



## **AP<sup>®</sup> United States History 2009 Scoring Guidelines Form B**

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# **AP<sup>®</sup> UNITED STATES HISTORY**

## **2009 SCORING GUIDELINES (Form B)**

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

In what ways did African Americans shape the course and consequences of the Civil War?

Confine your answer to the years from 1861 to 1870.

#### **The 8–9 Essay**

- Articulates a clear, well-constructed thesis focusing on the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Effectively employs a significant number of documents to examine the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Provides substantial, relevant outside information taken from the period 1861 to 1870 concerning the ways that African Americans shaped both the course and consequences of the Civil War.
- Clearly analyzes the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Is well organized and well written.
- May contain minor errors.

#### **The 5–7 Essay**

- Contains a thesis, which may be partially developed, addressing the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Satisfactorily employs a reasonable number of documents to examine the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Provides ample, relevant outside information from the period 1861 to 1870 concerning the ways that African Americans shaped both the course and consequences of the Civil War.
- Analyzes to some extent the ways in which African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- May present an imbalanced treatment between the ways that African Americans shaped the course and consequences of the Civil War or the war and its aftermath.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

#### **The 2–4 Essay**

- Presents a thesis that may be simplistic, confused, or undeveloped in addressing the ways in which African Americans shaped both the course and consequences of the Civil War from 1861 to 1870; or presents no thesis.
- Uses few documents concerning the ways that African Americans shaped both the course and consequences of the Civil War from 1861 to 1870.
- Includes little relevant outside information from the period 1861 to 1870 concerning the ways in which African Americans shaped both the course and consequences of the Civil War.
- Has little analysis of the ways in which African Americans shaped both the course and consequences of the Civil War from 1861 to 1870; may treat only one part of the question.
- May be poorly organized and/or poorly written.
- May contain major errors.

#### **The 0–1 Essay**

- Lacks a thesis or restates the question.
- Refers to few, if any, of the documents.

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

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

- Includes no relevant outside information from the period 1861 to 1870.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Is completely off topic or blank.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1 Time Line

Year	Month/Day	Place	Event
1860	December 20	South Carolina	South Carolina is the first state to secede from the Union.
1861	April 12	South Carolina	Civil War erupts at Fort Sumter.
1861	May 24	Virginia	At Fort Monroe, Union general Benjamin Butler decrees that fugitive slaves were “contraband of war,” i.e., confiscated property, and would no longer be returned.
1861	July 22 and 25	Washington, D.C.	Congress approves the Crittenden Resolution, attesting that the war is being fought to preserve the Union and not to interfere with slavery.
1861	August 6	Washington, D.C.	Congress passes the First Confiscation Act.
1862	January 15	South Carolina	Union general Thomas Sherman suggests what becomes the Port Royal experiment.
1862	March 13	Washington, D.C.	Congress forbids returning fugitive slaves to their masters.
1862	May 9	South Carolina	Union general David Hunter, Lincoln’s friend, forms the first all-Black unit, the First South Carolina Volunteer Regiment, to take over South Carolina’s Sea Islands.
1862	July 17	Washington, D.C.	Congress enacts the Second Confiscation Act.
1862	July 17	Washington, D.C.	Congress enacts Militia Act of 1862, which calls for a draft of 300,000, including “Colored Troops,” into the Union army.
1862	July 19	Washington, D.C.	Congress abolishes slavery in Washington, D.C., and the territories.
1862	September 22	Washington, D.C.	In the wake of the Battle of Antietam, Lincoln issues the Preliminary Emancipation Proclamation that would free all enslaved Africans in Confederate territory as a matter of “military necessity.”
1862	October 27–29	Missouri	First Kansas Colored Volunteers repulse Confederates at Battle of Island Mound; the first known engagement of Black troops in the Civil War.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1 Time Line (continued)

1863	January 1	Washington, D.C.	Lincoln's Emancipation Proclamation takes effect, freeing enslaved Africans in Confederate areas and encouraging Black enlistment in the Union army.
1863	March 30	Washington, D.C.	Fifty-fourth Massachusetts Regiment is mustered into the Union army.
1863	May 27	Louisiana	Black troops bravely advance under the command of Union general Nathaniel Banks but ultimately fail against deadly fire in the Battle of Port Hudson—the first major battle involving Black troops.
1863	July 1	Washington, D.C.	Union imposes the first military draft.
1863	July 13–16	New York City	Draft opponents riot in New York City, killing 105, destroying \$2 million in property (including the Colored Orphan Asylum), and mutilating their victims. The riot ends when Union troops return from Battle of Gettysburg.
1863	July 18	South Carolina	Assault on Fort Wagner by the Fifty-fourth Massachusetts Regiment; the Fifty-fourth loses half its officers (including Robert Gould Shaw) and half its troops before being repulsed.
1864	April 12	Tennessee	Confederate general Nathan Bedford Forrest leads 2,500 men against Fort Pillow, which was held by 292 Black soldiers and 285 White soldiers. As Blacks surrender, Confederates indiscriminately shoot and bayonet men, women, and children. In all, 200 Black people are killed.
1864	June 15	Washington, D.C.	Congress grants equal pay for all Black soldiers who were free when the Civil War began.
1864	September 29	Virginia	The Black division of the Eighteenth Corps heroically charges up the slopes against Confederate troops in the Battle of New Market Heights (Chaffin's Farm); 14 Blacks receive the Medal of Honor.
1865	January 16	South Carolina	In Special Field Orders No. 15, Union general William T. Sherman temporarily sets aside 80,000 acres along the coast of South Carolina, Georgia, and Florida to be rented or purchased by 18,000 Black families and promises to loan them surplus army horses and mules to work this land; Andrew Johnson later rescinds the order, returning the land to its original owners.
1865	March 3	Washington, D.C.	Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau) is established.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1 Time Line (continued)

1865	March 13	Richmond	Confederate Congress passes and Jefferson Davis signs an order to arm slaves.
1865	April 9	Virginia	Civil War ends at Appomattox Court House as Confederate general Robert E. Lee surrenders to Union general Ulysses S. Grant.
1865	April 11	Washington, D.C.	Lincoln expresses his wish that the new southern state governments being set up under his Reconstruction program grant at least some Blacks, including Union army veterans, the right to vote.
1865	April 14	Washington, D.C.	John Wilkes Booth murders President Abraham Lincoln.
1865	May	Washington, D.C.	New president Andrew Johnson pardons all White southerners except Confederate leaders and the very wealthy and orders all abandoned plantations to be returned to their owners.
1865	Spring and summer	The South	Perhaps half of all freedpeople begin searching for long-lost relatives who had been sold away from them. Blacks build schools and churches, organize mutual-aid societies, and meet in conventions throughout the South to demand full rights of citizenship.
1865	June 19	Texas	Union general Gordon Granger belatedly announces to enslaved Africans in Galveston that they are free, the event known as Juneteenth.
1865	Fall	The South	Black Codes are enacted, which make sure that Blacks remain subordinate to Whites.
1865	December 6	Georgia	Thirteenth Amendment is ratified, abolishing slavery; slavery then existed only in Delaware, Kentucky, and Missouri.
1866	April 9	Washington, D.C.	Civil Rights Act of 1866 is passed over Andrew Johnson's veto.
1866	May 1–4	Memphis	Memphis race riot takes place, killing 46 freedpeople and 2 Whites.
1866	Summer	Tennessee	Ku Klux Klan forms in Pulaski, Tennessee.
1866	July	Washington, D.C.	Congress authorizes a Second Freedmen's Bureau.
1866	July 30	Louisiana	New Orleans race riot breaks out, killing 34 Blacks and 3 White allies.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1 Time Line (continued)

