

**2019**

**AP®**

 CollegeBoard

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# **AP® United States History**

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

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**Question 1 — Document-Based Question**

Evaluate the extent to which the Progressive movement fostered political change in the United States from 1890 to 1920.

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0–1)	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must make a historically defensible claim that establishes a line of reasoning about how the Progressive movement fostered political change in the United States from 1890 to 1920.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"><li>• “The Progressive movement was incredibly successful in fostering political change such as trust busting large monopolies and reforming the criminal justice system for youth and adults; however, their failure to advance African American civil rights sufficiently left a significant scar on their legacy, as many issues of discrimination such as segregation and Jim Crow were prolonged.”</li><li>• “The Progressive Movement in the United States from 1890 to 1920 fostered great political change, such as rooting out corruption in government, eliminating monopolies in business, and by advocating rights for those who had been discriminated against.”</li><li>• “The Progressive movement fostered political change in the United States because it sought for a deeper respect for democracy, equal and equitable rights for all people, and it applied new ways of thinking to services within America.”</li></ul>
B: Contextualization (0–1)	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to how the Progressive movement fostered political change in the United States from 1890 to 1920.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• The expansion of industrialization</li><li>• The growth of cities</li><li>• The development of large-scale immigration from southern and eastern Europe</li><li>• The consolidation of corporations into large trusts</li><li>• The government’s adherence to laissez-faire economics</li></ul>

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**Question 1 — Document-Based Question (continued)**

C: Evidence (0–3)	<p><b>Evidence from the Documents:</b> Uses the content of at least three documents to address the topic of the prompt. (1 point) <i>To earn 1 point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <b>OR</b> Supports an argument in response to the prompt using at least six documents. (2 points) <i>To earn 2 points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p>	<p><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"><li>• Doc 1: Jane Addams, <i>Twenty Years at Hull-House</i>, 1910</li><li>• Doc 2: Theodore Roosevelt, speech, 1902</li><li>• Doc 3: Julian W. Mack, “The Juvenile Court,” 1909</li><li>• Doc 4: Hiram Johnson, inaugural address, 1911</li><li>• Doc 5: NAACP, letter to Woodrow Wilson, 1913</li><li>• Doc 6: James Couzens, “The Detroit Police Department,” 1917</li><li>• Doc 7: Anti-Saloon League cartoon, circa 1918</li></ul>
	<p><b>Evidence Beyond the Documents:</b> Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)  <i>To earn this point, the evidence must be described and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Evidence used might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"><li>• Muckrakers could be used as evidence of the spread of concern in the United States over the negative effects of industrialization and the advocacy for political action to alleviate these effects.</li><li>• The Populist (People’s) Party could be used as evidence of the influence on Progressive thought of economic reform efforts based in rural areas.</li><li>• The Federal Reserve Act (1913) could be used as evidence of the political change made by new federal government regulation of the national money supply.</li><li>• The passage of the Clayton Anti-Trust Act (1914) could be used as evidence of political change made by Progressives to counter the reduction in economic competition caused by corporate consolidation.</li><li>• North American Woman Suffrage Association could be used as evidence of a Progressive reform effort that changed United States politics by helping to expand the electorate by pressing for women’s voting rights.</li><li>• Eugene V. Debs</li><li>• W. E. B. Du Bois</li><li>• Henry Ford</li><li>• Robert La Follette</li></ul>

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**Question 1 — Document-Based Question (continued)**

<b>D: Analysis and Reasoning (0–2)</b>	<p><b>Sourcing:</b> For at least <b>three</b> documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p><i>To earn this point, the evidence 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 about the prompt for each of the three documents sourced.</i></p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>
	<p><b>Complexity:</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. (1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <li>• <i>Explaining a nuance of an issue by analyzing multiple variables</i></li> <li>• <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i></li> <li>• <i>Explaining relevant and insightful connections within and across periods</i></li> <li>• <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i></li> <li>• <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i></li> </ul> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Examples of demonstrating a complex understanding might include:</i></p> <ul style="list-style-type: none"> <li>• Explaining a nuance by exploring the contradiction that Progressivism supported greater political participation but also supported increased government power over people</li> <li>• Explaining similarities and differences in different Progressive reform movements such as social reform in cities, economic regulation, and Prohibition</li> <li>• Explaining connections to other time periods, such as the reform efforts of the first half of the nineteenth century</li> <li>• Confirming the validity of the response's argument about the greater role of the government in people's lives across themes by explaining how foreign policy in the Progressive Era involved United States intervention into the affairs of its new colonies and foreign countries</li> <li>• Qualifying or modifying an argument by considering evidence that despite the achievements of Progressive reform, Progressives contributed to the persistence or even the expansion of racism and segregation</li> </ul>
<p>If response is completely blank, enter -- for all four score categories A, B, C, and D.</p>		

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**Question 1 — Document-Based Question (continued)**

**Document Summaries and Possible Sourcing**

<b>Document</b>	<b>Summary of Content</b>	<b>Response explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:</b>
1. Jane Addams, 1890s	<ul style="list-style-type: none"><li>• Describes political campaign by social reformers against a local official or machine politics</li><li>• Discovered many voters had jobs gained through this official or political machine</li><li>• Describes expectation that urban political officials will provide unofficial services for their constituents and describes the surprise of Hull-House residents that reformers refused to provide these services, leading to conflicts</li></ul>	<ul style="list-style-type: none"><li>• Immigration and industrialization in the late nineteenth and early twentieth centuries led to rapid population growth in cities such as Chicago and an expansion in demand on political leaders for municipal services (situation).</li><li>• As a social activist, Addams believed that many of the services provided to urban immigrant communities by political leaders represented corruption to be fought against and stopped by political reform movements (point of view).</li><li>• Progressive women reformers like Addams and other workers at Hull-House engaged in political and social activism and sought to influence government policy and reduce corruption (purpose).</li><li>• In their efforts to reform local politics and political machines, Addams and other Progressive reformers undermined the social service and political patronage system that immigrants relied upon (purpose).</li><li>• Progressive reformers like Addams sought to exercise social control by cleaning up urban political machines and uplifting immigrants by Americanizing them (point of view).</li></ul>
2. Theodore Roosevelt, 1902	<ul style="list-style-type: none"><li>• Argues that large corporations (“trusts”) should be regulated by governments</li><li>• Describes the existence and survival of large corporations as reliant upon an interdependent relationship with the state.</li></ul>	<ul style="list-style-type: none"><li>• As a Progressive president, Theodore Roosevelt trusted government and therefore argued for the expansion of federal government power over private enterprise (point of view).</li><li>• Large-scale corporate consolidation by the early 1900s led to public concern over growth of corporations and their political influence (situation).</li><li>• Roosevelt intends to persuade national audiences that it is good for the government to expand its power in order to regulate big business and corporations (purpose).</li><li>• Roosevelt’s position in the document raised questions among Progressives about the proper role of the government in regulating businesses and the economy (situation).</li></ul>

