

2023



AP[®] United States History

Scoring Guidelines

Set 1

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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- (A) Briefly describe one major difference between Cohen’s and Katznelson’s historical interpretations of the New Deal. **1 point**

Examples that earn this point include the following:

- Cohen focuses on the diversity of New Deal supporters, while Katznelson focuses on the New Deal supporters that were White supremacists.
- Katznelson focuses on New Deal politicians and their activities, while Cohen focuses on how certain American voters came to support the New Deal and New Deal politicians.
- Cohen praises the effects of the New Deal for giving immigrants and members of minority groups a voice in democracy, whereas Katznelson condemns the effects of the New Deal that allowed discrimination against minority groups.
- Cohen emphasizes the expansion of the New Deal coalition to include working-class people, immigrants, and African Americans (an expansion of American democracy), while Katznelson points out that New Deal leaders allowed racial discrimination in their programs to keep support for them from conservative southern Democrats.
- Cohen acknowledges the more positive aspects of the New Deal for minority groups and indicates that it is an important transitional step toward greater opportunities, while Katznelson expresses disappointment that New Deal programs did not do enough to accelerate greater rights and representation for minority group members and were severely limited by efforts to maintain southern support.

(B)	Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen's argument.	1 point
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Examples that earn this point include the following:

- The economic hardship in the Great Depression led to broad support for the Democrats because Roosevelt promised to provide government relief.
- The widespread popularity of Democrats is why Roosevelt won the presidency four times.
- African Americans, who had largely supported Republicans because of their role in Reconstruction, began their shift to the Democratic party in the 1930s.
- The efforts by radical, union, and populist movements to push Roosevelt toward more extensive efforts to change the American economic system support Cohen's argument that working-class people asserted themselves in the political arena in new ways.

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

- Many people worked for New Deal programs such as the Works Progress Administration (WPA).
- Impact of the Wagner Act.

(C)	Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katzenbach's argument.	1 point
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Examples that earn this point include the following:

- Katzenbach's assertion that the New Deal turned a blind eye toward a system of racial cruelty is supported by the persistence of racial segregation in the South throughout this period.
- Many New Deal jobs programs segregated African Americans, which proves Katzenbach's argument about the limitations of the New Deal.
- Franklin Roosevelt shied away from confronting racism in New Deal programs, as well as from recognizing crucial issues, such as lynching, because of the power of southern Democrats in Congress.
- Many New Deal programs, such as the WPA, were administered by states, which allowed local authorities in the South to maintain segregation in the programs and to provide disproportionately small amounts of relief for African Americans.
- Important programs for American workers, such as Social Security and minimum wage legislation, excluded agricultural and domestic workers, a move southern Democrats demanded. These decisions largely excluded African Americans, who predominated in such occupations, especially in the South, from those programs.

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

- Segregation of the military under Roosevelt.
- Persistence of Jim Crow Laws.
- Continued racial oppression in the South by groups such as the Ku Klux Klan.

Total for question 1 3 points

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

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

(A) Briefly describe one point of view suggested in the excerpt. **1 point**

Examples that earn this point include the following:

- The point of view of the excerpt is that of a reformer.
- The point of view of the excerpt is that the Standard Oil Company is too big.
- The author believes that government needs to step in to regulate large corporations.

(B) Briefly explain how one specific historical development between 1865 to 1904 contributed to the development described in the excerpt. **1 point**

Examples that earn this point include the following:

- The development of trusts like Standard Oil was partly a result of the popularity of laissez-faire policies that opposed government intervention in the economy.
- The federal government supported policies that placed few restrictions on companies like Standard Oil, allowing it to become a trust.
- Companies like Standard Oil eliminated their competition to create monopolies, which made them very powerful.
- Policies that restricted the power of labor organizations contributed to companies like Standard Oil becoming more powerful.
- Westward expansion and imperialism opened new markets and resources, leading to some companies gaining a monopoly.