1866		The South	265 Blacks are among the approximately 1,000 Republican delegates to new state constitutional conventions.
1867	March 2	Washington, D.C.	Congress enacts the Military Reconstruction Act.
1868	March–May	Washington, D.C.	Radical Republican Thaddeus Stevens prosecutes Andrew Johnson for high crimes and misdemeanors; Johnson survives impeachment by a single vote.
1868	June 22–July 14	Arkansas	Arkansas, Florida, Louisiana, North Carolina, South Carolina, and Alabama are readmitted into Union.
1868	July 9	South Carolina	Fourteenth Amendment is ratified, giving African Americans basic rights of citizenship, due process, and equal protection.
1868	Fall	The South	Ku Klux Klan and Knights of the White Camellia murder approximately 1,000 Republicans to drive Republican voters away from southern polls.
1868		Washington, D.C.	Freedmen's Bureau ceases operations.
1868	December 25	Washington, D.C.	Andrew Johnson pardons all but highest-ranking former rebels.
1869		Louisiana	African Americans James Lewis, John Willis Menard, and P.B.S. Pinckney are elected to Congress but are not seated.
1870	January 26–July 15	Virginia	Virginia, Mississippi, Texas, and Georgia are readmitted into Union and establish Redeemer governments.
1870	February 3	Iowa	Fifteenth Amendment is ratified.
1870	February 25	Mississippi	Hiram Revels becomes first African American chosen for the U.S. Senate.
1870	February 25	South Carolina	Joseph Rainey becomes first African American to serve in the U.S. House of Representatives.
1870	March 31	Washington, D.C.	Civil Rights (Enforcement) Act of 1870 is passed, to enforce the Fourteenth and Fifteenth amendments
1871	April 14	Washington, D.C.	Mary Ann Shadd Cary tries unsuccessfully to vote and asks Congress for help.

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Possible Outside Information: General List**

**Civil War Battles/Skirmishes**

Antietam	Jenkin's Ferry
Brice's Crossroads	Milliken's Bend
Bull Run	New Market Heights (Chaffin's Farm)
The Crater	Overton Hill
Fort Pillow Massacre	Petersburg
Fort Sumter	Poison Spring
Fort Wagner	Port Hudson
Fredericksburg	Saltville
Gettysburg	Sherman's March to the Sea
Honey Hill	Vicksburg
Island Mound	

**People**

Armstrong, Samuel Chapman	Lynch, John
Banks, Nathaniel	McClellan, George
Booth, John Wilkes	Menard, John Willis
Bowser, Mary Elizabeth	Nell, William Cooper
Bruce, Blanche K.	Pennington, J. W. C.
Butler, Benjamin	Phillips, Wendell
Carney, William	Pinchback, P. B. S.
Cary, Mary Ann Shadd	Quantrill, William
Chesnut, Mary Boykin	Rainey, Joseph
Cleburne, Patrick	Remond, Charles Lenox
Davis, Henry	Revels, Hiram
Delany, Martin	Rock, John
Douglass, Frederick	Shaw, Robert Gould
Early, Jubal	Sherman, Thomas
Ewell, Richard	Sherman, William Tecumseh
Forrest, Nathan Bedford	Smalls, Robert
Frémont, John C.	Stanton, Edwin
Garnet, Henry Highland	Stephens, Alexander
Garrison, William Lloyd	Stevens, Thaddeus
Grant, Ulysses S.	Sumner, Charles
Greeley, Horace	Tappan, Lewis
Green, James K.	Trumbull, Lyman
Harper, Frances Ellen Watkins	Truth, Sojourner
Higginson, Thomas Wentworth	Tubman, Harriet
Howard, Oliver O.	Wade, Benjamin
Hunter, "Black Dave"	Walker, William
Johnson, Andrew	Welles, Gideon
Langston, John Mercer	



# AP<sup>®</sup> UNITED STATES HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1 Possible Outside Information: General List (continued)

#### Occupations/Positions

army major	scout
carpenter	sheriff
chaplain	skilled artisan
city councilor	spy
congressman	steamboat pilot
cook	surgeon
guard	tax collector
infantryman	teacher
justice of the peace	teamster
laborer	state legislator
nurse	U.S. senator
petty officer	

#### Military Units

(145 infantry regiments, 7 cavalry, 12 heavy artillery, 1 light artillery, 1 engineering)

Corps d'Afrique

Fifty-fourth Massachusetts Volunteer Regiment, including William Carney and Frederick Douglass' sons (Charles and Lewis)

First and Second South Carolina Volunteers (first slave regiment)

First Kansas Colored Volunteers (fought in twelve battles, more than any other Black unit)

First, Second, Third Louisiana Native Guard (first Black unit to join the Union army, August 1862);

Ninth Louisiana Infantry of African Descent

Other Black soldiers included Martin Delany's son (Toussaint L'Ouverture Delany) and Sojourner Truth's grandson (James Caldwell).

#### Groups/Organizations/Institutions/Agencies

American Colonization Society	fugitive slaves
American Missionary Association	Knights of the White Camellia
blackfaced minstrels	Ku Klux Klan
Carpethbaggers	mulatto
Colored Orphan Asylum	National Union Party
Confederate Congress	Night Riders
Confederate States of America	Peace Democrats
Copperheads	Radical Republicans
Emancipation League	Redeemers
free Blacks	Scalawags
Freedmen/Freedpeople	Southern Democrats
freedom seekers	Union League

#### Churches

African Methodist Episcopal (AME) Church	Presbyterian Church
African Methodist Episcopal (AME) Zion Church	Southern Baptist Church
Quakers (Society of Friends)	

# AP<sup>®</sup> UNITED STATES HISTORY

## 2009 SCORING GUIDELINES (Form B)

### Question 1 Possible Outside Information: General List (continued)

#### Schools

Alabama State College  
Dillard University  
Fisk University  
Hampton Institute

Howard University  
Morehouse College  
Morgan State University  
Tougaloo College

#### Places

Boston, Massachusetts  
Cincinnati, Ohio  
Delaware  
Detroit, Michigan  
Edisto Island, South Carolina  
Haiti  
Hartford, Connecticut  
Kentucky  
Liberia  
Maryland  
Massachusetts

Missouri  
Nashville, Tennessee  
New Orleans, Louisiana  
Panama  
Philadelphia, Pennsylvania  
Pittsburgh, Pennsylvania  
Pulaski, Tennessee  
Richmond, Virginia  
St. Helena Island, South Carolina  
Washington, D.C.

