

**2021**

**AP®**

 CollegeBoard

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# **AP® United States History**

## **Sample Student Responses and Scoring Commentary**

### **Inside:**

#### **Long Essay Question 3**

- Scoring Guideline**
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**Question 3: Long Essay Question, Reform Movements in the 19th Century**

**6 points**

**General Scoring Notes**

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"There was a big market revolution in the US between 1800 and 1848."</i></li> </ul> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Reform movements between 1800 and 1848 had many, many causes."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Reform movements between 1800 and 1848 had two causes."</i></li> </ul> <p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the causes that led to reform activity in the United States in the period from 1800 to 1848. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The spread of slavery was the most important factor in inspiring the spread of reform movements in the mid-1800s."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"New religious ideas during the Second Great Awakening were more important than new political ideas in leading to reform movements in the early 1800s."</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"The effects of the market revolution and ideological influence of the Declaration of Independence led to reform activity in the United States between 1800 and 1840."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The effects of the market revolution led to reform activity in the United States between 1800 and 1840."</i> (Minimally acceptable thesis/claim)</li> </ul>	

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Thomas Jefferson won the election of 1800 and there was a peaceful transition of power."</i></li> </ul> <p><b>Provide historically inaccurate contextualization</b></p> <ul style="list-style-type: none"> <li><i>"During the Second Great Awakening Irish Catholics converted most of the Protestants in America to Catholicism."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>The First Great Awakening</li> <li>The spread of Enlightenment ideas</li> <li>The American Revolution</li> <li>The market revolution</li> <li>The growth of industrialization during the Gilded Age</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"The effects of the market revolution, which led many people to migrate to new places away from their homes and caused some artisans to lose their jobs, led many Americans to seek new meaning in religious reform movements."</i></li> </ul>	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>"Jane Addams wanted to reform immigrants."</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li><u>Identify at least two specific historical examples</u> relevant to the causes that led to reform activity in the United States in the period from 1800 to 1848.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Camp revivals</li> <li>Abolitionism</li> <li>American Colonization Society</li> <li>Harriet Tubman</li> <li>William Lloyd Garrison</li> <li>Mormonism</li> <li>Charles Grandison Finney</li> <li>Grimké sisters</li> <li>Temperance movement</li> <li>Lowell girls</li> <li>Elizabeth Cady Stanton</li> <li>Seneca Falls Convention (1848)</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>"Drinking alcohol grew as a pastime in working class neighborhoods of new manufacturing towns."</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding the causes that led to reform activity in the United States in the period from 1800 to 1848.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>"The growth of the southern cotton economy led to the spread of slavery, which encouraged the rise of the abolitionist movement."</i> (Uses evidence to support an argument about how the cotton economy contributed to abolitionist reform activity)</li> <li><i>"The ideas of the Second Great Awakening emphasizing human perfectibility contributed to the growth of many reform movements to improve society."</i> (Uses evidence to support an argument about how the Second Great Awakening contributed to reform movements)</li> <li><i>"While social ills inspired particular reform movements, the theology of the Second Great Awakening emphasizing millenarian efforts to improve US society, was the main influence on many reform movements."</i> (Uses evidence to argue that the theology of the Second Great Awakening was more important to reform movements than the existence of particular social ills)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, a two-part argument about the role of moral reform and social justice in reform movements using evidence about the temperance movement and the Declaration of Sentiments.)</li> </ul>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to explain the causes that led to reform activity in the United States in the period from 1800 to 1848, although the reasoning may be uneven, limited or imbalanced.</li> </ul>	<b>Responses that earn 2 points:</b> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>	
<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"There was an abolitionist movement between 1800 and 1848."</i></li> </ul>	<b>Using a historical reasoning process to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Explaining how religious ideas about human perfectibility caused the growth of reform movements.</li> <li>Comparing the motivations of abolitionists to those of women's rights advocates.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>"The motivations of women's rights advocates seeking equality were similar to those of anti-slavery activists."</i> (Compares the motivations of two reform movements)</li> </ul>	<b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>The response argues that ideas about equality were most important in inspiring reform movements. It then uses evidence from several different segments of the population, including the spread of White male voting rights during the Jacksonian era, movements for women's voting rights, and abolition to corroborate this argument.</li> <li>The response argues that evangelical religion most inspired reform movements during the 19th century. It then uses evidence of the influence of political ideas about democracy on religion to qualify the argument.</li> <li>The response argues that the market revolution most motivated reform in the early 1800s. It then uses evidence of the limited influence of antislavery and the women's rights movement at the time to modify the argument, showing that reformers were not inspired to seek fundamental social change.</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>			

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Question 2

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Begin your response to each question at the top of a new page. Do not skip lines. Q

Leading up to the period from 1800-~~to 1848~~, America was fighting for its independence from Britain in the American Revolution. Independence was declared in 1776, and the country formed a new government under the US Constitution (After the articles of Confederation were deemed too weak). The United States was a new country that was at risk of failing. George Washington, the first president, called for remaining isolated. Improving internally to strengthen as a country, in the United States, reform activity grew in the period from 1800 to 1848 due to the continuation of the use of slavery and religious revival under the Great Awakening.