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

- The processes of horizontal integration
- The processes of vertical integration

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- (C) Briefly explain how ideas such as those reflected in the excerpt resulted in one specific effect between 1904 and 1920. **1 point**

Examples that earn this point include the following:

- The concerns raised by Tarbell contributed to calls by Progressives for federal legislation that they believed would effectively regulate the economy.
- By publishing her ideas, Tarbell gained support from the public, which contributed to trust-busting by the government.
- The criticisms of reforms about the power of corporations like Standard Oil resulted in the increased power of the federal government over the economy.
- The concerns raised by Tarbell promoted expanded union membership and agitation for higher wages, shorter hours, and safer working conditions.

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

- The impact of muckraking
- Application of federal laws such as the Sherman Anti-Trust Act (1890)
- The passage of laws such as the Clayton Anti-Trust Act (1914)

Total for question 2 3 points

Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

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

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- (A)** Briefly describe one way that agriculture influenced migration to North America from 1607 to 1776. **1 point**

Examples that earn this point include the following:

- The need for labor on plantations led to Europeans forcing the migration of enslaved Africans.
- Profits from tobacco motivated Europeans to migrate to the colonies.
- Profits from sugar encouraged European migration to Caribbean colonies.
- The demand for labor on tobacco plantations led to the migration of indentured servants.
- The desire for farmland, which was in short supply in Europe, led to increased migration to North America.

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- (B)** Briefly explain one similarity in how agriculture influenced the development of two regions in North America from 1607 to 1776. **1 point**

Examples that earn this point include the following:

- Both the southern colonies and the Chesapeake had farming which led to the extensive use of enslaved labor.
- The labor-intensive cultivation of rice in the southern colonies and sugar in the Caribbean resulted in the forced migration of larger numbers of enslaved Africans.
- Tobacco, grown in the Chesapeake, and rice, grown in the southern colonies, could both be sold profitably outside of the colonies, so both regions developed export economies.

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

- The impact of grain cultivation in both New York and Pennsylvania
- Similarities in the impact of Indigenous farming practices

(C)	Briefly explain one difference in how agriculture influenced the development of two regions in North America from 1607 to 1776.	1 point
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Examples that earn this point include the following:

- Cash crops grown in southern colonies needed more labor than the family farms in the North, so there were more enslaved people in southern colonies.
- The crops grown in the South were very profitable, so the economy mainly focused on exporting crops, but in the North, they mostly had family farms, so the economy was more diverse.
- The demand for labor on plantations led to more males migrating from Europe to the Chesapeake Colonies, while smaller family farms in New England generally had a more equal balance of males and females.
- Whereas the Southern economy was greatly influenced by agriculture resulting in the development of cash crops and the extensive use of slavery, the land in the North was not as conducive to this and thus resulted in an economy more reliant on trade, shipbuilding, and manufacturing.

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

- The impact of agriculture on population distribution in New England vs. the Chesapeake
- How agricultural practices impacted the distribution of indentured servants

Total for question 3 3 points

Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

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

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- (A) Briefly describe one way that agricultural interests influenced societal debates in the United States from 1865 to 1900. **1 point**

Examples that earn this point include the following:

- Western farmers demanded more government regulations of transportation.
- Westward expansion by farmers led to increased debates over access to Native American lands.
- Economic instability inspired agrarian activists to support the People's Party, which called for a stronger governmental role in regulating the American economic system.
- Acquisition of land from Mexico before the Civil War led to continued debates about American farmers' access to land owned by Mexican Americans.
- The need for labor on plantations led to debates about the treatment of formerly enslaved people after the Civil War.
- The high cost of shipping farm goods led to debates about government regulation of the railroads.
- After the end of the Civil War, there were debates about whether the government should provide land for African Americans or if White plantation owners should continue to own most land in the South.
- The South's heavy dependence on agriculture led to debates about whether the region should focus on industrialization.

(B)	Briefly explain one similarity in how agriculture influenced the development of two regions in the United States from 1865 to 1900.	1 point
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Examples that earn this point include the following:

- Farming was a major economic activity in the South and West, so there was not as much industrialization in these regions.
- The economic hardship faced by sharecroppers in the South and homesteaders in the West led to the rise of agrarian activists in both regions.

