated several chronological misconceptions. Some misunderstood the gradual process of western migration over the time period. Others misplaced the Great Migration in the nineteenth-century West or the Trail of Tears in the post-Civil War period.	<ul style="list-style-type: none">Better responses accurately described how migration influenced economic opportunities for Untied States settlers.“As more and more people did this the frontier became harder to traverse for cattle herders. Because the land became sectioned off the cattle herders could no longer run the cattle straight up to the slaughterhouses as well as the fact that demand for cattle meat had slowed. With this continued migration cattle herding as a business and way of life came to a slow.”
<ul style="list-style-type: none">Responses overgeneralized the extent of industrialization in the West during the time period.	<ul style="list-style-type: none">Better responses focused on the influence of transportation revolutions and market integration on the region.“Lastly, a transportation revolution arose from opportunities out West. Western Expansion called for railroads, canals, and more. These needs were met, as canals and steamboats were built in order to transport Americans East to West and vice versa. This served as an opportunity for many more Americans to move west, so the western population grew even more. The steamboats also helped to put the West on the map, as farms had harvested goods fit for trade. After the Transportation revolution railways and telephone lines were also made to travel and communicate. Western migration had caused the West to be a very important part of trade, commerce, and farming.”

<ul style="list-style-type: none"> Responses exaggerated or mischaracterized the extent of the economic profitability of United States western settlement. 	<ul style="list-style-type: none"> Better responses focused on accurate portrayals of economic development in the West. “As settlers moved west they realized that the west was home to many precious natural resources such as gold. This eventually led to the San Francisco gold rush of 1849 which led many people out to the west in hopes of striking it rich on gold. There were many other gold rushes over time and this led to many so called ‘ghost towns’ where hopeful miners would live temporarily and leave standing when they moved onto the next place to search.”
<ul style="list-style-type: none"> Responses conflated the effect of migration for the region with what caused migration to the region. 	<ul style="list-style-type: none"> Better responses demonstrated a continuity in the violent displacement of indigenous peoples. “This competition for space and resources led to a long series of wars that included Black Hawk’s War in 1832 and eventually the Battle of Little Bighorn in 1876. This campaign against Native Americans largely concluded with the Wounded Knee Massacre in 1890, and the reservation system was implemented in full force.”
<ul style="list-style-type: none"> Responses misunderstood connections across time periods and/or described similarities without explaining relevant links. 	<ul style="list-style-type: none"> Better responses not only identified similarities but established a relevant connection to an argument that responds to the prompt. “The Dawes act, which limited the rights of native americans and forced them out of their settlements, has a similar underlying theme to the Quota Acts. The Quota Acts were in a later time period and were passed to limit migration into the US. These two acts share the same theme of nativism.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should encourage students to develop a thesis with a more specific line of reasoning.
 - Consider posting a prompt as a bell ringer and having students create two or three analytic categories to become topics for the body paragraphs. As students' skills develop, they can experiment with a more complex thesis, providing a framework for a complex understanding throughout the essay.
- Teachers should encourage students to develop more specific contextualization connected to the prompt.
 - Consider assigning a topic and having students individually write a paragraph with as much context as they can think of in a given/short amount of time. Next, have students work in pairs or trios to create the most concise and specific contextualization paragraph with their combined ideas.
- Teachers should encourage students to present evidence explicitly and provide explanations that make a connection to the prompt.
 - Consider assigning a broad topic and having students identify two to three proper nouns that relate to the topic. Next, have students work in pairs or trios to provide specific descriptions of each term and explain how each explicitly connects to the topic.
- Teachers should encourage students to practice chronology to improve their analysis of causation and continuity and change.
 - Consider providing a topic or an entire AP US History period and have small groups create a timeline of specific events in a few minutes. Next, draw a line on the board with events marking the beginning and end of the time period and have students from each group fill in events from their group work. Discuss as a class to conclude.
- Teachers should encourage students to evaluate complex or nuanced arguments that address the question.
 - Consider having students practice writing a counterargument in relation to the prompt. Have students brainstorm individually and then work in pairs or trios to combine their ideas and create a counterargument paragraph. As students' skills develop, they can experiment with more sophisticated and nuanced approaches to their essays.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice LEQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Modules on Period 4: 1800–1848, Period 5: 1844–1877, Period 6: 1865–1898, and Period 7: 1890–1945, which address some of the content and skills related to this question.
- The optional activity for Topic 3.12 in the [AP US History Course and Exam Description](#) offers students an early opportunity to practice historical thinking skills related to this theme.
- Through the optional activity for Topic 4.14, students can practice developing sophisticated arguments through peer review.