The Antebellum reform period began most to be traced back to the use of slavery. Slaves in the United States were brought when the US was still composed of colonies. Although ~~enslaved~~ the slave trade (trans-Atlantic) was banned in the 1800s, the institution still prospered. After abolitionist movement formed. This was led by many northerners and escaped slaves who advocated for putting an end to the institution of slavery. Abolitionists like Frederick Douglass went to the North and spoke to groups about the horrors he faced as an enslaved person (he was a former slave, now escaped). Because of his ~~state of~~ personal experience with slavery, he saw the horrors of it and formed a movement to put an end to it. Many middle class women were spread by abolitionists like Douglass. They joined the movement, but faced discrimination within it. Women realized that they too were struggling. Although not enslaved, they faced discrimination like African Americans to

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and Elizabeth Cady Stanton and Susan B. Anthony went on to lead the women's suffrage movement. In 1848 at the Seneca Falls Convention, women came together to discuss the abuses they faced from the government and described them in the Declaration of Sentiments. After this point, women began to fight for suffrage. They domesticity through their amendment and advocated for education. They were inspired by the abolitionist movement.

The Great Awakening, a religious revival, also led to the reform tractivity in the US during the antebellum period. A Temperance movement formed because they encouraged people to reform society. Leaders of the Great Awakening claimed that people naturally good, and become corrupted by society. Society must be reformed to purify it.

Leaders of the Temperance movement took this idea and said that if alcohol was banned, men wouldn't go out drinking and domestic abuse would decline. In addition to the Temperance movement, a prison and asylum reform movement formed, led by Dorothea Dix, the movement pushed for improved conditions for prisoners and the tally. There ~~poor~~ people had been crowded in prisons in horrifying conditions, but Dix pushed to improve the ~~conditions~~ ~~poor~~ and create mental institutions / asylums. One of the reasons for this prison/asylum reform movement was to improve society. The Great Awakening led to the belief

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Begin your response to each question at the top of a new page. Do not skip lines.

that societies can and should be improved so Dix worked towards this through movement. She believed that administrators should be educated and should focus on rehabilitation not only punishment, to integrate into society.

This antebellum reform movement became connected to the Progressive Era at a later time in American history. During the late 19<sup>th</sup> century to early 20<sup>th</sup> century, some progressives also pushed for reform. Muckrakers, compelled by lack of government regulation, exposed the problems in the US through their work. Upton Sinclair, through "The Jungle," showed what the immigrant experience was like in the slums of crowded tenements unsanitary in cities and exposed the meat industry, which used unhealthy packaging methods. Through this work, he pushed for government reforms to regulate meatpacking and help immigrants through regulating life in cities. (government controlled sanitation). His push for reform led to the creation of a federal agency to regulate agriculture under president Theodore Roosevelt. Progressives also pushed for women's suffrage, which even after Antebellum reform hadn't been achieved. Women organized and used propaganda to encourage support for the movement. Under president Wilson, they finally got the right to vote. The Progressive Era and Antebellum reform movements both pushed for changes within the government (reforms) to benefit society and guarantee people's rights.

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Begin your response to each question at the top of a new page. Do not skip lines.

America has always been a symbol for liberty and freedom all around the world. However, there have always been many problems in the US which contrast this symbol. These problems lead to revolutions and reform movements by Americans who want to fix the problems of their country. Reform movements were very prevalent during the antebellum period. Although there were many causes for this reform activity in the United States from 1800 to 1848, such as the rising power of the common man and immigration, the most important cause of reform activity was religious fervor caused by the Second Great Awakening.

The abolition movement was a ~~political~~ reform movement caused mainly by religious fervor and rethinking of moral values. Even though ~~not~~ many Americans did not support abolition, it was an important movement leading up to the Civil War. Many people supported this movement for many speeches from the Great Awakening, which encouraged them to fix the evil of slavery because it was ~~bad~~ immoral. This is shown for example in the speeches of Frederick Douglass, who connected abolition to religion. There were not many other notable

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Begin your response to each question at the top of a new page. Do not skip lines.

reasons for this movement other than mainly religious reasons, which shows the importance of the Second Great Awakening.