#### Developments

Appomattox  
apprenticeship laws  
Black and Tan conventions  
Black Codes  
Civil Rights Act of 1866  
Confiscation Acts  
Congressional Reconstruction  
Crittenden Resolution  
crop lien system  
Dalton Conference  
District of Columbia Emancipation Act  
Emancipation Proclamation  
Enticement Acts  
*Ex Parte Milligan* (1866)  
fear of slave insurrection  
Fifteenth Amendment  
Force Acts  
Fourteenth Amendment  
Freedman's Monument  
Freedmen's Bureau  
Freedmen's Savings Bank  
Frémont's Edict  
Fugitive Slave Law  
General Order 233  
Hampton Roads Conference

"Iron-clad" oath  
Jim Crow  
Johnson's "Swing Around the Circle"  
Juneteenth  
Lincoln's 10 Percent Plan  
Lincoln's Second Inaugural  
Medal of Honor  
Military Reconstruction Act  
Militia Act  
National Negro Convention movement  
New York City draft riots  
*Planter*  
Port Royal Experiment  
Preliminary Emancipation Proclamation.  
Presidential Reconstruction  
Proclamation of Amnesty and Reconstruction  
race riots (Memphis and New Orleans)  
Radical Reconstruction  
Reconstruction Acts of 1867  
Savannah Colloquy  
secession  
sharecropping  
Sherman's Land  
Special Field Order No. 15  
state constitutions

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Possible Outside Information: General List (continued)**

states' rights  
Thirteenth Amendment  
Tenure of Office Act

*Texas v. White* (1869)  
Twenty-Negro law  
Wade–Davis Bill

**Publications/Media**

*Anglo-African Magazine*  
*Douglass' Monthly*  
*Glory* (1989)  
*Life & Times of Frederick Douglass*  
"Men of Color, To Arms"

*New York Tribune*  
"The Prayer of Twenty Millions"  
*We* (Charles Fuller play, 1988)  
*Weekly Anglo-African*

**Sayings/Expressions**

"Due process" and "equal protection of the laws" (Fourteenth Amendment)  
"Four score and seven years ago, our forefathers brought forth upon this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal . . . and that government of the people, by the people, and for the people, shall not perish from the earth." (Abraham Lincoln)  
"40 acres and a mule"  
"If I could save the Union without freeing any slave, I would do it, and if I could save it with freeing all slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that." (Abraham Lincoln)  
"Negro domination"  
"Negro-first policy"  
"Papa Linkum" (African American reference to Abraham Lincoln)  
"A rich man's war and a poor man's fight"  
"Waving the bloody shirt"  
"A white man's war" (William Tecumseh Sherman)  
"With malice toward none, with charity for all" (Abraham Lincoln)

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences**

**DOCUMENT A**

Source: Major General Benjamin F. Butler, report to the secretary of war, July 30, 1861.

In the village of Hampton there were a large number of Negroes, composed in a great measure of women and children who had fled thither within my lines for protection, who had escaped from marauding Rebels who had been gathering up able-bodied blacks to aid them in constructing their batteries on the James and York rivers . . .

First, what shall be done with them? Second, what is their state and condition? Upon these questions I desire the instruction of the department.

. . . Are these men, women, and children slaves? Are they free? Is their condition that of men, women, and children, or of property, or is it a mixed relation? What has been the effect of rebellion and a state of war on their status? When I adopted the theory of treating the able-bodied Negro fit to work in the trenches as property liable to be used in aid of rebellion, and so contraband of war, that condition of things was insofar met, as I then and still believe, on a legal and constitutional basis.

**Document Summary:**

Early in the Civil War, Union general Benjamin Butler wrote to Secretary of War Simon Cameron on the chaotic conditions he found in Virginia. Butler reported that many desperate enslaved African Americans sought protection from Confederates who wanted to force them to build river fortifications. These freedom seekers forced Butler and the Lincoln administration to decide whether fugitive slaves entering Union lines would be returned to their “owners” in accordance with the law or taken into custody, with the government assuming a degree of responsibility for their welfare. Butler’s own answer was that these freedom seekers were “contraband of war” who could serve the Union army in useful capacities, such as digging trenches. This document thus points to the pressure that Union forces faced in handling the many escaped slaves who came their way and the temptation to make strategic use of this suddenly available labor source. Other Union generals would have similar questions about freedom seekers and would handle the question of enslavement to their advantage, at least until President Abraham Lincoln made abundantly clear who held the powers of commander-in-chief.

**Document Information:**

- Slaves had fled to Union lines.
- There is no Union policy on fleeing slaves.
- Butler advances his theory on contraband of war.
- Union army is using fugitive slave labor.

**Document Inferences:**

- Many slaves fled the slave-holding South as Union troops approached.
- Enslaved African men, women, and children’s actions were compelling the federal government to confront slavery.
- Foreshadows Lincoln’s Emancipation Proclamation.

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT A (continued)**

**Potential Outside Information Triggered by Document:**

Confiscation Acts	Hunter, David
Emancipation Proclamation	Lincoln initially refused to accept
Fort Monroe	slaves as contraband
Frémont's edict	McClellan, George
fugitive slaves/freedom seekers	

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT B**

Source: Resolution of African Americans in Newtown, New York, August 20, 1862.

We, THE COLORED CITIZENS of Queens County, N.Y., having met in mass meeting . . . to consider the speech of Abraham Lincoln, . . . [wish] to express our views on the subject of being colonized in Central America or some other country. . . .

While bleeding and struggling for her life against slaveholding traitors, and, at this very time, when our country is struggling for life and 1 million freemen are believed to be scarcely sufficient to meet the foe, we are called upon by the President of the United States to leave this land and go to another country, to carry out his favorite scheme of colonization. But at this crisis, we feel disposed to refuse the offers of the President, since the call of our suffering country is too loud and imperative to be unheeded.

**Document Summary:**

A group of African Americans met during the Civil War to consider President Abraham Lincoln's proposal for Black resettlement in a foreign land, particularly the Caribbean or Latin America. These "colored citizens" from New York dismissed the idea of colonization out of hand. The burden of fighting all-out war, this group observed, was so great that even a million White soldiers might not carry the day. Under such trying circumstances, the very idea of removing Black citizens through colonization was unthinkable. This letter did not persuade the president. Although Lincoln did not think colonizing millions of African Americans was possible, he remained convinced that the profound differences between the White and Black races made such resettlement desirable.

**Document Information:**

- There are one million free Black American citizens.
- There was a mass meeting of African Americans to rebut President Lincoln's call for colonization of Blacks in Central America.

**Document Inferences:**

- African Americans wished to serve in the military.
- The Union was going to have to pursue some other solution to race besides colonization.
- Lincoln rejected a truly multicultural society.
- Free Blacks were loyal, contributing citizens; colonization wasted contributions from Black citizens.

**Potential Outside Information Triggered by Document:**

American Colonization Society

Greeley, Horace

Liberia

Lincoln's plan for compensated emancipation in border states

"The Prayer of the Twenty Millions"

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT C**

Source: Abraham Lincoln, a published letter, August 26, 1863.

There are those who are dissatisfied with me . . . to be plain, you are dissatisfied with me about the negro. Quite likely there is a difference of opinion between you and myself upon that subject. I certainly wish that all men could be free, while I suppose you do not. . . . You say you will not fight to free negroes. Some of them seem willing to fight for you; but, no matter . . . negroes, like other people, act upon motives. Why should they do anything for us, if we will do nothing for them? If they stake their lives for us, they must be prompted by the strongest motive—even the promise of freedom. And the promise being made, must be kept.