- The Unit 4 University Faculty Lecture video on AP Classroom addresses some of the content related to this question. The optional activity for Topic 4.5 offers students an opportunity to practice scaffolding a more sophisticated argument.
- Teachers may utilize some of the optional sources for Topics 5.2 and 3.12, among others, in the [AP US History Course and Exam Description](#). In Topic 5.2, Brigham Young’s exhortation and Luzena Wilson’s memoirs outline different ways that migration shaped the West. In Topic 6.3, Black Elk and Willa Cather discuss the effects of migration on the West in the late nineteenth century.
- The online AP Teacher Community includes a library of resources that can be searched by AP History Thinking skill, reasoning process, theme, and resource type. Visit:
<https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.

Long Essay Question 4

Task: Long Essay Question

Topic: Twentieth Century Migration

Max Score: 6

Mean Score: 2.28

What were the responses to this question expected to demonstrate?

- This question asked students to evaluate the extent to which migration influenced United States society from 1932 to 2000.
- The students were required to develop a historically defensible, relevant argument drawing upon knowledge of Periods 7 through 9. The focus of the long essay question was the examination of the influence of migration on United States society from 1932 to 2000. Specifically, this means an evaluation of *what migration caused*, not what caused migration.
- The students were required to provide broad historical context before, during, or after the time period from 1932 to 2000. With this prompt, students were required to describe the conditions that helped foster migration during the period.
- The students were required to provide at least two (2) specific examples from 1932 to 2000 to defend a claim. Further, each piece of evidence required the students to explain or elaborate on how migration during the period influenced United States society. The nature of the prompt allowed students great freedom and autonomy in evaluating what evidence would best support their argument.
- This question primarily addressed Topics 7.10, 8.1, 8.4, 8.5, 8.6, 8.9, 8.10, 8.11, 8.12, 8.14, and 8.15.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

- Many responses demonstrated that students had a mixed mastery of course content. In general, students who crafted successful responses showed that they were familiar with content ranging from the 1930s into the 1970s. Other responses indicated less familiarity with content before 1940 or past the 1970s.
- Students showed significant knowledge of the Great Migration and Rust Belt to Sun Belt migration. In terms of major themes, students demonstrated a solid understanding of ethnic and racial biases and prejudices, economic transformation, and some elements of political and ideological divisions within the country.
- There were some deficiencies in content representation among student responses. Students did not discuss migrations related to the Dust Bowl as much as might have been expected. Very few students discussed the Immigration and Nationality Act of 1965 and associated immigration reforms related to the Great Society. This would have worked as strong context for a discussion of increased Latin American and Asian immigration into the United States during the 1970s and beyond and associated increases in ethnic and cultural diversity in urban centers.
- Students had limited success integrating historical reasoning skills into their response at more than just a surface level. Students often incorporated causation into their responses but did not develop their ideas beyond a simple statement. Although some students made significant comparisons based on time or region, most did not. Students often mentioned continuity and/or change in passing without adequate development or the incorporation of examples.

- Students struggled to demonstrate a complex or nuanced understanding of historical processes or developments. Although most essays included a thesis statement, students generally took a narrative approach rather than creating a complex argument, relying on listing pieces of evidence rather than an analysis of the ways in which the evidence supported their argument.
- A significant number of students were able to formulate a thesis and clear argument and carry that argument throughout their responses.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	Responses that Demonstrate Understanding
<ul style="list-style-type: none"> • Responses demonstrated general difficulty with disaggregating causes and effects, particularly regarding the connections between migration and technology. 	<ul style="list-style-type: none"> • Better responses described causes of migration separately from the effects of migration: • “Also, many people chose to move to the sunbelt, encompassing the southern half of the United States. This resulted from the development of the military industrial complex and its presence in sunbelt states, in which defense contractors were able to gain government contracts by giving funding to politicians, as Eisenhower warned. Many defense companies such as Lockheed Martin and Northrup Gruman were based in the sunbelt, drawing many new workers for economic opportunity. The result of this was increased political power of states such as California and Texas because of a massive population increase, which broke the continuity of concentrated voting power in the north.”
<ul style="list-style-type: none"> • Students struggled to understand the chronology of specific events and overall movements. Students often cited one piece of relevant evidence to support an argument, but often only one piece of evidence fell within the stated time period. 	<ul style="list-style-type: none"> • Better responses demonstrated successful chronological understanding of suburban development. • “For example, Levittowns, which were planned out communities of affordable homes in Long Island, were catalysts in driving this change. It led to further development of suburbs across this country, as it became simple to master plan ‘cookie cutter’ communities for economic gain. In addition, this new suburbanization led to an increase in the use of the automobile.”
<ul style="list-style-type: none"> • Responses often described how the Great Migration occurred when African Americans moved north to escape issues of racism in the South and then identified the effect of new 	<ul style="list-style-type: none"> • Some stronger responses successfully linked the Great Migration to the Harlem Renaissance.