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

- The impact of the dependence on agriculture on urbanization in both the South and West
- The role of agriculture in the displacement of Native American peoples in multiple areas of the West
- The changes brought to farming by technology in multiple regions of the West

(C)	Briefly explain one difference in how agriculture influenced the development of two regions in the United States from 1865 to 1900.	1 point
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Examples that earn this point include the following:

- Plantation farming in the South led to the rise of sharecropping, but this did not happen in the West, where there were more independent farmers.
- Agriculture in the West was more diverse, leading to an economy that depended heavily on farming and ranching. However, the South remained mostly dependent on growing cotton.
- The expansion of agriculture led to the acceleration of the government forcibly relocating Native Americans in the West to reservations from 1865 to 1900; however, in the Southeast, the government had already removed most Native Americans by this time.

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

- Differences in support for the Populists in various regions
- Impact of the New South
- Ranching vs. farming in different areas of the West

Total for question 4 3 points

Question 1: Document-Based Question, Commercial Development

7 points

General Scoring Notes

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

Evaluate the extent to which commercial development changed United States society from 1800 to 1855.

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

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>"When Europeans colonized North America, at first all they wanted was commerce with Native Americans."</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>"People felt very religious all the time in the early 1800s."</i> 	
	<p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how commercial development changed United States society from 1800 to 1855.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> British regulations (Navigation Acts) Articles of Confederation Constitution First Great Awakening War of 1812 Manifest Destiny The Civil War The Second Industrial Revolution The Gilded Age Western expansion and debates over slavery <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"When the United States was a colony of Britain, the Navigation Acts made it so that the colonists couldn't manufacture things. In the early 1800s, many people wanted to encourage the development of manufacturing to fix this so that the country could be more economically independent."</i> <i>"During the War of 1812, Americans had trouble getting manufactured goods from Europe, so they were encouraged to begin manufacturing things themselves domestically."</i> <i>"As America expanded its territory, it was becoming more divided on how slavery should be handled."</i> (Minimally acceptable context) 	
	<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points	1 point	2 points
	Does not meet the criteria for one point.	Uses the content of at least three documents to address the topic of the prompt.	Supports an argument in response to the prompt using at least six documents.
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Use evidence from less than three of the documents • Misinterpret the content of the document • Quote, without an accompanying description, of the content of the documents • Address documents collectively rather than considering separately the content of each document 	<p>Responses that earn 1 point:</p> <p>Accurately describe—rather than simply quote—the content from at least three of the documents to address how commercial development changed United States society from 1800 to 1855.</p> <p>Examples of describing the content of a document:</p> <p>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</p> <ul style="list-style-type: none"> • (Document 4): “Nason says he’d be ashamed if his sister worked as a mill girl.” • (Document 5): “Wilson explains that upper-class African Americans live well.” 	<p>Responses that earn 2 points:</p> <p>Support an argument in response to the prompt by accurately using the content of at least six documents.</p> <p>Examples of supporting an argument using the content of a document:</p> <ul style="list-style-type: none"> • (Document 4): “The development of textile factories like those in Unionville broke with existing social expectations, especially for middle-class women, that women should not work outside of domestic settings.” (Uses evidence from Document 4 to support an argument about changing gender norms during the market revolution) • (Document 5): “Commercial development in the early 1800s increased many Americans’ standard of living. The document written by Wilson provides evidence of this higher standard of living among African Americans living in Pennsylvania by noting that they owned fine furniture.” (Uses evidence from Document 5 to support an argument about how commercial changes influence African American communities) 	<p>Additional Notes:</p> <p>To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</p>