**Document Summary:**

Here, President Abraham Lincoln responded to a White letter-writer, apparently from the North, who opposed equality for African Americans. While Lincoln realized his racial views were not universally popular, he wondered why the letter-writer would not support freedom for African Americans when they had expressed a willingness to fight for Whites in the Civil War. In any case, Lincoln observed that freedom had been promised to African Americans and that he intended to honor that commitment. Less than a month after this letter appeared, Lincoln issued a carefully worded proclamation declaring the freedom of enslaved Africans in Confederate territory.

**Document Information:**

- Lincoln has decided what to do about slavery.
- Lincoln intends to free the slaves.
- Lincoln's views on slavery are controversial.
- Lincoln intends to remain steadfast in his plans for emancipation.

**Document Inferences:**

- Lincoln's views on slavery were evolving.
- Black soldiers were fighting for the Union and their own freedom, e.g., Fort Wagner.
- Confederates did not follow the rules of war in treating Black soldiers.
- The Civil War will recast the American South.
- Lincoln recognized qualities in African Americans that he had not previously recognized.

**Potential Outside Information Triggered by Document:**

Antietam

The Crater

Crittenden Resolution

Fifty-Fourth Massachusetts Regiment

*Glory*

Lincoln's Preliminary Emancipation

Proclamation

Militia Act of 1862

New Market Heights (Chaffin's Farm)

**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT D**

Source: Republican Party platform, 1864.

. . . 3. Resolved, That as slavery was the cause, and now constitutes the strength of this Rebellion . . . justice and the National safety demand its utter and complete extirpation from the soil of the Republic; and that, while we uphold and maintain the acts and proclamations by which the Government, in its own defense, has aimed a deathblow at this gigantic evil, we are in favor, furthermore, of such an amendment to the Constitution . . . [that] shall terminate and forever prohibit the existence of Slavery . . .

7. Resolved, That the Government owes to all men employed in its armies, without regard to the distinction of color, the full protection of the laws of war . . .

**Document Summary:**

In its reelection platform, the Republican Party—the party of freedom—blamed slavery for causing the Civil War and sustaining the Confederate war effort. With the stakes so high, Republicans urged passage of a constitutional amendment to abolish slavery permanently. The Republican Party had come some distance in its thinking about slavery since its previous platform had been promulgated. In 1860 the Republicans believed that slavery would gradually die out if it was kept from spreading like cancer to the territories; in 1864 the Republicans could no longer tolerate human bondage and sought to end it everywhere with a single stroke of the constitutional pen. Another objective of the 1864 Republican platform was to afford all races who fought for the Union every available protection, an apparent reference to African American troops who were sometimes mutilated or massacred in combat.

**Document Information:**

- Republican Party identifies slavery as the cause of the Civil War.
- Republican Party calls for the elimination of slavery.

**Document Inferences:**

- Fundamental shift in Republican Party’s position on slavery, i.e., no slave extension.
- African American troops were being mistreated, if not massacred.
- Democrats were responsible for the Civil War.
- Serious challenge by the Peace Democrats, i.e., George McClellan.

**Potential Outside Information Triggered by Document:**

African Americans serve in the military  
Copperheads  
Douglass, Frederick  
Forrest, Nathan Bedford  
Fort Pillow Massacre  
General Order 233

Johnson, Andrew  
Quatrill, William  
Thirteenth Amendment  
Union Party  
Wade–Davis Bill



**AP<sup>®</sup> UNITED STATES HISTORY**  
**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT E**

Source: Charlotte Forten, African American teacher in the South Carolina Sea Islands, March 1864.

I never before saw children so eager to learn, although I had had several years' experience in New England schools. Coming to school is a constant delight and recreation to them. They come here as other children go to play. The older ones, during the summer, work in the fields from early morning until eleven or twelve o'clock, and then come to school, after their hard toil in the hot sun, as bright and as anxious to learn as ever.

. . . Many of the grown people are desirous of learning to read. It is wonderful how a people who have been so long crushed to the earth . . . can have so great a desire for knowledge, and such a capacity for attaining it.

**Document Summary:**

Charlotte Forten, who came from a prominent abolitionist family in Philadelphia, Pennsylvania, was the first northern Black teacher to instruct former slaves in the South in 1862. In what was later called the Port Royal Experiment on St. Helena Island, South Carolina, the cultured, idealistic, and driven 24-year-old Forten was amazed by the hunger for learning that African American children and adults exhibited. Their thirst for an education was not slowed by youthful distractions, grueling field work under a hot sun, or a lifetime of oppression. Forten stayed on the island for 18 months, hoping she would form a bond with her students, but her precarious health broke first. In truth, Forten's upbringing, education, and temperament gave her more in common with White teachers who worked alongside her than with her unsophisticated and unlettered students, whose first language was Gullah. Forten later wrote about her memorable experience in a series of essays entitled "Life on the Sea Islands" that appeared in the *Atlantic Monthly*.

**Document Information:**

- New England women, including African Americans, went to the South to teach formerly enslaved African children how to read.
- African Americans of all ages were eager to learn.

**Document Inferences:**

- African American northerners contributed to the African American community generally.
- The initial optimism of the Port Royal Experiment would turn sour, eliciting fierce White opposition.
- African Americans tried to dismiss the myths of slavery.

**Potential Outside Information Triggered by Document:**

abolitionists

American Missionary Association

Armstrong, Samuel Chapman

Edisto Island, South Carolina

Fisk University

"40 acres and a mule"

Freedmen's Bureau

Freedmen's Savings Bank

Hampton Institute

Port Royal Experiment

Sherman's Special Field Orders No. 15

Sherman, Thomas

St. Helena Island, South Carolina

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT F**

Source: *The New York Times*, March 7, 1864.

There has been no more striking manifestation of the marvelous times that are upon us than the scene in our streets at the departure of the first of our colored regiments.

. . .

Eight months ago the African race in this City were literally hunted down like wild beasts. They fled for their lives. When caught, they were shot down in cold blood, or stoned to death, or hung to the trees or the lamp-posts. Their houses were pillaged; the asylum which Christian charity had provided for their orphaned children was burned . . .

How astonishingly has all this been changed! The same [African American] men . . . now march in solid platoons, with shouldered muskets, slung knapsacks, and buckled cartridge-boxes down through our gayest avenues and our busiest thoroughfares to the pealing strains of martial music, and are everywhere saluted with waving handkerchiefs, with descending flowers, and with the acclamations and plaudits of countless beholders.

It is only by such occasions that we can at all realize the prodigious revolution which the public mind everywhere is experiencing. Such developments are infallible tokens of a new epoch.

**Document Summary:**

This article/editorial marvels at the rapid acceptance that African Americans received in New York City during the Civil War. In July 1863, after a military draft was announced to support the Union effort to crush the Confederate rebellion, White urban residents, particularly Irish Americans, went on a racist rampage to kill any Black person they encountered. To many Whites, not only were Blacks the main reason the war was being fought, but they were stealing blue-collar jobs away from White workers. Eight months later, however, Black troops, looking smart in their new uniforms and with their erect military posture, were greeted by admiring crowds of White well-wishers. Such a dramatic change in attitude in such a short time, the newspaper wrote, offered indisputable proof of a social revolution.

**Document Information:**

- White society's views about Blacks had changed.
- Racial violence over the war.
- African American troops.