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**Question 1 — Document-Based Question (continued)**

3. Julian W. Mack, "The Juvenile Court," 1909	<ul style="list-style-type: none"><li>• Argues courts have responsibility to help juvenile offenders and neglected children</li><li>• Argues that it is the duty of the state to develop citizenship</li></ul>	<ul style="list-style-type: none"><li>• Progressive reformers argued that it was the duty of the state to intervene in the lives of some Americans to address social problems such as juvenile delinquency (point of view).</li><li>• The rapid growth of the population of cities such as Chicago led to the inadequacy of many municipal services, such as limited educational and recreational opportunities for young people (situation).</li><li>• Mack believed that the state has a role in protecting children when parents and families fail to do so, and he advocated for an extension of the role of government in the private sphere (purpose).</li><li>• Mack was writing for lawyers and judges in order to encourage the courts to interpret laws in a way that gave more power to the state to reform families (audience).</li></ul>
4. Governor Hiram Johnson, 1911	<ul style="list-style-type: none"><li>• Advocates for initiative, referendum, and recall</li><li>• Advocates for popular participation in government</li></ul>	<ul style="list-style-type: none"><li>• The growth of large corporations and municipal governments in the late 1800s and early 1900s increased the opportunities for political corruption (situation).</li><li>• Progressives sought to rally support for state legislative reforms that empowered citizens through direct democracy and reduced corruption and the influence of big business (purpose).</li><li>• Expand democracy and political participation in the government in order to stave off more radical political ideas (purpose).</li><li>• Johnson sought to appeal to the citizens of California to support his political and legislative agenda to rein in corporate power and increase power to the people (audience).</li></ul>

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**Question 1 — Document-Based Question (continued)**

5. NAACP, letter to Woodrow Wilson, 1913	<ul style="list-style-type: none"> <li>• Protests racial segregation in federal government employment under the Wilson administration</li> <li>• Argues that the separate but equal doctrine is inherently unequal</li> </ul>	<ul style="list-style-type: none"> <li>• As an organization devoted to advocating for the rights of African Americans, the NAACP opposed the policies of Woodrow Wilson that increased racial segregation (point of view).</li> <li>• Jim Crow racial segregation laws spread in the United States after the <i>Plessy v. Ferguson</i> decision (1896) with the active support of many Progressive reformers (situation).</li> <li>• The expanded federal bureaucracy made federal employment a symbolic bastion of segregation during the Wilson administration (situation).</li> <li>• African American activists sought to convince President Wilson to take political action to stop furthering and justifying racial segregation (purpose).</li> </ul>
6. James Couzens, "Detroit Police Department," 1917	<ul style="list-style-type: none"> <li>• Promotes efficiency in police work</li> <li>• Describes reorganizing work of beat cops and detectives</li> <li>• Responding to public demands for order</li> </ul>	<ul style="list-style-type: none"> <li>• As a former business executive, this government official argued that scientific and management principles from business could be applied to government services and used to solve social problems (point of view).</li> <li>• New technologies and methods of organizing labor in industry in the late 1800s and early 1900s led to increased economic efficiency and growth (situation).</li> </ul>
7. American Issue Publishing Company, "Wet or Dry" cartoon, circa 1918	<ul style="list-style-type: none"> <li>• Cartoon contrasting a brewer urging people to "Vote wet for my sake!" with a woman surrounded by three children urging people to "Vote dry for mine!"</li> <li>• Text urges voters to "Vote Dry."</li> </ul>	<ul style="list-style-type: none"> <li>• Produced by an organization that opposed the use of alcohol, the cartoon asserts that the government has a role in reducing alcohol consumption and protecting the well-being of women and families and preventing the spread of social ills associated with the consumption of alcohol (point of view).</li> <li>• Many Progressive reformers in the early 1900s urged voters to support a constitutional amendment to prohibit the production of alcohol (purpose).</li> <li>• A long-standing temperance movement, often led by white, Protestant women reformers, reached a crescendo in the late Progressive Era with its calls for legislative action by the government (situation).</li> </ul>

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### Question 1 — Document-Based Question (continued)

#### Scoring Notes

##### Introductory notes:

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

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

#### A. Thesis/Claim (0–1 point)

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

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

##### **Examples of acceptable theses:**

- “The Progressive movement was incredibly successful in fostering political change such as trust busting large monopolies and reforming the criminal justice system for youth and adults; however, their failure to advance African American civil rights sufficiently left a significant scar on their legacy, as many issues of discrimination such as segregation and Jim Crow were prolonged.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the response, including a counterargument.*)
- “The Progressive Movement in the United States from 1890 to 1920 fostered great political change, such as rooting out corruption in government, eliminating monopolies in business, and by advocating rights for those who had been discriminated against.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the response.*)
- “While the Progressive movement achieved goals in the improvement of cities and the protection of children, the movement ultimately failed in increasing democracy due to the fact that democratic rights were not extended to African Americans.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the essay.*)
- “The Progressive movement fostered political change in the United States because it sought for a deeper respect for democracy, equal and equitable rights for all people, and it applied new ways of thinking to services within America.” (*This example suggests a historically defensible line of argument development and establishes the main analytical categories of the essay.*)

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### Question 1 — Document-Based Question (continued)

#### Examples of unacceptable theses:

- “The Progressive movement caused political change to a large extent because it influenced so many different areas of politics that were able to change at the time.” (*This example largely restates the prompt.*)
- “Political, social, and economic change occurred during the Progressive Era.” (*This example is too vague and does not establish a line of reasoning.*)
- “During the time period of 1890 to 1920, the Progressive movement fostered political change in the United States as new ideas were being spread and as a result of new policies being instituted.” (*This example is too vague and does not establish a line of reasoning.*)

#### B. Contextualization (0–1 point)

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

To earn the point, the response must accurately describe a context relevant to how the Progressive movement fostered political change in the United States from 1890 to 1920.