The led temperance, ~~abolition~~ movement, with a movement to reform jails and asylums, and movements to help immigrants. Industrialised areas also important. Many women helped during the 2 reform movements because of social housekeeping. This was with the idea that women should help reform the outside world, instead of justed their ones. This helped lead to more women's rights, and it was can mainly by religious fervor brought on by the Second Great Awakening. This was known when oration Dr X referred to religion when speaking about jail and syl more issues. The rise of the "common man" in politics could also have possibly helped cause the reform activity in the S, but because more ~~poor~~ people started caring about the "common man," and more "common n." got power. ~~This was because the~~ However this was nowhere near as important as religious fervor. Even the temperance Movement was brought on by religious fervor and, people wanting to be more

Mandatory Question 1      Question      Choose one Question      Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

moral. ~~Hope & Responsibility~~ Even though there could have been many reasons for reform activity, the main reason was the Second Great Awakening. This religious fervor helped cause reform that helped many people.

Mandatory Question  Question 2  Choose one Question 3  Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

In the United States, reform was common. The first form of reform came with the Puritans settled in Massachusetts and religious persecution. Then after the Great Awakening increased, which made a religious revival, leading of the Enlightenment Era. Due to these reform efforts, the importance of reform activities in the period 1800-1848 was significant.

The 1st cause of reform activity was Disadvantages in the 1st in the Great Awakening. Abigail's older brother, who was a revivalist minister, had been unlike the 1st in the Great Awakening, it focused on salvation rather than often individual. Some causes of the 1st in the Great Awakening include: slavery, drinking and other issues. These causes were some of the main; main causes that were abolished, as more and more anti-slavery groups were forming, and drinking, especially men, was prohibited. Because of the 1st in the Great Awakening, people saw slavery as a sin, and drinking as well, affecting American society.

The 2nd cause of reform activity in the period was the Seneca Falls Convention. This convention was in place to discuss women's rights, cooperation over, and how they would live in a better life. They never ratified the Seneca Falls Institute, which does not appear in the Declaration of Independence, meaning they wanted to be independent. Their efforts to achieve reform through a convention show the importance of women's rights in the period 1800-1848. This is very significant because this showed that in the United States, women reform efforts also began in the next century.

~~Hab~~ Another reform activity actually became mandatory in the 3rd and final pillar of reform activity in this period was the introduction of Prohibition. Due to men getting drunk on alcohol, and putting themselves and other around and risk, and the restriction of religions thoughts. Their thoughts was who is flaws, that the 18th Amendment was passed, banning alcohol in America. It, however, went poorly. Therefore, the 21st Amendment was created in the 1930s to repeal.

Mandatory . <b>Question 1.</b> <input type="radio"/>	Choose one . <b>Question 2.</b> <input type="radio"/>	<b>Question 3.</b> <input checked="" type="radio"/>	<b>Question 4.</b> <input type="radio"/>
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Begin your response to each question at the top of a new page. Do not skip lines..

the. 18.th. Amendment.. Their thinking, and. Causing. of. two. amendment, Probs. that.  
the. Prohibition. reform. activity. was. very. important. in. American. Society, and  
Caused. great. reform. in. the. 20th. Century..

All. in. all, the. relative. importance. of. cause). of. reform. activity. in. the  
period. 1800. to. 1848. included. the. 2nd. Great. Awakening, the. Seneca Falls  
Convention, and. the. Prohibition. movement.. Without. these. movements, no. reform  
would. be. brought. up. about. religous. women's. righsts, and. the. 18.12/21st. Amendment.  
be. scrap. from. history..

### Question 3 — Long Essay Question

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

#### Overview

- The question asked students to evaluate the relative importance of causes of reform activity in the United States in the period from 1800 to 1848. Generally, responses used the Second Great Awakening, establishing contextualization and then identified specific social issues, such as abolition, women's rights, and temperance, to build their arguments. The responses were expected to evaluate the causal relationship between societal factors and the reform movements spurred by them, in the context of perfectionism driven by the combination of Enlightenment rationalism and religious zeal.
- The responses were expected to demonstrate an ability to weigh the relative importance of reform causes and connect this analysis to the development of reform from 1800 to 1848.
- The historical reasoning skill of causation was given in the prompt.
- This question primarily addressed Topics 4.10 and 4.11. Specifically, students could connect the impact of the market revolution on society and culture (covered in Topic 4.6) and the development of an American culture focused on the ideal of perfectibility (covered in Topic 4.9) to how these developments contributed to the Age of Reform. The responses could also have placed the causal relationship in the context of the ideals of the founding of the United States, including Enlightenment concepts, propelled by the religious fervor of the Second Great Awakening.

**Sample: 3A**

**Thesis/Claim: 1**

**Contextualization: 1**

**Evidence: 2**

**Analysis and Reasoning: 2**

**Total Score: 6**

#### A. Thesis/Claim: (0–1): 1

The response earned 1 point in this category because it presents a historically defensible thesis that establishes a clear line of reasoning. The response states, “In the United States, reform activity grew in the period 1800–1848 due to a continuation of the use of slavery and a religious revival under the Great Awakening,” thus identifying multiple causes of reform. The use of Great Awakening rather than Second Great Awakening is a minor error because the term is used in the correct context throughout the essay.