Row C (Continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> Provide evidence that is not relevant to an argument about the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt or in any of the documents. Provide a passing phrase or reference. 		Responses that earn this point: Must use at least one specific piece of historical evidence relevant to how commercial development changed United States society from 1800 to 1855. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Louisiana Purchase Henry Clay American System Embargo Act (1807) Era of Good Feelings Boom-bust cycles Panic of 1837 Urbanization Eli Whitney/use of cotton gin Market revolution Second Great Awakening Domestic slave trade Andrew Jackson Bank of the United States California Gold Rush Woman suffrage movement Seneca Falls Convention Elizabeth Cady Stanton Sectionalism Nativism/Know-Nothing Party King Cotton Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> <i>"Henry Clay proposed the American System because many places needed better transportation to facilitate commerce. But federal funding for new roads and canals was controversial for political leaders who felt it was not the role of the federal government, and most internal improvements were taken by the states."</i> (Uses a piece of evidence beyond the documents to make a connection about debates over internal improvements) <i>"The invention of the cotton gin significantly increased the production of cotton in the period."</i> (Uses a piece of evidence beyond the documents to make a connection to the growth of cotton production)
Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. To earn this point, the evidence provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
Decision Rules and Scoring Notes		
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>"In Document 5 Wilson's point of view is an African American writer who wants people to stop looking down on successful African Americans."</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>"In Document 6, Baker says being a mill girl isn't so bad."</i> 	<p>Responses that earn this point:</p> <p>Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</p> <p>Example of acceptable explanation of the relevance of the author's purpose:</p> <ul style="list-style-type: none"> <i>(Document 4): "Nason tells his parents why it is so bad to have children working in the factories. He describes how harmful it is to children so that his parents will tell others not to send kids to work in the mills. He shows the bad effects of industrialization."</i> (Provides sourcing regarding the purpose of the document relevant to an argument that commercial development produced some negative social effects) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> <i>(Document 7): "During the 1840s, the westward expansion of slavery contributed to the development of free-soil arguments against slavery that emphasized the ill effects of the institution for free laborers in the North noted in North Star."</i> (Provides sourcing regarding the historical situation of the document relevant to an argument about the role of commercial development in antislavery movements) <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> <i>(Document 2): "The audience for document 2 included people seeking to use steam power to speed up transportation on water through the use of steamboats, and over land using railroads, so as to expand the commercial development of the United States."</i> (Provides sourcing regarding the audience of the document relevant to an argument that new technologies were used to facilitate the commercial development of the United States) <p>Example of acceptable explanation of the relevance of the point of view:</p> <ul style="list-style-type: none"> <i>(Document 1): "The report from the churches in Connecticut was written from the perspective of a temperance reformer likely influenced by the spread of the second Great Awakening. The fact that they are making recommendations to businesspeople like manufacturers shows how culture and business were linked in this period."</i> (Provides sourcing regarding the point of view of the document relevant to an argument that religion and business practices influenced each other in this period)

Row D (continued)	Complexity	
	0 points	1 point
Does not meet the criteria for one point.		
		Decision Rules and Scoring Notes
<p>Responses that earn this point:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The response argues that commercial development in the nineteenth century led to greater economic connections across the United States, which contributed to the growth of a national culture. It then corroborates that argument across regions by explaining how new transportation networks increased economic and cultural connections between the Northeast and Midwest while, at the same time, rising cotton production created new economic and political ties between the South and the Northeast during the first half of the 1800s. • The response argues that the social effects of commercial development led to the growth of reform movements. It then qualifies the argument with evidence that many people developed arguments to justify the social impacts of the growth of commerce, such as the expansion of slavery and the increased use of wage laborers in factories. • The response argues that the growth of a national market through transportation and communication improvements by the 1850s led to greater unity in the United States. It then modifies that argument with evidence of increased conflict over the institution of slavery connected to the development of commerce in the United States. 		
<p>Additional Notes:</p> <p>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Report from an association of churches in Connecticut, 1812	<ul style="list-style-type: none"> • Argues that various manual laborers should avoid the consumption of alcohol • Makes religious appeal for the success of the temperance movement 	<ul style="list-style-type: none"> • During the early and mid-1800s, alcoholism was seen as a threat to the well-being of families and the economic productivity of workers. (situation) • As a church organization, the creator of the report believed that there was a religious and not only an economic mission in advocating temperance. (point of view)
2. Advertisement in Machett's Baltimore Directory, 1831	<ul style="list-style-type: none"> • Depicts an early steam-powered locomotive 	<ul style="list-style-type: none"> • Early steam-powered locomotives in the 1830s began the shift away from water-borne transportation. By the mid-1800s, transportation by rail began to overtake transportation by canal. (situation) • The purpose of the advertisement was to sell steam engines to people who sought to use technological innovations to develop the economy. (purpose)
3. Henry Tayloe, letter, 1835	<ul style="list-style-type: none"> • Depicts the author's involvement in the internal slave trade 	<ul style="list-style-type: none"> • The purpose of the letter was to describe the potential profit of engaging in the internal slave trade in Alabama. (purpose) • Westward settlement and the depletion of land in the southeast contributed to the expansion of plantation agriculture. (situation)
4. Elias Nason, letter to his parents, 1835	<ul style="list-style-type: none"> • Argues that his parents should not let his siblings work in a cotton mill • Argues that work in mills is unhealthy for children and would make them unvirtuous • States that he feels ashamed that his sister works in a mill 	<ul style="list-style-type: none"> • As a student seeking to become a minister, he feared that female textile workers had very low reputations and were morally suspicious, which would impact his reputation as well. (point of view) • Mills like Lowell had chaperones and strict oversight to uphold the morals of female workers, but even that was not enough to overcome public suspicions. (situation)
5. Joseph Wilson, <i>Sketches of the Higher Classes of Coloured Society in Philadelphia</i> , 1841	<ul style="list-style-type: none"> • Argues that higher classes of African Americans have well-furnished homes • Claims that upper-class African Americans abstain from alcohol • Describes prejudice among White Americans that upwardly mobile African Americans must overcome 	<ul style="list-style-type: none"> • As an African American writer, Wilson sought to dispel the prejudices of many White Americans against the success of some wealthier African Americans. (purpose) • The growth of the market economy presented the opportunity for some free African Americans to improve their economic situation and develop institutions to support their communities. (situation)