**Document Inferences:**

- The Civil War was now for social change.
- African Americans were greatly appreciated.
- African American military service promoted this change.
- Blacks were willing to fight in the war despite mistreatment/riots.
- The Union would win, and winning meant defining the society.

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT F (continued)**

**Potential Outside Information Triggered by Document:**

Banks, Nathaniel	Higginson, Thomas Wentworth
Bowser, Mary Elizabeth	Island Mound
Carney, William	Louisiana Native Guard
Dalton Conference	Milliken's Bend
Delany, Martin	New York City draft riots
Fifteenth Amendment	Poison Spring
Fifty-fourth Massachusetts Regiment	Port Hudson
First and Second South Carolina Volunteers	Shaw, Robert Gould
First Kansas Colored Volunteers	Smalls, Robert
Fort Wagner	Tubman, Harriet
Fourteenth Amendment	U.S. Colored Troops
Gettysburg Address	Walker, William
<i>Glory</i>	

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT G**

Source: Thomas Nast, *Harper's Weekly*, August 5, 1865.



**“And Not This Man?”**

Library of Congress

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT G (continued)**

**Document Summary:**

A Thomas Nast cartoon that depicts Lady Liberty in a chamber bedecked with United States flags, pointing to an African American soldier who has lost a leg and is on crutches. Lady Liberty wonders why this impassive, disabled veteran in uniform—“This Man”—is not considered fit for American democracy. The cartoon reflects the empathetic view that the North had toward African Americans for a short time after the Civil War.

**Document Information:**

- Lady Liberty asks for equality for Black veterans.
- Black soldiers sacrificed greatly for the war effort.

**Document Inferences:**

- Concerns Black suffrage.
- Black people, especially black troops, were not well treated after the war.
- The South had not changed as much as the North had thought it had.

**Potential Outside Information Triggered by Document:**

Civil Rights Act of 1866  
Fifteenth Amendment  
Fourteenth Amendment

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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT H**

Source: Proceedings of the Convention of the Colored People of Virginia, August 1865.

We claim, then, as citizens of this State, the laws of the Commonwealth shall give to all men equal protection; that each and every man may appeal to the law for his equal rights without regard to the color of his skin; and we believe this can only be done by extending to us the elective franchise, which we believe to be our inalienable right as freemen, and which the Declaration of Independence guarantees to all free citizens of this Government and which is the privilege of the nation. We claim the right of suffrage . . .

**Document Summary:**

Meeting a few months after the Civil War ended, African Americans in Virginia made an impassioned plea for suffrage. This inalienable right, the convention maintained, is guaranteed to all free men, including Black men, through the Declaration of Independence. This limited excerpt does not include some important elements of the document, including that the delegates were former slaves whose great fear was that former Confederates were recovering their citizenship rights before African Americans ever got theirs. Maintaining that ex-Confederates possessed a loyalty that was no more than “lip deep,” the Black delegates warned of their vulnerability in being “sheep in the midst of wolves.” Only the armed might of the United States government, the former slaves insisted, prevented Blacks from being driven from the land they had lived and worked on all their lives. Ultimately, Black pressure from such groups as this one in Alexandria, helped win ratification of the Fourteenth and Fifteenth amendments to the United States Constitution, guaranteeing equal protection before the law and Black male suffrage.

**Document Information:**

- Black southerners met to demand equality.
- Black people call themselves “citizens.”
- Black people view the franchise as a means to achieve equal rights.
- Black people apply the Declaration of Independence.

**Document Inferences:**

- Black people did not have equal rights.
- Black people were part of the Reconstruction process.

**Potential Outside Information Triggered by Document:**

Civil Rights Act of 1866  
Fifteenth Amendment  
Fourteenth Amendment  
Gettysburg Address

Knights of the White Camellia  
Ku Klux Klan  
Radical Republicans  
race riots in Memphis and  
New Orleans

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**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT I**

Source: Affidavit of Rebecca Parsons, former slave, 1867 (given to a Freedmen's Bureau agent).

Before me came Rebecca Parsons—a freedwoman . . . she was . . . a Slave of T. A. Parsons . . . she has four children now in possession of said Parsons. That when she was freed she informed said Parsons that she was going to her kindred. . . . He told her that she might go but her children belonged to Him & she could not have them . . . she found a home . . . & in February last she went to Parsons & demanded her children—Parsons told her “they were bound to him and that she should not have them unless she paid Him four thousand dollars.” . . . she was thus compelled to return without them—And she left them crying to go with Her.

**Document Summary:**

Rebecca Parsons, who had been enslaved by T. A. Parsons, declared her intention to leave his plantation and live with her extended family. The planter consented—he had no other choice, given the Thirteenth Amendment—but demanded that Rebecca pay him \$4,000 to recover her children. She did not have such a large sum and so departed alone, with her children wailing as she left. This document illustrates the great difficulty that African Americans had in becoming free and in building a normal life, particularly with family members scattered throughout the South.

**Document Information:**

- Slavery is abolished.
- Freedmen's Bureau helps former slaves.
- Problems from the Civil War still exist for Blacks.
- Blacks are trying to reunite their families long after the war.

**Document Inferences:**

- White attitudes persisted that Blacks were enslaved or property.
- Things had not changed as much as former slaves wanted.
- Reconstruction had begun to reshape southern society.

**Potential Outside Information Triggered by Document:**

Black Codes

Blacks create their own society, e.g., churches,  
missionary societies

Civil Rights (Enforcement) Act of 1870

Fourteenth Amendment

Howard, Oliver O.