#### Examples of context might include:

- The expansion of industrialization
- The growth of cities
- The development of large-scale immigration from southern and eastern Europe
- The consolidation of corporations into large trusts
- The government adherence to laissez-faire economics

#### Examples of acceptable contextualization:

- “The mid-nineteenth century was a booming time for urbanization, immigration, and industrialization. Towns and cities started moving skyward, people from Europe came to America in hopes of achieving the American dream, and industries such as steel and textiles were booming in the wake of a new work force. The amount and quality of work in America began to highlight deficiencies in America beyond the workforce. The Progressive movement began in response to this.” (*This example describes a broader historical context relevant to the topic of the prompt.*)
- “At the time of 1890, the Gilded Age had been going on for approximately 20 years. The Gilded Age was the time when large corporations and ‘robber barons’ came to power. Trusts such as John D. Rockefeller’s Standard Oil were in power and they had monopolies, snuffing out smaller competition under the guise of Social Darwinism, a principle saying only the strong survive in the business world. This leads into the progressive movement.” (*This example describes a broader historical context relevant to the topic of the prompt.*)

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### Question 1 — Document-Based Question (continued)

#### Examples of unacceptable contextualization:

- “In 1890 the census of 1890 concludes that there is no more American frontier. President McKinley is finishing the Spanish American War in 1898 when he gets shot and passes the presidency off to Theodore Roosevelt who helps the country with progressivism.” (*This example did not earn credit for contextualization because it is presenting evidence that is not clearly relevant to how the Progressive movement fostered political change in the United States.*)
- “During the mid-1800s there was a great divide in the U.S. This divide was between slavery ultimately it led to a war which in the end damaged the U.S. It not only damaged U.S. morale, but also damaged many parts of the South and more greatly the economy. The divide was due to many disagreements which was somewhat warned by Washington who said don’t form political parties because they would cause a divide among the states.” (*This example did not earn credit for contextualization because it does not provide any evidence that is relevant to how the Progressive movement fostered political change in the United States.*)

#### C. Evidence (0–3 points)

##### Evidence from the Documents

In order to earn 1 point for using evidence from the documents, the response must address the **topic** of the prompt by using at least **three** documents. To earn 1 point for evidence from the documents, the response must accurately describe — rather than simply quote or paraphrase — content from at least three of the documents to address the topic of the prompt.

##### Examples of describing the content of a document:

- “Document 6 says that with the introduction of new technology the man power in the police department can now be used to keeping the city safer which taxpayers hope for.” (*This example describes evidence from the documents relevant to the topic, so it contributes toward the first evidence point, but it does not use that evidence to support an argument about the extent to which the Progressive movement caused political change in the United States, so it does not contribute toward the second point.*)
- “Teddy Roosevelt in Document 2 is saying that the state needs to control these business corporations that are becoming too powerful. They’re benefitting themselves instead of the workers.” (*This example correctly describes the content of Document 2, but it does not use that evidence to support an argument that is relevant to the Progressive movement fostering political change in the United States.*)

##### Examples of unacceptably describing the content of a document:

- “In the 1890s ‘when [Alderman] protected a lawbreaker from the legal consequences his kindness appeared [...] when Hull House on the other hand insisted that law must be enforced, it could but appear as the persecution of the offender’ (Doc. 1).” (*This example simply quotes from Document 1 and does not use the content of this document to address the topic of the prompt.*)
- “Wilson, in Document 5, is telling us that African Americans are being separated from whites in the work force so they can be protected from discrimination.” (*This example is a misunderstanding of Document 5. The response attributes the document to President Wilson instead of the NAACP and misunderstands the content of the document.*)

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### Question 1 — Document-Based Question (continued)

OR

#### Document Content — Supporting an Argument

Responses earn 2 points by using the content of at least six documents to support an argument that responds to the prompt. To earn 2 points, responses must accurately describe the document's content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

##### Examples of supporting an argument using the content of a document:

- “In a letter to Wilson, the NAACP points out to segregationists that by having segregation, especially in the Federal government, promotes inequality (Doc. 5). Virtually no political change came about for black people during this time.” (*This example uses Document 5 to support an argument that the Progressive era did not bring about political change for African Americans.*)
- “In keeping with this idea of the rights of children, the Progressive movement also aligned with the temperance movement for the protection of families. The temperance movement aimed at abolishing alcohol, and was commonly supported by mothers, who saw the detrimental effects of alcohol leading to the abuse of mothers and children within the family. The political cartoon encouraged voters to ‘Vote Dry’ in favor of politicians who opposed the consumption of alcohol (Doc. 7).” (*This example connects the content of Document 7 to an argument about how the Progressive movement attempted to protect families and the rights of children.*)

##### Example of unacceptably supporting an argument using the content of a document:

- “The Departments at Washington had segregated employees so the NAACP requested that President Wilson desegregate them (Doc. 5). Some may argue that because of this segregation, it must have meant that progressive reform had no impact, but that is not the case because later it would be required by law to desegregate work places.” (*This example describes the content of Document 5 but uses this document to support an erroneous argument that desegregation in the workplace will eventually be achieved because of the Progressive Era.*)
- “Document 7 says that people should vote for prohibition to help the mothers and children in the country.” (*This example is a correct description of Document 7 and would achieve credit for using the content of a document to address the topic of Progressivism. However, this example does not tie its observation about Document 7 to an argument about how the Progressive movement fostered political change in the United States.*)

#### Evidence Beyond the Documents

In order to earn 1 point for evidence beyond the documents, the response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the topic. To earn this point, the evidence must be described and must be more than a phrase or reference.

This additional piece of evidence must be different from the evidence used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as supporting **evidence beyond the documents** will typically be more specific details that function as support for a particular point made in an argument, analogous to the function of evidence drawn from the documents.