AP® United States History 2023 Scoring Guidelines

6. Josephine L. Baker, factory worker, "A Second Peep at Factory Life," <i>Lowell Offering</i> , 1845	<ul style="list-style-type: none">• Argues that despite some drawbacks, mill girls benefit from working in factories• Describes ready source of money and some autonomy as wage earners• Describes lectures and other educational opportunities sponsored by the Lowell Mills	<ul style="list-style-type: none">• The Lowell system of textile manufacturing in the first half of the 1800s employed unmarried women from farming families who lived in company-provided housing and communities in New England. (situation)• The audience for the article included readers who were skeptical of the desirability of employing women outside of the home as factory laborers and critical of factory working conditions, whom the writer sought to convince to be less critical of the Lowell Mills. (audience)
7. "Free Labor vs. Slave Labor," <i>North Star</i> , 1848	<ul style="list-style-type: none">• Argues that the Northern working class is voting for pro-slavery politicians• Argues that the institution of slavery lowers the wages paid to wage laborers• Argues that the existence of slavery also lowers the status of free laborers	<ul style="list-style-type: none">• As an abolitionist activist, Douglass sought to draw on arguments that would encourage antislavery sentiment among ordinary Northerners. (point of view)• During the 1840s, the westward expansion of slavery contributed to the development of free-soil arguments against slavery that emphasized the ill effects of the institution for free laborers in the North. (situation)

Question 2: Long Essay Question, Transatlantic Trade

6 points

General Scoring Notes

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

Evaluate the extent to which the growth of transatlantic trade changed British North American colonial society from 1607 to 1776.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide an overly generalized response to the prompt</p> <ul style="list-style-type: none"> <i>"The growth of transatlantic trade led to major economic and social changes in society."</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> <i>"North American society changed as a result of the growth of trade in the Atlantic."</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> <i>"The growth of transatlantic trade led to the development of a diverse economy in the British colonies that included the large-scale manufacturing of consumer goods and extensive silver mining."</i> <p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	<p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>"The most significant and lasting impact of the growth of transatlantic trade was the increase in the racial, religious, and ethnic diversity of the colonies, while another important but less significant impact was the Anglicization of colonial society."</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>"The growth of trade in the Atlantic led to the spread of Enlightenment ideas and debates about British taxes, both of which contributed to the movement for independence."</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"The growth of transatlantic trade led to more slavery in the colonies."</i> (Minimally acceptable thesis/claim) 	