<p>cultural movements in urban areas. However, the other piece of evidence would describe increased Asian immigration and then incorrectly explain that this immigration led to the Chinese Exclusion Act.</p>	<ul style="list-style-type: none"> “African Americans began moving out of the South seeking employment. This mass migration of African Americans led to the Harlem Renaissance, a period of large cultural changes which led to the rise in popularity of jazz music and revitalization of African American culture.”
<ul style="list-style-type: none"> Responses sometimes conflated the fear of communism during the era of the Second Red Scare with fear of immigrants. 	<ul style="list-style-type: none"> Better responses addressed the influence of migration without oversimplifying the definitions of anticommunism and xenophobia. “During the Vietnamese War, the U.S. fought to contain the spread of communism in foreign countries. The U.S. would migrate Vietnamese citizens who were important to the war effort to the U.S. in hopes of beating the Vietcong. The end of the war saw many more Vietnamese immigrants leave for America, as the Vietcong would kill those southern Vietnam who assisted or were affiliated with the United States. The immigration of Vietnamese in America allowed for survivors to tell their stories about the war and how inhumane it was. . . . The migrants would influence the 60’s-70’s society in starting an anti-war movement to return their soldier home and to leave Vietnam to the communists.”
<ul style="list-style-type: none"> Many responses confused migration from 1932 to 2000 with earlier periods of immigration. 	<ul style="list-style-type: none"> Better responses successfully identified immigration within the period. “In the height of World War 2, many soldiers left home and went to fight during the war for an extensive period of time but there was a huge question of who would support the homefront and keep the economy running back in the US. One major answer to this was Braceros. Braceros were people who immigrated from Mexico and was granted a temporary citizenship for working in the US during the War. Braceros were farmers that kept the agricultural society afloat during the war.”

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

- Students may benefit from consistent discussion of cause versus effect throughout the course. One approach is to provide one historical event and ask the first student discuss a cause and then the next student identify an effect. The students could then switch on the next event. This is a basic, but often effective, activity.
- Using LEQs from AP Classroom and past exams ask students why they think the question includes the dates that it does.
- Encourage students to focus carefully on what task the prompt is asking. Too often students write about what they know within the time parameters given in the prompt, but it is not germane to the specific task being asked in the prompt. For this prompt, which asks students about the effects of migration on society between 1932 and 2000, many responses went into detail about the Cold War and the Civil Rights movement, but the responses strayed too far from the prompt, or did not make clear how the Cold War or the Civil Rights movement were tied to migration’s influence on United States society.
- Students would benefit from better understanding of chronology and at least rough dates. Timelines and graphic organizers can be useful for this.
 - A graphic organizer could compare both Red Scares.
 - A Civil Rights events timeline
 - An immigration/migration timeline with causes of that immigration as well as the effects.
 - Chinese Immigration post-Civil War
 - Cause(s): Labor for the transcontinental railroad
 - Effect(s): Chinese Exclusion Act
 - Migration to California in the 1930s:
 - Cause(s): Dust Bowl
 - Effect(s): Competition for jobs, “deportation” of Mexican migrant workers
 - Suburbanization
 - Cause(s): Baby boom, GI Bill, housing availability
 - Effect(s): Cultural conformity, increased racial segregation in housing
 - Sun Belt migration
 - Cause(s): Decline of industry in Rust Belt, air conditioning
 - Effects(s): Economic growth in the South and West, changes to political affiliations and the political influence of different regions in national elections

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice LEQs for teachers to use as formative assessment pieces. These formative LEQs gradually increase in complexity as the year progresses.
- AP Classroom includes Teaching and Assessing Modules on Period 7: 1890–1945, Period 8: 1945–1980 and Period 9: 1980–Present, which address the content and skills related to this question.
- Teachers may utilize some of the optional sources for Topics 7.12 and 8.4, among others, in the [AP US History Course and Exam Description](#). In Topic 7.12, Ernesto Galarza discusses the lives of

Mexican migrant workers and their effect on society. In Topic 8.4 historians Lisa McGirr and Gary Mormino discuss the effects of suburbanization and Sun Belt migration on society, the economy, and politics.

- The optional activity for Topic 8.5 provides an avenue for students to think about contextualizing migration and making connections during this period.
- The online AP Teacher Community includes a library of resources that can be found at: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>.