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### Question 1 — Document-Based Question (continued)

#### Evidence used might include the following, with appropriate elaboration:

- Muckrakers could be used as evidence of the spread of concern in the United States over the negative effects of industrialization and the advocacy for political action to alleviate these effects.
- The Populist (People's) Party could be used as evidence of the influence on Progressive thought of economic reform efforts based in rural areas.
- The Federal Reserve Act (1913) could be used as evidence of the political change made by new federal government regulation of the national money supply.
- The passage of the Clayton Anti-Trust Act (1914) could be used as evidence of political change made by Progressives to counter the reduction in economic competition caused by corporate consolidation.
- The North American Woman Suffrage Association (NAWSA) could be used as evidence of a Progressive reform effort that changed United States politics by helping to expand the electorate by pressing for women's voting rights.
- Muckrakers
- Populist (People's) Party
- Federal Reserve Act (1913)
- Clayton Anti-Trust Act (1914)
- North American Woman Suffrage Association
- Eugene V. Debs
- W. E. B. Du Bois
- Henry Ford
- Robert La Follette
- New Freedom (associated with Woodrow Wilson)
- New Nationalism (associated with Theodore Roosevelt)
- Prohibition
- Sherman Anti-Trust Act (1890)
- Upton Sinclair, *The Jungle*
- William Howard Taft
- Frederick W. Taylor

#### Examples of acceptable use of an additional piece of specific historical evidence:

- “Another example of successful use of government to enact change was the women’s rights movement, in which the work of suffragists to gain the 19<sup>th</sup> amendment was clearly more effective for enacting fully-recognized change than the smaller-scale and less ambitious idea of Republican Motherhood.” (*This example uses a particular piece of evidence beyond the documents to make a connection to a larger argument.*)
- “One effective Progressive reform would be that which was started by the book *The Jungle*. This book sought to expose the dangerous conditions workers suffered in the meat factories of Chicago and President Roosevelt immediately took action after the book, calling for legislation to be implemented, investigations to be done, and the FDA to be established — all of which would see to more political power for the Federal government.” (*This example uses The Jungle to support an argument about increasing the regulatory powers of the federal government during the Progressive Era.*)

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### Question 1 — Document-Based Question (continued)

#### Examples of unacceptable use of an additional piece of specific historical evidence:

- “Many organizations formed in response to this [Document 5] and pushed for political change by going on marches, such as the March on Washington.” (*This example would not earn credit because it is historically inaccurate.*)
- “They had people begin voting for Senators.” (*This example is the start of an acceptable discussion, but the allusion to the Seventeenth Amendment is no more than a brief reference and is not fully described.*)

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

##### Document Sourcing

For at least three documents, the response explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt. To earn this point, the response 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 addressing the prompt for each of the three documents sourced.

##### Example of an acceptable explanation of the relevance of the document’s point of view:

- “Couzens’ point of view [Doc. 6] comes from the fact that he had been the manager for Ford Motor Company which created the efficient assembly line, so he would try to implement the success of the Ford Motor Co. into the police departments.” (*This example correctly identifies Couzens’s point of view as that of a former manager for Ford Motor Company and connects it to an argument about why reformers would want to improve the efficiency of urban police departments.*)

##### Example of an unacceptable explanation of the relevance of the document’s point of view:

- “Addams’ point of view comes as she is the founder of Hull House, illustrating that these were observations she obtained herself.” (*This example does not contribute toward a point for document sourcing because it inaccurately discusses the relevance of Addams’s point of view.*)

##### Example of an acceptable explanation of the relevance of the document’s purpose:

- “Thus, many of these state reforms [Doc. 4] had the purpose of eventually creating national change by means of say, an amendment such as the 17<sup>th</sup> amendment that gave voters direct election of their senators, however, national change was not always seen.” (*This example contributed toward a point for document sourcing because it correctly identifies Johnson’s purpose in supporting several political reforms.*)

##### Example of an unacceptable explanation of the relevance of the document’s purpose:

- “This letter [Doc. 5] has the purpose to ask President Woodrow Wilson to change the legislative policies of the time so that there can be more equal opportunities for Blacks.” (*This example does not contribute toward a point for document sourcing because it only describes the content of Document 5 and is not adding any insight into the relevance of the NAACP’s purpose in writing this letter to President Wilson.*)

##### Example of an acceptable explanation of the relevance of the historical situation of a document:

- “Roosevelt, in Document 2, advocated for much more power for the President to supervise and control trusts. Roosevelt was able to control the trusts as a result of the Sherman Anti-Trust Act.” (*This example contributes to a point for document sourcing because it links the historical situation of the Sherman Anti-Trust Act to an argument about Roosevelt increasing the power of the federal government.*)

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### Question 1 — Document-Based Question (continued)

#### **Example of an unacceptable explanation of the relevance of the historical situation of a document:**

- “Document 3 shows how the Progressive movement led to government regulation because at the time Chicago was a major city with lots of Progressive influence.” (*This example does not contribute toward a point for document sourcing because it does not explain why the fact that “Chicago was a major city” is relevant in understanding the document.*)

#### **Example of an acceptable explanation of the relevance of the audience:**

- “Document 6 says that segregation continued in government and insulted progressive efforts on behalf of African Americans. It is significant that the NAACP is addressing President Wilson because Wilson claimed to be a Progressive but they are pointing out that he was harming efforts for improved civil rights for African Americans.” (*This example contributes to a point for document sourcing because it explains the relevance of the audience of the NAACP’s letter that President Wilson “claimed to be a Progressive.”*)

#### **Example of an unacceptable explanation of the relevance of the audience:**

- “Hiram Johnson’s audience in Doc. 4 was the people of California.” (*This example does not contribute to a point for document sourcing because it just restates information provided about the document and does not explain how or why this information is relevant to an argument about Progressivism.*)

### Demonstrating Complex Understanding

The response demonstrates a complex understanding, using evidence to corroborate, qualify, or modify an argument that addresses the question.