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The ancestors of the Native Americans migrated from Asia long ago on a land bridge across the Bering Sea."</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>"Europeans built tons and tons of boats between 1607 and 1776. These boats were used to travel all over the world."</i> 		<p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776.</p>
<p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Native American society before the colonization of North America Spanish (or other European) colonization before 1600 The economic motivations for exploration Initial British colonization of North America in the 1600s East Asia trade (e.g., tea) Imperial competition among European powers The Revolutionary War <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"The Spanish and Portuguese established large profitable colonies in the Americas before the English successfully founded a permanent settlement at Jamestown. The wealth of these early Spanish and Portuguese colonies from things like silver inspired other European countries to start colonies and eventually led to massive trade in the Atlantic."</i> <i>"Throughout the early 1600s colonies started forming for different reasons such as religious and economic reasons. This is seen as the Jamestown colony created for profit."</i> (Minimally acceptable context) 		
<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"The British impressed sailors on American merchant ships which made Americans very mad and contributed to another war with Britain."</i> 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Indentured servitude Transatlantic slave trade Fur Trade Mercantilism First Great Awakening Enlightenment Anglicization Declaration of Independence Salutary neglect Navigation Acts Tobacco, sugar, rice Sugar Act Townshend Acts Tea Act <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"The British regulated colonial trade with things like the Sugar Act and Tea Act."</i> 	<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"The growth of the fur trade led colonists to form relationships with Indigenous societies in northern colonies that contributed to cultural exchange."</i> (Uses evidence to support an argument about changes in colonial society that resulted from interactions with Indigenous Americans) <i>"The growth of trade in the Atlantic helped spread religious ideas from Europe to the colonies which contributed to the first Great Awakening."</i> (Uses evidence to support an argument about the impact of transatlantic trade on culture) <i>"The British allowed the colonists a fair amount of freedom to trade during salutary neglect, but when that changed, it led to resentment in colonial society."</i> (Uses evidence to support an argument about changes in the colonist loyalty to Britain) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about increases in ethnic and intellectual diversity, using evidence about the New Netherlands and Enlightenment.) 			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how the growth of transatlantic trade changed British North American colonial societies from 1607 to 1776, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. 	
Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>"Mercantilism was an economic system used by the British in their colonies. It was designed to regulate trade."</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how transatlantic trade caused the spread of plantation agriculture that led to an increase in slavery. Discussing how transatlantic trade led to an increase in the presence of different European religious and ethnic groups, which contributed to a significant degree of pluralism and intellectual exchange. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"Early on, tobacco proved to be a very profitable crop for the Virginia colony in transatlantic trade. This created a demand for labor which at first brought in a significant number of European indentured servants and later enslaved Africans."</i> (Indicates a change resulting from transatlantic trade) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that transatlantic trade led to a steady increase in the diversity of colonial society from 1607 to 1776. The response corroborates this argument with evidence from across themes about how various factors like cultural exchange, economic incentives, and imperial competition contributed to this steady increase in diversity over time. The response argues that British attempts to regulate transatlantic trade led to a decreasing loyalty to Britain in colonial society that culminated in the Declaration of Independence. The response then qualifies that argument with evidence of a gradual Anglicization of colonial society that in some ways brought the colonies and Britain closer. The response argues that transatlantic trade changed the ethnic, racial, and religious makeup of the colonies. It then qualifies that argument with evidence of demographic continuities, including a consistent Native American presence and constant migration from Britain. 	
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 3: Long Essay Question, 19th Century Territorial Growth