Juneteenth

Military Reconstruction Act

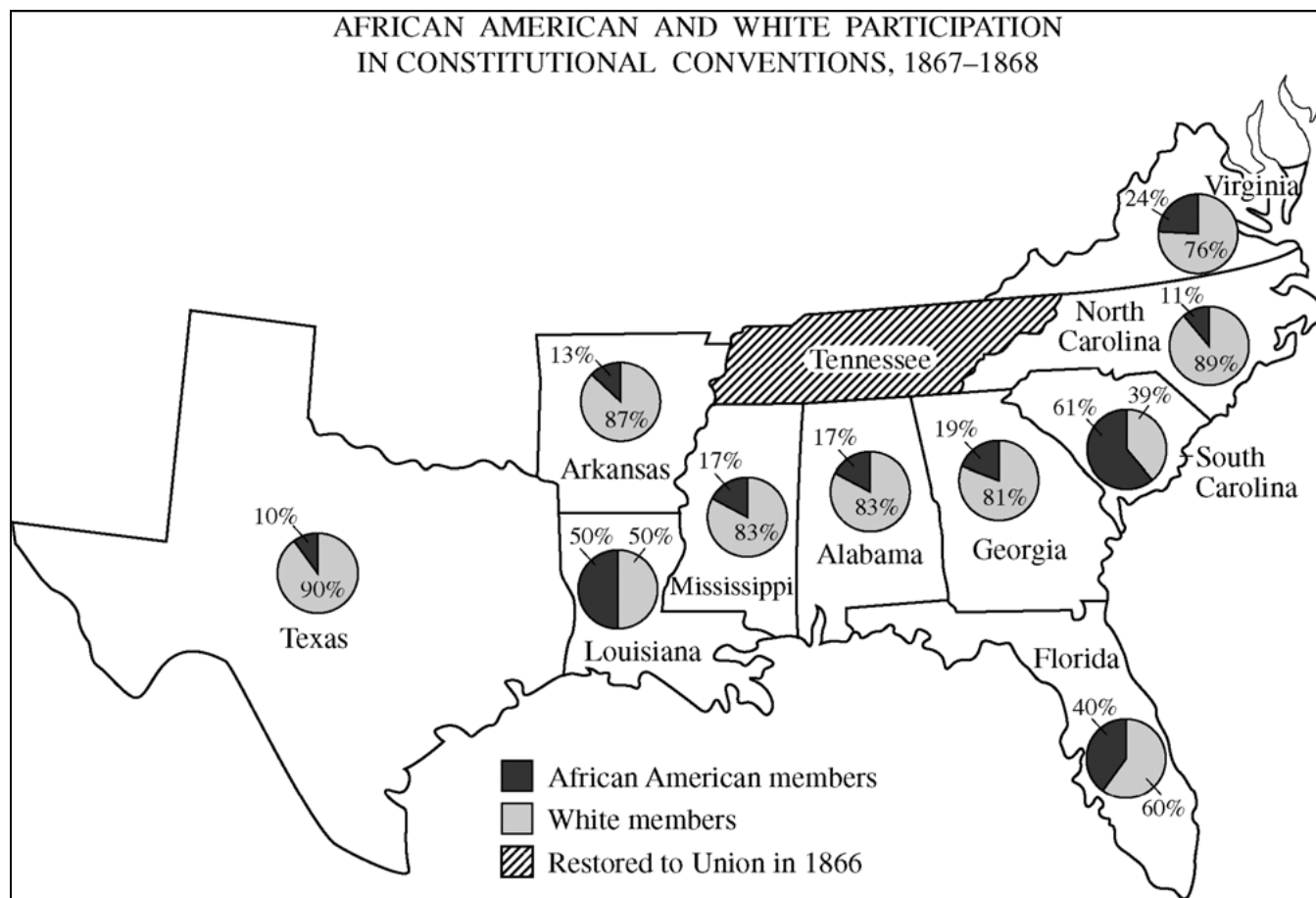
Reconstruction

Thirteenth Amendment

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**2009 SCORING GUIDELINES (Form B)**

**Question 1 Document Information and Inferences (continued)**

**DOCUMENT J**



**Document Summary:**

This political map reflects the racial makeup of the constitutional conventions of the 10 former Confederate states still awaiting full reconstruction into the Union. Far from showing what many White southerners then believed, Whites controlled the delegate slate of every constitutional convention except for South Carolina. This racial imbalance prevailed even though Black men constituted the majority of the voting public in five southern states—Alabama, Florida, Louisiana, Mississippi, and South Carolina.

**Document Information:**

- The state of Tennessee was restored to the Union in 1866.
- Every other former Confederate state held a constitutional convention in 1867 and 1868.
- Blacks attended every postwar constitutional convention in the South.
- White delegates outnumbered Black delegates in these postwar constitutional conventions in every southern state except South Carolina and Louisiana.



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**Question 1 Document Information and Inferences (continued)**

**DOCUMENT J (continued)**

**Document Inferences:**

- New southern state constitutions instituted progressive reforms, e.g., free public education and abolition of the death penalty for many offenses.
- Ex-Confederate officials won many offices.
- White southerners were preparing to redeem the South.

**Potential Outside Information Triggered by Document:**

Black Codes	Pinchback, P. B. S.
Bruce, Blanche K.	public schools
Carpetbaggers	Radical Reconstruction
Enticement Acts	Rainey, Joseph
Fifteenth Amendment	Reconstruction Acts, esp. Military Act
Grant, Ulysses S.	Revels, Hiram
hiring out	Scalawags
Johnson, Andrew, impeachment	Stephens, Alexander
Johnson, Andrew, “Swing Around the Circle”	vagrancy
labor contracts	Wade–Davis Bill
Langston, John Mercer	“waving the bloody shirt”

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**2009 SCORING GUIDELINES (Form B)**

**Question 2**

Analyze how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation.

**The 8–9 Essay**

- Articulates a clear, well-constructed thesis focusing on how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation.
- Provides ample relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Clearly analyzes both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, addressing how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation.
- Provides some relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Analyzes to some extent the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them; may have imbalance in addressing the question.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be simplistic, confused, or undeveloped in addressing how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation; or presents no thesis.
- Includes little relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Has little analysis of the tensions concerning the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them; may treat only one aspect of the question.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Is completely off topic or blank.

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## 2009 SCORING GUIDELINES (Form B)

### Question 2 Information List

#### Experiences of the Revolutionary Era

Navigation Acts (3)

- 1660—(a) closed colonies to all trade except that carried on English ships (colonial-built ships are English ships); (b) tobacco trade with England only
- 1663—all goods sent from Europe to the colonies must pass through England first
- 1673—imposed custom duties (import fees) on coastal trade to stop smuggling

Salutary Neglect

Albany Plan of Union

French and Indian War (1754–1763)

Treaty of Paris (1763)

Proclamation of 1763 (establishes the Proclamation line of 1763)

Sugar Act (1764)

Writs of Assistance

“Repressive” Acts

- Currency Act (1764)
- Quartering Act (1765)
- New York Assembly disbanded for not obeying the Quartering Act of 1765

Stamp Act (1765)

Stamp Act Congress (October 1765) in New York

- Declaration of Rights and Grievances
- Sons of Liberty
- Crisis averted when Parliament relents and repeals the Stamp Acts (1766)
- Declaratory Act (1766)
- Boycotts of British goods; nonimportation of British Empire goods

Virginia Resolves (1765): “No Taxation without Representation”

Townshend Duties (1767)

Vice Admiralty Courts

John Dickinson: *Letters from a Farmer in Pennsylvania*, 1767–1768

Boston Massacre (1770)

Parliament repeals the Townshend Duties except that on tea

Committees of Correspondence: first attempt at political correspondence between the colonies

Tea Act of 1773 and Boston Tea Party

Intolerable (Coercive) Acts, esp. Quebec Act

First Continental Congress (September 1774)

- Galloway Plan (like Albany Plan)
- Endorsed Suffolk Resolves
- The Declaration of Rights

Lexington and Concord (April 1775)

Second Continental Congress (May 1775)

Declaration of Causes and Necessity of Taking Up Arms (1775)

Olive Branch Petition, John Dickinson (1775)

#### Political Ideology/Intellectual Foundations

John Locke, *Two Treatises of Government* (1690)

Montesquieu, *The Spirit of the Laws* (1748)

Rousseau, *The Social Contract* (1762)

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**2009 SCORING GUIDELINES (Form B)**

**Question 2 Information List (continued)**

Adam Smith, *The Wealth of Nations* (1776)  
Thomas Paine, *Common Sense* (January 1776)  
Richard Henry Lee  
Thomas Jefferson  
Declaration of Independence  
state constitutions  
Treaty of Paris (1783)  
issue of western lands

**Articles of Confederation** (March 1781)

confederation = states more power than central government  
one-chamber legislature  
one vote for each state; each state paid and sent its delegates (right of recall)  
two-thirds majority for legislation  
unanimous vote needed for amendments

Articles of Confederation—Strengths:

- make war and peace
- sign treaties of alliance
- establish amounts (men and money) states should provide for national purposes
- settle disputes between states
- establish a postal service; deal with Native Americans
- appoint military officers for the armed forces

Article of Confederation—Weaknesses:

- no power to levy taxes
- no power to raise troops
- no power to regulate commerce
- The points above were viewed as the major reasons the colonists had fought against the English king and as such were embodied in the Articles of Confederation.