#### **Demonstrating a complex understanding might include:**

- Explaining a nuance by exploring the contradiction that Progressivism supported greater political participation but also supported increased government power over people
- Explaining similarities and differences in different Progressive reform movements such as social reform in cities, economic regulation, and Prohibition
- Explaining connections to other time periods, such as the reform efforts of the first half of the nineteenth century
- Confirming the validity of the response’s argument about the greater role of the government in people’s lives across themes by explaining how foreign policy in the Progressive Era involved United States intervention into the affairs of its new colonies and foreign countries
- Qualifying or modifying an argument by considering evidence that shows the limitations on the Progressive movement in achieving political change

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

# AP® UNITED STATES HISTORY

## 2019 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Examples of acceptable demonstration of a complex understanding:

- *This response uses multiple pieces of evidence to corroborate its argument that the Progressive movement was both a local and a national movement to fight political corruption. The response uses content from Documents 3, 4, and 5 to corroborate this claim, and it also weaves in evidence beyond the documents about muckraking and W. E. B. DuBois to further support this sophisticated argument. This paragraph begins by saying, “Between 1890 and 1920, there was notable change in the fact that local political reforms and nationwide social reforms both exposed the corruptness of the political atmosphere, using propaganda and local campaigns to tackle a nationwide epidemic of political corruption.” The response then qualifies its argument by stating, “However, there is a greater change in the fact that no local and social reforms could combat the spoils system and big business’ effect on politics. . . . In Doc. 2, Roosevelt explains that big corporations need to be controlled and supervised. Roosevelt’s intended audience was big business to warn them of the fact that they cannot keep control of politics forever, and the American people to encourage them to have hope that reform will be made. Roosevelt further developed these ideas when running for the Progressive Bull Moose party in 1912 against Wilson. Roosevelt’s speech shows that the power of big business over politics was so grand that it needed control, showing a continuation in their omnipotence in politics despite criticism from progressives.” Ultimately, this response demonstrates a complex understanding of how the Progressive movement fostered political change but also the political and economic forces that ultimately limited this change.*
- *This response demonstrates a complex understanding of the Progressive Era by qualifying its argument. “Lastly, while the progressive movement led to some political achievements in increasing the democracy of voters, it failed to achieve true protection of democratic principles in that Black voters were still limited in terms of their voting rights. During the progressive movement, many democratic ideals were seen at the state level. Most notably was the initiative, referendum, and recall programs established by many state governments.” The response then uses multiple pieces of evidence, such as Document 4 and a discussion of the 17<sup>th</sup> Amendment, to support the argument that some reforms were aimed at expanding democratic principles. The response then qualifies this argument by stating, “However, national change was not always seen. Under the Woodrow Wilson presidency, Woodrow Wilson would segregate White House offices and would clearly support racism, perhaps best seen through his viewing of *The Birth of a Nation* at the White House, a film endorsed by the KKK which viewed the Civil War as a war for the struggle of white people, not African slaves. In response to these racist policies, interest groups such as the NAACP called out Wilson for his failure to protect the rights of black people, despite other Progressive Era reforms already occurring (Doc. 5). . . . The NAACP was frustrated with America, after all, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments which aimed at abolishing slavery, granting equal protection under the law and granting all blacks the right to vote, were not protecting people in the shadow of sharecropping, segregation, and Jim Crow laws.” The entire response is rich with evidence and demonstrates a complex understanding of the Progressive Era. This lengthy paragraph, in particular, offers a sophisticated qualification to its argument.*

# **AP® UNITED STATES HISTORY**

## **2019 SCORING GUIDELINES**

### **Question 1 — Document-Based Question (continued)**

#### **Example of unacceptably demonstrating complex understanding:**

- *The following response attempts to explain relevant and insightful connections within and across time periods, but it does not quite demonstrate a complex understanding of the Progressive Era nor does it clearly use evidence to corroborate or qualify its argument. “While progressives accomplished and bettered American society overall, the long-term impacts on the African American community and our failure to learn from mistakes of the Anti-Saloon League and Dry Movement plague us today. Ending discriminatory practices would have made Black Americans’ situations better in the long run but that did not happen. Legislators chose to enact the ‘War on Drugs,’ showing how we were unable to learn from the Progressives’ failures in reducing trafficking and drug crime. The importance of the Progressive Era cannot be understated, but we must remain objective in our assessments, criticizing the negatives as well.” Ultimately, while this is a noble attempt at demonstrating a complex understanding of the Progressive Era, the response is somewhat simplistic, and the references to modern society are not fully developed.*

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1A

1 of 3

The era prior to the progressive era was characterized by laissez faire policies and an overall lack of involvement, by both the federal and state governments. This created agitation and unrest since many Americans were harmed by big businesses and taken advantage of due to the lack of regulation. Railroads were dominated by Cornelius Vanderbilt and riddled with corruption in the form of rebates, trusts, monopolies etc. The same can be said of the other captains of industry/robber barons John D Rockefeller, Andrew Carnegie. Due to the shrewd politics of the Gilded Age, the progressive era, which lasted from 1890's through 1920s seemed to foster major political change because it increased the power and influence of the federal government as well as further democratized state governments. Economically, change includes government political involvement in businesses. Socially, change includes political governmental involvement in temperance, abolition, and food.

Due to the lack of business regulation, people began to get agitated by the lack of governmental protection which politically led to many reforms by the government, both federal and state.

For instance Theodore Roosevelt, under his square deal advocated for trustbusting, which he successfully performed (Doc 2) <sup>(Doc 2)</sup> and busted major railroad trusts (Doc 1). He believed in the concept of "good and bad trusts" which began the thought; politically, that trusts can be detrimental to the general public. He hoped to reduce the corruption occurring in business. So did William Taft, who continued the legacy of busting trusts. Wilson went further and created the Clayton Anti-Trust Act which helped labor unions rather than

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1A  
2 of 3

harm them like the Sherman Anti-Trust Act. The enactment of the Wisconsin plan in California by Governor Johnson also showed that politically governments were becoming more democratic in their approach to passing bills and laws. (Doc. 4). This brings back Jackson's idea of "for the Common Man." The government also increased involvement in business by beginning to side with labor unions by banning yellow dog contracts. This shows that the government during the progressive era became more liberal economically by providing aid to unions and busting businesses.