#### B. Contextualization: (0–1): 1

The response earned 1 point for contextualization by providing the trans-Atlantic slave trade as the historical context for the rise of abolitionism.

#### C. Evidence: (0–2): 2

The response earned 2 points for using evidence. It earned the first point by linking Frederick Douglass to the abolitionist movement in the second paragraph. It also accurately discusses Seneca Falls, Elizabeth Cady Stanton, and Susan B. Anthony in relation to the women's rights movement. The response earned the second point for evidence by using these facts to support a larger argument.

### Question 3 — Long Essay Question (continued)

This response connects Frederick Douglass to the mobilization of middle-class women in support of abolitionism and the Seneca Falls convention, leading to a push for suffrage and challenging the cult of domesticity.

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

This response earned 1 point for use of the historical reasoning skill causation. It does so by establishing the Second Great Awakening as the cause of the temperance movement in paragraph 3. Although the term “Second Great Awakening” is not used, it is clear in the response that it is referring to this religious revival.

The response earned 1 point for complex understanding by corroboration. In the final paragraph, the response extends the argument by establishing both similarity and difference, cited with specific facts, between the antebellum reform period and the Progressive Era, particularly in regard to the women’s rights movements in both eras. This is a relevant and insightful connection across time periods.

**Sample: 3B**

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 2**

**Analysis and Reasoning: 1**

**Total Score: 4**

#### A. Thesis/Claim: (0–1): 1

The response earned 1 point in this category because it presents a historically defensible thesis that establishes a clear line of reasoning with analytic categories. This is established when the response states, “Although there were many causes for this reform activity in the United States from 1800 to 1848, such as the rising power of the common man and immigration activity, the most important cause of reform activity was religious fervor caused by the Second Great Awakening.” This thesis statement provides a direct response to the prompt’s focus on the causes of and the relative importance of those causes for reform activities in the time period.

#### B. Contextualization: (0–1): 0

This response did not earn the point for contextualization. In the first paragraph, the response provides only generalized phrases and references to liberty, revolutions, and the need for reforms and does not elaborate to adequately describe a broader historical context relevant to the prompt.

#### C. Evidence: (0–2): 2

The response earned 2 points for using evidence. It earned the first point for providing specific examples of evidence relevant to the topic. The response provides specific examples such as the linkage of Frederick Douglass to the abolitionist movement in the second paragraph as well as the use of the reforms of the temperance movement and Dorothea Dix in the third paragraph. The response earned the second point for evidence by using these facts to support the larger argument. It argues for the link between religious revival and social reform by pointing to the connection made by Frederick Douglass between the abolitionist movement and the religious movement instigated by the Second Great Awakening. Likewise, the response

### Question 3 — Long Essay Question (continued)

notes the same link with evidence of the religious motivations behind Dorothea Dix's efforts to reform jails and asylums.

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

The response earned 1 point for demonstrating the use of the historical reasoning skill causation. The first sentence of the second paragraph establishes causation when it states, “The Abolition movement was a reform movement caused mainly by religious fervor and rethinking of moral values.” Another use of causation is provided in paragraph three where the response discusses women’s “social housekeeping” role to help reform the outside world and not just their own homes, which “helped lead to more women’s rights, and it was caused mainly by religious fervor brought on by the Second Great Awakening.”

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not attempt to explain how the evidence corroborates, qualifies, or modifies the argument.

**Sample: 3C**

**Thesis/Claim: 1**

**Contextualization: 0**

**Evidence: 1**

**Analysis and Reasoning: 1**

**Total Score: 3**

#### A. Thesis/Claim: (0–1): 1

The response earned the thesis/claim point. The thesis is found in the last paragraph; the first sentence makes a claim that the causes were “the 2nd Great Awakening, the Seneca Falls Convention, and the Prohibition movement.”

#### B. Contextualization: (0–1): 0

The response did not earn the contextualization point. It does mention some previous historical developments like the Puritans and the First Great Awakening, but it does not sufficiently make a connection between these events and the prompt.

#### C. Evidence: (0–2): 1

The response earned 1 point for identifying two specific historical examples of evidence relevant to the topic of the prompt. In the second paragraph, the response offers a discussion of the Second Great Awakening and reform causes. In the third paragraph, the response discusses the Seneca Falls Convention. The response did not earn a second point for evidence as the evidence does not support an argument in response to the prompt.

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

The response earned 1 point as it minimally demonstrates the use of the causation historical reasoning skill. For example, it uses causation in discussing the connections between the growth of religion and efforts to reform the problem of drinking in society.

### **Question 3 — Long Essay Question (continued)**

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not attempt to explain how the evidence corroborates, qualifies, or modifies the argument. The use of Prohibition was outside the time period of the prompt.