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**2009 SCORING GUIDELINES (Form B)**

**Question 3**

Analyze the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.

**The 8–9 Essay**

- Contains a clear, well-developed thesis assessing the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Supports the thesis with substantial, relevant information concerning the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Effectively analyzes the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Effectively addresses all areas of the question, although there may be some minor imbalance in its treatment.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, assessing the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Provides some relevant information concerning the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Provides some analysis of the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Provides coverage of the question that may be imbalanced.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that is confused, simplistic, or undeveloped in terms of assessing the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Includes little relevant information concerning the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Has little analysis of the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from the 1830s through the 1850s.
- Provides coverage of the question that is superficial, descriptive, or seriously imbalanced; may cover only one tension or group.
- May be poorly organized and/or poorly written.
- May contain major errors.

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2009 SCORING GUIDELINES (Form B)**

**Question 3 (continued)**

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information regarding the political, economic, and religious tensions between Catholics and native-born Protestants from the 1830s through the 1850s.
- Contains no analysis of the political, economic, and religious tensions.
- Is poorly organized and poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Is completely off topic or blank.

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## 2009 SCORING GUIDELINES (Form B)

### Question 3 Information List

#### Immigration—General

- 1820–1860: U.S. population grows from 10 million to 31 million.
- Immigration total was 4–5 million.
- Immigration population figures by year:
  - 1820s—150,000 immigrants
  - 1830s —600,000
  - 1840s —1.7 million
  - 1850s —2.3 million
- Volume of immigration (as a percentage of total population):
  - 1820s —1 percent
  - 1830s —4 percent
  - 1840s —15 percent; the highest proportional volume of immigration in U.S. history
- No fewer than 4.2 million immigrants over 1840–1860, and 3 million arrived between 1845 and 1855.
- About four in five of the 4.2 million immigrants from all nations who arrived from 1840 to 1860 settled in the New England and mid-Atlantic states.
- No federal legislation regulating immigration.
- New York, Chicago, and San Francisco were half immigrant; St. Louis was three-fifths immigrant in this period.
- Irish immigrants:
  - Approximately 50,000 in the United States in 1830s.
  - Great Famine of 1845–1851: Irish potato famine brought Irish immigrants.
  - 1840–1860: two million Irish men and women came into the United States.
  - Primarily settled in northeastern cities.
  - Avoided South because they opposed slavery, shunned Blacks, or feared competition from slave labor.
  - Characterized as “lawless and disruptive. In Ireland they had become accustomed to think of the law as a weapon of their enemy, the English landowners, and they brought this attitude to America. To the Irish, flouting the law was a manly activity” (Kelley, *Shaping of the American Past*).
  - Characterized as “tenaciously nationalistic and bitterly anti-British” (Faragher, *Out of Many*).
  - Faced not only employment discrimination but also persistent cultural denigration. It was common for newspapers of the time to caricature the Irish as monkeys, similar to the way cartoonists portrayed African Americans.

#### Tensions over Immigration

- 1834: Charlestown, Massachusetts, riot between Catholic and Protestant workers.
- 1844: Anti-Catholic riots in Philadelphia. Governor called out militia to protect Catholics after Catholic bishop persuaded public school officials to use both bibles. Incited by Native American Clubs. Lasted two months; two Catholic churches burned, 13 citizens killed, and 50 wounded.
- 1855: Riots in St. Louis, Baltimore, and Louisville showed streaks of nativism in South.
- 1855: “Lager Beer Riots” in Chicago over closing saloons on Sundays. Irish, Germans, and Swedes fought militia; ended with imposition of martial law.

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## 2009 SCORING GUIDELINES (Form B)

### Question 3 Information List (continued)

- In Cincinnati from 1846 to 1853, crime rate reportedly tripled. Murder reportedly up sevenfold. In Boston, expenditures for poor relief up three times over same period.
- New York City in 1860, 55 percent of those arrested for crimes were reportedly Irish.

### Political Tensions

- Irish network of institutions: charitable societies, orphanages, militia companies, parochial schools, social clubs, and political organizations. Maintained identity and attained considerable political power.
- Fraternal lodges based on ethnicity included Irish Ancient Order of Hibernians.
- Foreign-born Boston voters (mostly Irish) increased 200 percent from 1850 to 1855.
- Cartoons of German beer kegs and Irish whiskey kegs stealing elections.
- Samuel F. B. Morse, author of *Foreign Conspiracy against the Liberties of the United States* (1834), argued Catholicism was a threat to the republic. Advocated an “Anti-Popery Union.” Republican-minded Protestants used this book in Sunday school.
- Pope Pius IX opposed republican reformers in Italy and called republicanism a false ideology based on sovereignty of people rather than sovereignty of God.
- Pope Pius X (1846–1878) reacted against secular liberalism and European uprisings of 1848.
- Catholic Archbishop John Hughes of New York attacked abolitionists, Free-Soilers, and Protestant reform movements as “Red Republicanism” of Europe. Hughes address (1850), “The Decline of Protestantism and Its Causes,” notes Catholic growth three times faster than Protestantism. “Protestantism is effete, powerless, dying out.”
- Protestants called for restricting public offices for native-born Americans.
- “Free School” political tickets created to defend public education.
- The Native American Association founded in 1837; became the Native American Party in 1845.
- Charles Allen organized the Order of Star-Spangled Banner in New York City in 1849.
- American Party (Know-Nothings):
  - Two secret fraternal societies of native-born Protestants merged in 1852: the Order of the Star-Spangled Banner and the Order of United Americans. By 1854 elections they became the American Party, or Know-Nothings. The party captured votes of Whig Party members who were not yet Republicans.
  - Membership by 1854 was between 800,000 and 1.5 million.
  - Did well in New England in 1855.
  - In 1854 won complete control in Massachusetts, capturing governorship, most of legislature, and entire congressional delegation; also won elections in Maryland, Kentucky, and Tennessee and polled at least 45 percent of vote in five other southern states and 40 percent of Pennsylvania vote.
  - Presidential candidate in 1856, Millard Fillmore, won 21 percent of popular vote and 8 electoral votes.
  - Declined for several reasons: Over 1855–56, noticeable decline in immigration; also conflict in Kansas, but most key was grassroots protest against professional politicians of Democrats and Whigs. Its spokesmen and elected officials were neither professional politicians nor established community leaders. Not able to make use of power. The Know-Nothings also did nothing. Voters looked elsewhere as issues changed.