Socially, the government also became more liberal by reforming and aiding women in their political quests as well as reforms to the food and drug industry. <sup>One of</sup> The biggest changes in American Society was the emergence of the debate over temperance (Doc. 7). Women began to fight for temperance and form groups such as the WCTU and Anti-Saloon League to combat the "wets". The government sided with women by passing the 18<sup>th</sup> Amendment and Volstead act. This ~~below~~ coupled with the passing of the 19<sup>th</sup> amendment shows how the government was also socially changing because it was passing reforms mainly pertaining to women. Furthermore, with the cor government also aided with the corruption that infected major Northern cities by the way of political bosses. The works of Jane Addams in her Hull House, which sought to educate immigrants brought the corruption to the eyes of the government (Doc. 1). Not only did Jane Addams' work bring attention to this issue but so did author's such as Jacob Reis and his book "How the Other

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1A

3 of 3

Half lives." The state governments and organizations were also influenced by the political changes that occurred during the era. Arguments about the role of government in regards to juvenile delinquent courts began to rise and lawyers such as Julian Mack argued for states to act as protectors and not punishers (Doc 3). During the progressive era, reform was affecting all aspects of life due to increased government control, thus even police departments began to change their ways. <sup>(Doc 6)</sup> Government wanted and tried overall, to enact liberal policies that aided people thus even the police sought to take stricter approaches to crime (Doc 6).

However, as much as there was political change occurring, most of it was controlled by white-middle class women, thus most changes involved them. That's why reforms for Native Americans or African Americans was virtually nonexistent. Like seen in Doc 5, change is actually retrograded, with Wilson segregating government officials instead of further segregating them (Doc 5). This now countered the progressive era and highlighted the flaws of the era.

Starting furthermore, while the US was reaping the benefits of a politically liberal government, US foreign policy seemed to be based on exploring other countries. The annexation of Hawaii under McKinley, the suppression of self-determination in the Philippines and the aid provided to Panama to free themselves from Colombia in order to build a canal demonstrates this. The US changed for the better internally by the way of social, economical political changes, but in order to be part of the world began to stray from Washington's warning and took on an imperialistic foreign policy.

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1B  
1 of 5

Between 1890 and 1920, vast political changes took place in America. Prior to this time period, Manifest Destiny and westward expansion had taken place. Immigrants like the Irish, German, and Chinese had come to America. The Industrial Revolution had been taking place with new technology and transportation systems. The Transcontinental Railroad was built, telegrams, telephones, Thomas Edison's lightbulb, and the rise of cities were all part of this revolution. However, with everything that is good comes a darker side. Cities were full of crime and violence, were incredibly unsanitary, and were full of slums. Child labor and unsafe working conditions were prevalent, and there was hardly any ~~monopoly~~ government intervention concerning this corruption. Politicians and the government were controlled and run by political machines and political bosses like William Tweed. Big Business ran rampant and unchecked, and people were looking for a leader and government that would help them. ~~The Progressives~~ The Progressive movement from 1890-1920 fostered extensive political change and reform through trust busting and big business

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1B

2 of 5

regulation, supporting moral<sup>and civil rights</sup> reform, and helping to eliminate political corruption by returning power to the people.

Theodore Roosevelt was one of the most Progressive Presidents. As a president not endorsed<sup>or controlled</sup> by a political machine, he was exactly what the country needed to reel in the corruption. Roosevelt was known as a "trust-buster"; he is famous for using the Sherman Anti-trust Act to break up Northern Securities (a railroad monopoly). In Document 2, Roosevelt talks about the "need to possess the power of regulation", and that there is "clearly need of supervision (Doc 2). Roosevelt and other progressive presidents like Taft and Wilson would use the government to break up monopolies/trusts as well as put regulations on Big Business.

The Progressive Era was a time of great moral reform. The image in Document 7 depicts the sadness and evil that alcohol and saloons bring to women and children. In this time period, the 18th amendment would be passed prohibiting the sale of alcohol (Doc 7). However, organized crime would soon emerge, and eventually this amendment would be

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1B  
3 of 5

repealed. The prohibition movement was a continuation of the temperance movement that arose from the 2nd Great Awakening. People had always been trying to get rid of the "evils" of alcohol. The civil rights movement ~~happened~~ gained a lot of ground during this era. W.E.B. DuBois had founded the NAACP, and was helping with the more radical push for racial equality. In Document 5, the NAACP writes to President Wilson in regards to a policy allowing ~~Officer~~ the "segregating [of] the colored employees in the Departments at Washington" (Doc. 5). African Americans were beginning to gain some ground, and Progressive Presidents were often willing to hear them out. Theodore Roosevelt even invited Booker T. Washington to the White House.

In terms of political corruption and city reform, the role of politics increased drastically. Document 4 details the new policy of referendum, initiative, and recall. These new, municipal rights/reform "give to the electorate the power of action when desired" (Doc 4). These policies were in response to the corruption of state and

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1B  
4 of 5

national governments by political bosses. The citizens of the states could now propose new legislation, vote, and even recall elected officials. In terms of crime, Document 3 talks about the Juvenile Court and not treating juveniles like criminals, but worthy citizens. These people need to be checked physically and mentally ~~and~~ with all the facts discussed before being openly treated like a criminal. Police departments were trained and instated in cities due to the violent crime rates (Doc. 6). These tax paid police forces were created to maintain law and order (something the government had previously turned a blind eye toward). Also in terms of city reform were the institution of settlement houses. These places were usually for new immigrants or people in the city to find necessary help and services while getting settled. Most famous of these was Jane Adams and the Hull House (Doc 1). Her goal was always to "foster a higher political morality" in the face of political machines using people for their own agenda (Doc 1). They were more focused on settling these people and genuinely helping them than tricking them.

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1B  
5 of 5

into being indebted to a political machine.  
(like Tammany Hall).

To conclude, the Progressive Era fostered massive political change through various reforms of Big Business, cities, and moral. The Progressive Era marked the start of when the federal government would have an ever-increasing role in the lives of Americans. Progressive President Roosevelt was famous for his "Big Stick Diplomacy" and intervention in Latin American affairs. Today, President Trump employs similar tactics in dealing with North Korea, China, and foreign trade. Overall, the Progressive era would create great political change that still continues to influence America.