6 points

General Scoring Notes

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

Evaluate the extent to which changes in United States foreign policy contributed to territorial growth from 1840 to 1898.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>"Consistent changes in U.S. foreign policy contributed to consistent territorial growth from 1840 to 1898."</i> <p>Provide an overly generalized response to the prompt</p> <ul style="list-style-type: none"> <i>"Economic, social, and political changes in United States foreign policy contributed to territorial growth."</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> <i>"The isolationist foreign policy of the United States motivated America to fight to get the Europeans out of our area."</i> 	<p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about how changes in United States foreign policy contributed to territorial growth from 1840 to 1898. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>	
<p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The fur trade with the Indigenous population of colonial New France and New England was very lucrative but short-lived."</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>"The second half of the 1800s was an age of conflict, selfishness, and dishonesty."</i> 	<p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Native American Nations/Tribes American Revolution French Revolution Haitian Revolution Decline of the Spanish Empire The spread of cotton cultivation Debates about slavery European imperialism Nationalist movement in the Philippines <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"From the early republic through the late 1800s, Indigenous Nations controlled vast areas of North America. From the Cherokee Nation in the Southeast to Comancheria on the plains, numerous Indigenous communities thrived before the expansion of the United States."</i> <i>"During this time, as industrialization was growing, the U.S. had more opportunities to trade with other countries because they could use their new resources and technological advancements to create new relations with other countries."</i> (Minimally acceptable context) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"The federal government had a policy that focused on expanding west, so they signed the Treaty of Greenville with the confederation headed by Little Turtle to get the land where Ohio is today."</i> 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Indian Removal Manifest Destiny Annexation of Texas Mexican-American War Oregon Treaty William Seward Purchase of Alaska Wars with Indigenous Nations (Seminole, Apache, Sioux, etc.) Treaty of Fort Laramie Native American reservations Annexation of Hawaii Spanish-American War <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"The United States purchased Alaska from Russia and annexed Hawaii in this period."</i> 	<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding how changes in United States foreign policy contributed to territorial growth from 1840 to 1898.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"With industrialization, U.S. foreign policy became more focused on acquiring territory overseas which contributed to the Spanish-American War."</i> (Uses evidence to support an argument about changes in foreign policy because of industrialization) <i>"Widespread enthusiasm for Manifest Destiny contributed to government policies aimed at taking land in the West from Indigenous people."</i> (Uses evidence to support an argument about the influence of Manifest Destiny on territorial expansion) <i>"Inspired by arguments that the United States needed outposts in the Pacific to serve as markets and as strategic naval outposts, the United States began to claim Pacific nations like the Kingdom of Hawai'i as American territory."</i> (Uses evidence to support an argument about how changes in foreign policy led to the acquisition of territory in the Pacific) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about territorial expansion on the continent with evidence of the annexation of Texas and territorial expansion overseas with the annexation of Hawaii.) 			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in United States foreign policy contributed to territorial growth from 1840 to 1898, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. 	
Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>"William Seward was a politician who served as the Secretary of State in the 1860s. He negotiated with Russia about Alaska."</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how U.S. foreign policy became more aggressive over time and contributed to wars to acquire territory. Explaining how U.S. foreign policy shifted from a focus on acquiring territory in the West to a policy of acquiring territory overseas. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"At first the U.S. was mostly focused on taking land from Native Americans and Mexico in the West, but by the end of the century, U.S. foreign policy focused on getting land in the Caribbean and Pacific."</i> (Indicates a change in foreign policy related to territorial acquisition) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that U.S. foreign policy got steadily more aggressive about acquiring territory. It corroborates this argument by providing evidence across themes, including ideological motivations emanating from Manifest Destiny, economic interest resulting from industrialization and agriculture, and global competition related to European imperialism. The response argues that the U.S. became much more willing to use war to gain territory over the course of the 19th century. It then qualifies the argument about change with evidence of continuity, noting that warfare was used to take land from Native Americans from the 17th century through the 19th century. The response argues that changes in foreign policy played a minor role in the growth of the United States. The response modifies the argument by contending that it was the actions of citizens that primarily contributed to growth, providing evidence like settlers pushing into Indigenous land. 	
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 4: Long Essay Question, National Security and Changes to Foreign Policy

6 points

General Scoring Notes

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

Evaluate the extent to which growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“Fear led to major changes in U.S. foreign policy.”</i> <p>Provide an overly generalized response to the prompt</p> <ul style="list-style-type: none"> <i>“National security concerns led to social, economic, and political changes in U.S. foreign policy.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> <i>“As the most powerful country in the World, the United States didn’t feel like it needed any other countries’ help to address its security concerns, so it established an isolationist foreign policy.”</i> <p>Additional Notes:</p> <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	<p>Responses that earn this point:</p> <p>Provide a historically defensible thesis or claim about how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p> <p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> <i>“While the most significant change to U.S. policy that resulted from the fear of communism was the formation of permanent alliances, something the U.S. had never done, the U.S. also increased its use of foreign aid and military power in the period.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> <i>“Security concerns led to more alliances and increased foreign aid during the Cold War.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> <i>“Concerns about national security led to the formation of permanent alliances.”</i> (Minimally acceptable thesis/claim) 	

Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>"The 1920s was a period of great cultural change, flappers challenged gender norms, cars gave young people more freedom, and the radio was a new form of entertainment. Not everyone was happy with the changes as we can see with the Scopes trial."</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> <i>"The period after World War II was an age of optimism and anxiety. Americans were both excited about the social and economic changes in the period and worried about dangerous developments around the world."</i> 	<p>Responses that earn this point:</p> <p>Accurately describe a context relevant to how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.</p> <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> Washington's Farewell Address First Red Scare Interwar foreign policy of isolationism The Second World War Economic prosperity in the post-war era The Civil Rights movement Gulf War September 11, 2001 <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>"Following World War I, many in the United States hesitated to get involved in foreign affairs. In fact, the U.S. didn't even join the League of Nations or get involved in World War II until the bombing of Pearl Harbor. But that all changed with the Cold War."</i> <i>"1945 marks the end of WW2 and the start of a panic about communists."</i> (Minimally acceptable context) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>"The United States helped broker the Oslo Accords which improved the relationship between Israel and Palestine."</i> 	<p>Responses that earn 1 point:</p> <p><u>Identify at least two specific historical examples</u> relevant to how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.</p> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> The Cold War Nuclear weapons Containment Second Red Scare Korean War Vietnam War Potsdam and Yalta Conferences NATO SEATO The United Nations Marshall Plan The Alliance for Progress Ronald Reagan Truman Doctrine Cuban Missile Crisis Duck and Cover Drills Peace Corps Detente Nixon's visits to China & Soviet Union OPEC Oil Embargo Camp David Accords Iran Hostage Crisis Mikhail Gorbachev <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>"President Truman met with the leaders of the Soviet Union and the United Kingdom to plan for the end of World War II at the Yalta and Potsdam Conferences."</i> 	<p>Responses that earn 2 points:</p> <p><u>Use at least two specific historical examples</u> to support an argument regarding how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.</p> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>"As the Soviet Union promoted the spread of communism around the world which led to the Red Scare, the United States responded by developing a foreign policy based on containment."</i> (Uses evidence to support an argument about how the spread of communism shaped foreign policy) <i>"Shortly after World War II ended, several other countries developed nuclear weapons, including some enemies, so the U.S. started building a lot more of these bombs."</i> (Uses evidence to support an argument about the growth of the U.S. nuclear arsenal) <i>"Fear of Soviet power motivated the United States to create permanent alliances for the first time, for example, NATO."</i> (Uses evidence to support an argument about why the U.S. formed alliances) 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about alliances with NATO and military spending with nuclear weapons.) 			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how growing concerns about national security contributed to changes in United States foreign policy from 1945 to 1991.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. 	
Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>"NATO was a military alliance that included the U.S., Canada, and most of Western Europe. The alliance was based on the idea that an attack on one was an attack on all."</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how tension with the Soviet Union caused the U.S. to form new alliances. Explaining how the Cold War was a continuity throughout the period from 1945 to 1991. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>"While the tension between the U.S. and the U.S.S.R. decreased some during détente, the conflict between these two powers consistently shaped U.S. foreign policy in this period."</i> (Indicates a continuity in foreign policy related to the Soviet Union) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that during the Cold War, U.S. foreign policy came to increasingly depend on both military engagements and diplomacy to slow the spread of communism. It then corroborates this argument with evidence from multiple areas of the world, including East Asia, Latin America, Africa, and Europe. The response argues that concerns about the power and influence of communist countries led to continuity in U.S. foreign policy throughout the period. It then qualifies this argument with evidence of the changes during the period of détente. The response argues that national security concerns were only a minor factor in shaping U.S. foreign policy. It modifies the argument by providing evidence of how economic interests shaped foreign policy, arguing that the desire to protect global trade based on capitalism motivated U.S. policy, noting that national security concerns were a result of this economy-driven foreign policy rather than a cause. 	
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			