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1C  
1 of 3

The United States experienced many changes from 1890-1920. During this time, the Progressive movement took hold, advocating for improvements in society in the areas of industry and companies as well as rights and improvement for those who need it. The Progressive movement ~~fostered~~ a great deal of ~~change~~ political change in the United States, due to people fighting for increased rights and government intervention.

During the progressive movement, many people find themselves in difficult situations with little help. These people included immigrants and African Americans. Organizations started to come to the aid of these people, such as the Hull-House in New York and the NAACP. Hull House was a place for immigrants to receive help, and it was run by Jane Addams. In document 1, she says "...in a desire to foster a higher political morality and not to lower our standards, we constantly clashed with the existing political code," meaning she fought for things politically that were not yet the norm, thus fostering change. Similarly, the NAACP worked to improve circumstances for African Americans, who ~~were~~ were being discriminated against. In document 5, the NAACP wrote a letter to Woodrow Wilson protesting "...against the policy of your administration is segregating the colored employees in ... Washington: By protesting and appealing, they brought about change.

Another change brought on by the progressive movement was a change in how active people were politically. In Document 4, Governor Johnson talks about the importance of initiative, referendum and recall, which were ways for people to design or remove legislation. He says that initiative, referendum and recall "... give the electorate the power of action

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1C  
2 of 3

when desired, and they do place in the hands of the people the means by which they may protect themselves." By giving the people the power to directly make change, many things in society were improved. This point of view was extremely relevant to the Progressive movement because this movement ~~was~~ was all about political change.

Another change in society was occurring in the area of how children were treated, especially in the workforce or politically. A number of children worked ~~on~~ in unhealthy conditions for long hours. This was another historical event that people worked to change during the progressive movement. Similarly, ~~the~~ document 23 ~~also~~ proposes that children accused of crimes should be helped, not punished. It says "...not so much to punish as to reform, not to degrade but uplift, not to crush but to develop; not to make him a criminal but a worthy citizen." This was a new idea, and was most likely written in response to the difficult situations children were placed in, especially in the workforce.

Lastly, a major point of change that occurred in the Progressive movement was the level to which the government was involved in business. Roosevelt focused on "trust busting", or stopping businesses from forming monopolies. In document 2 he says "there is clearly need of supervision... business corporations become so very powerful... [and] that is not always beneficial." This idea of government regulation was very new; as it came after a period of Laissez-Faire economics, where the government had very little regulation over business. So, this was a major change in the progressive era. Another example of this is in the management of the police departments. In Document 6, a Detroit

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1C

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Commissioner of Police discusses the changes made within the police department. He says "Every means known to scientific administration is being introduced in the police department..." meaning that it was becoming more organized and reformed. Each of these small changes throughout American society fostered political and social change from 1890 - 1920 through the progressive movement. Socially, people wanted more rights and opportunities while politically people pushed for government regulation and legislators who would help the people.

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# **AP® UNITED STATES HISTORY 2019 SCORING COMMENTARY**

## **Question 1 — Document-Based Question**

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

### **Overview**

- This question required students to evaluate the impact of the Progressive movement on United States politics from 1890 to 1920. The content expectations of the question originated principally from Period 7 of the course framework, focusing on Progressive efforts to regulate the economy, reform society, and reduce corruption in United States politics, fostering democracy. Students also were expected to address the problems that emerged or intensified during industrialization, urbanization, and immigration, and/or the reform efforts of the earlier Populist movement.
- The intention of the question was to determine if students could defensibly evaluate the extent to which the Progressives improved conditions in the United States and consider the areas in which the movement fell short in improving conditions, most frequently by addressing the limits of Progressivism in improving conditions for African Americans and improving race relations. The question allowed for flexibility in approach. Responses could possibly address local, state, and federal efforts; they could take a thematic approach; or they could take a chronological approach, as by discussing issues before the election of Theodore Roosevelt as the first Progressive president and then developments while Roosevelt, William Howard Taft, and Woodrow Wilson were each in office.
- The documents nudged students to discuss issues of local and national political corruption and accountability, law enforcement and treatment of adult versus juvenile offenders, racial issues (particularly segregation), and Prohibition. A few documents also invited the students to consider all of the Progressive amendments (the 16<sup>th</sup> through the 19<sup>th</sup>).
- This question primarily focused on continuity and change, causation, contextualization, analyzing primary sources, and argument development.
- This question mainly addressed Key Concept 7.1.

**Sample: 1A**

**Score: 7**

### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis. The thesis is located in the last three sentences of the introduction: “Due to the shrewd politics of the Gilded Age, the progressive era, which lasted from 1890’s through 1920s seemed to foster major political change because it increased the power and influence of the federal government as well as further democratized state governments. Economically, change includes government political involvement in businesses. Socially, change includes political governmental involvement in temperance, abolition, and food.”

### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization. In the first paragraph, the response describes the broader historical context of the industrial period. The response provides a well-developed understanding of the historical developments that occurred before the Progressive Era (e.g., “laissez faire policies,” the “lack of involvement, by both the federal and state governments,” and “captains of industry/robber barons”).

# **AP® UNITED STATES HISTORY 2019 SCORING COMMENTARY**

## **Question 1 — Document-Based Question (continued)**

### **C. Evidence (0–3 points): 3**

#### **Evidence from the Documents**

The response earned 1 point for using at least three documents to address the topic of the prompt. The response correctly uses the content of all seven documents.

The response earned 1 point for using the content of at least six documents to support an argument in response to the prompt. In the second paragraph, the response uses Documents 2 and 4 to support the argument that the lack of government regulation led to reforms at the federal and state level. The response uses Document 2 to argue that reforms by the federal government regulated railroads and shifted public attitudes toward trusts. It uses Document 4 to support an argument that governments became “more democratic in their approach to passing bills and laws.” In the third paragraph, the response uses Documents 7 and 1 to support an argument about social reforms. The response uses Document 7 to support an argument that the government became more liberal by supporting Prohibition and women’s suffrage. Document 1 is used to support the reform of city corruption by political bosses. In the same paragraph, Documents 3 and 6 are used to support an argument that state and local governments were also influenced by the Progressive movement.

#### **Evidence Beyond the Documents**

The response earned 1 point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt. The response provides a large amount of well-described outside evidence. In the second paragraph, the Clayton Anti-Trust Act is accurately described as helping labor as opposed to harming “them like the Sherman Anti-Trust Act.” In the third paragraph, for example, the Volstead Act is used to support an argument about social reform and Jacob Riis’s work *How the Other Half Lives* is used to show how reformers drew attention to city corruption.

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

#### **Document Sourcing**

The response earned 1 point for explaining the relevance of sourcing to the argument for at least three documents. The response primarily uses historical situation to explain the relevance of the documents to an argument. For Document 2 the response explains that Roosevelt believed in the concept of “good and bad trusts.” For Document 4 the response correctly connects ideas of the Wisconsin Plan to the reforms in California. For Document 5 the response explains that the role of “white-middle class women” contributed to the lack of reforms for Native Americans and African Americans and resegregation in the federal government under Wilson. And for Document 7, the response argues that the activism depicted by the image was a part of advocacy for the 18<sup>th</sup> Amendment.

#### **Demonstrating Complex Understanding**

The response earned 1 point for demonstrating a complex understanding of the historical development that is the focus of the prompt. Complex understanding is demonstrated throughout the entire response and in a variety of ways. Corroboration is achieved through the analysis of multiple variables such as the reforms at federal and state levels. In the last paragraph, the response qualifies the argument with a strong discussion contrasting the exploitation and suppression of self-determination of people in other countries with reform for some Americans at home. Overall, this response demonstrates a nuanced understanding of the historical processes of the Progressive Era.

# **AP® UNITED STATES HISTORY 2019 SCORING COMMENTARY**

## **Question 1 — Document-Based Question (continued)**

**Sample: 1B**

**Score: 5**

### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis. In the final sentence of the opening paragraph, the response provides a historically defensible claim that establishes a line of reasoning: “The Progressive Movement from 1890–1920 fostered extensive political change and reform through trust busting and regulation, supporting moral and civil rights reform, and helping to eliminate political corruption by returning power to the people.”

### **B. Contextualization (0–1 points): 1**

The response earned 1 point for contextualization. The middle of the opening paragraph describes a broader historical context involving urbanization, industrialization, and the rise of political machines and bosses.

### **C. Evidence (0–3 points): 2**

#### **Evidence from the Documents**

The response earned 1 point for using at least three of the documents to address the topic of the prompt. The response correctly uses the content of all seven documents (2, 7, 5, 4, 3, 6, and 1).

The response did not earn the point for using the content of at least six documents to support an argument in response to the prompt. Documents 7 and 5 are used to support an argument about morality. Document 1 is used to support an argument about corruption and urban reform. However, the discussion of Documents 2, 4, 3, and 6 simply summarizes or repeats the content of the documents.

#### **Evidence Beyond the Documents**

The response earned 1 point for using evidence beyond the documents relevant to the prompt. Toward the bottom of page three the response notes that “African Americans were beginning to gain some ground, and Progressive Presidents were often willing to hear them out” and that “Theodore Roosevelt even invited Booker T. Washington to the White House.”

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

#### **Document Sourcing**

The response earned 1 point for explaining the relevance of sourcing to the argument for at least three documents. The response uses historical situation for Documents 2, 7, and 5. Document 2 references trust busters and Presidents Taft and Wilson. The response uses Document 7 to argue that the negative social effects of alcohol use led to political change through the passage of the 18<sup>th</sup> Amendment. Document 5 argues that W. E. B. DuBois pushed for political change in the form of racial equality as a founder of the NAACP.

# **AP® UNITED STATES HISTORY 2019 SCORING COMMENTARY**

## **Question 1 — Document-Based Question (continued)**

### **Demonstrating Complex Understanding**

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The final paragraph offers a connection to United States foreign policy in the era and to current-day United States foreign policy, but it does not explain relevant and insightful connections within and across periods.

**Sample: 1C**

**Score: 2**

#### **A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis because it establishes a historically defensible claim in the last line of the introduction. The response states: “The Progressive Movement fostered a great deal of political change in the United States, due to people fighting for increased rights and government intervention.”

#### **B. Contextualization (0–1 points): 0**

The response did not earn the point for contextualization because it does not attempt to discuss the broader historical context of the prompt.

#### **C. Evidence (0–3 points): 1**

##### **Evidence from the Documents**

The response earned 1 point for correctly using the content of at least three documents. The response uses Documents 1 through 6 and does not use Document 7.

Although the response uses six documents, it did not earn the point for using the content of at least six documents to support an argument in response to the prompt. The response connects three of the documents to an argument about political change. For Document 1 the response correctly identifies that Hull House was a place for immigrants to receive help and links Jane Addams to the argument that “she fought for things politically that were not yet the norm, thus fostering change.” The response explains how Document 4 supports the argument: “By giving the people the power to directly make change, many things in society were improved.” And for Document 2 in the first sentence of paragraph 4, the response adequately explains how government became more involved in economic regulation. However, the use of the content of Document 5 falls short of explaining how the NAACP fostered change, and the response does not link Document 3 to the argument. The response does not explain how Document 6 supports the argument.

##### **Evidence Beyond the Documents**

The response did not earn the point for using evidence beyond the documents because there is no description of outside evidence beyond brief phrases or references, such as “trust-busting” and “Laissez-Faire economics.”

# **AP® UNITED STATES HISTORY**

## **2019 SCORING COMMENTARY**

### **Question 1 — Document-Based Question (continued)**

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

##### **Document Sourcing**

The response did not earn the point for document sourcing because it did not accurately source three documents. The response attempts to provide the historical situation of Document 1 by stating that “Hull House was a place for immigrants to receive help” and the point of view for Document 4, that “[t]his point of view was extremely relevant to the Progressive Movement because this movement was all about political change.” However, the response does not explain how or why these references were relevant. The response correctly provides the historical situation for Document 2, that the “idea of government regulation was very new, as it came after a period of Laissez-Faire economics, where the government had very little regulation over business.” For Document 3, the reference to the difficulties faced by children in the work force is too vague to count for sourcing. Documents 1 and 5 are not sourced.

##### **Demonstrating Complex Understanding**

The response did not earn the point for demonstrating a complex understanding. It does not attempt to explain how the evidence corroborates, qualifies, or modifies the argument. Overall, the response demonstrates a simplistic understanding of the Progressive Era.