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## **2009 SCORING GUIDELINES (Form B)**

### **Question 3 Information List (continued)**

#### **Economic Tensions**

- Poorest immigrants were peasants and laborers from Ireland, who fled famine in 1840s caused by severe overpopulation, potato blight. No resources to buy farms.
- Immigrants settled in cities, taking low-skilled jobs in factories, construction, and labor, with long hours and low wages. Perceived as competition to others, edge to industrialists. In New York and Boston, formed nearly one-third of population by 1850.
- Illnesses:
  - Cholera, yellow fever, typhoid, diphtheria, tuberculosis.
  - 1849 cholera epidemics in New York, St. Louis, Cincinnati; 5,000 died in New York.
- Unemployed Protestant mechanics and poorly paid Protestant labor blamed immigrant labor; organized Native American Clubs. Called for extension of naturalization from 5 years to 21 years.
- Many Protestant laborers felt closer to Protestant owners than to Catholic labor.
- Catholic clergy and some Democrats in northeastern states wanted to reserve local taxes paid by Catholics for parochial schools.
- 1852: first Plenary Council of American Bishops decided to seek tax support for Catholic schools or tax relief for parents.
- Irish women were called “Biddies” (Bridgets) and Irish men “Paddies” (Patricks).
- As Irish entered police departments in big cities, the term “Paddy wagon” emerged as name for the wagon that hauled criminals to jail.
- Ethnic workers viewed temperance as business class meddling in their lives, while successful native-born workers tended to embrace the evangelical, middle-class ideology of temperance and self-help.

#### **Religious Tensions**

- 1820s: Second Great Awakening led by Evangelical Protestants.
- 1825: Burned Over District in upstate New York.
- Many Germans and most Irish were Catholic.
- 1840s: 16 Catholic dioceses and 700 Catholic churches existed in United States; by 1860, this had grown to 45 dioceses and 3,000 churches.
- 1840: Catholics ranked fifth in the United States in terms of members, behind the Baptists, Methodists, Presbyterians, and Congregationalists; by 1850, with some 1.8 million members, Catholics had the most members.
- Catholics resented Protestant domination of public education and use of King James Bible.
- Archbishop Hughes of New York City criticized public schools as purveyors of “Socialism, Red Republicanism, Universalism, Infidelity, Deism, Atheism, and Pantheism.”
- Protestants thought parochial schools undermined public schools.
- Evangelical ministers opposed Catholic theology.
- Temperance advocates were alarmed by Irish drinking.
- Beginning with Maine in 1851, 12 states enacted prohibition laws by 1855, and although many laws were weakened or repealed, they exacerbated tensions.
- For the first time Americans encountered the unfamiliar sight of priests and nuns in black garments on their streets. They also experienced the newcomers’ relaxed “Continental Sunday,” which turned the sober Protestant Sabbath into an exuberant day of visiting, picnicking, playing, and imbibing.

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**Question 3 Information List (continued)**

- Catholics tended to place less emphasis on individual independence and more on communities created by family and church. Archbishop John Hughes said man was not an autonomous creature but “by his nature a being of society.” Thus Hughes was hostile to Protestant reform impulses that sinning behavior could be overcome by individuals.
- Authors posing as escaped nuns described secrets of the convents, including burial of babies. Maria Monk, *Awful Disclosures* (1836), sold 300,000 copies.

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**Question 4**

Explain the origins of TWO of the following third parties and evaluate their impact on United States politics and national policies.

The People's Party (Populists), 1892  
The Progressive Party (Bull Moose Party), 1912  
The States' Rights Party (Dixiecrats), 1948  
The American Independent Party, 1968

**The 8–9 Essay**

- Contains a clear, well-developed thesis that explains the origins of two of the given third parties and evaluates their impact on United States politics and national policies.
- Supports the thesis with substantial, relevant information that explains the origins of two third parties and their impact on United States politics and national policies.
- Effectively analyzes the origins of two third parties and their impact on United States politics and national policies.
- Is well organized and well written.
- May contain minor errors that do not detract from the overall quality of the essay.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, that explains the origins of two of the given third parties and evaluates their impact on United States politics and national policies.
- Provides some relevant information that explains the origins of two third parties and their impact on United States politics and national policies; coverage may be somewhat imbalanced.
- Analyzes to some extent the origins of two third parties and their impact on United States politics and national policies.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be confused, simplistic, or undeveloped in terms of explaining the origins of two of the given third parties and evaluating their impact on United States politics and national policies.
- Includes little relevant information concerning the origins of two third parties and their impact on United States politics and national policies; may treat only part of the question.
- Contains little analysis of the origins of two third parties and their impact on United States politics and national policies.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information concerning the origins of two of the given third parties and evaluating their impact on United States politics and national policies.
- Contains no analysis of the origins of two third parties and their impact on United States politics and national policies.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

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2009 SCORING GUIDELINES (Form B)**

**Question 4 (continued)**

**The — Essay**

- Is completely off topic or blank.

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## 2009 SCORING GUIDELINES (Form B)

### Question 4 Information List

#### People's Party (Populists), 1892

##### Origins

- Farmers established the Patrons of Husbandry (the Grange) in 1867 in response to abusive railroad rates and practices. Several states passed Granger laws in attempts at state regulation of railroads. These efforts were set back when the Supreme Court ruled (Wabash case) that states could not regulate interstate railroad traffic. The Interstate Commerce Commission was established in 1887, but it lacked enforcement power.
- Between 1870 and 1890 American grain production grew three times as fast as the United States population. Farmers were dependent on rising exports. European agriculture was strengthening at the same time. World market prices for cotton and wheat fell about 60 percent from 1870 to 1895. Farmers blamed banks, railroads, and the monetary system. Many farmers supported the Greenback Party, which favored the issuance of more United States Treasury notes (greenbacks).
- By 1890 farmers experiencing problems with credit and exploitative railroad rates had established the National Farmer's Alliance and Industrial Union. It had a comprehensive political agenda, including (a) a graduated income tax; (b) direct election of United States senators; (c) free and unlimited coinage of silver at a ratio of 16 to 1; (d) effective government control and, if necessary, ownership of railroad, telegraph, and telephone companies; and (e) the establishment of "subtreasuries" for the storage of crops with government loans at 2 percent on those crops.
- Anticipating that Republicans and many Democrats would resist these demands, by 1892 many members of the alliance were ready to create and join a third party.
- The People's Party's first nominating convention took place in Omaha in July 1892.
- The People's Party platform called for unlimited coinage of silver at 16 to 1; creation of the subtreasury program for crop storage and farm loans; government ownership of railroad, telegraph, and telephone companies; a graduated income tax; direct election of senators; and laws to protect labor unions against prosecution for strikes and boycotts.

##### Impact

- The People's Party won 22 electoral votes but only 9 percent of the popular vote for president in 1892.
- The party made some gains because of the Panic of 1893.
- When Congress repealed the Sherman Silver Purchase Act in 1893, the Democratic Party was divided. A faction that took free silver as its major issue gained strength and was in position to take over the party in 1896. This opened the possibility of an alliance with the People's Party.
- After William Jennings Bryan gave his "Cross of Gold" speech at the 1896 Democratic Party convention, the Democrats made him their nominee for president and caused turmoil in the People's Party, which nominated Bryan as well. Republican William McKinley was elected president with 51.7 percent of the popular vote to 47.7 percent for Bryan. The Democrats had effectively stolen the Populists' thunder.
- The economy came out of depression in McKinley's first year in office, and new gold fields were discovered in Alaska. The silver issue lost its importance with voters as deflation ended and farmers saw gains. Although Bryan ran against McKinley again in 1900, the election results were even more in McKinley's favor.

# **AP<sup>®</sup> UNITED STATES HISTORY**

## **2009 SCORING GUIDELINES (Form B)**

### **Question 4 Information List (continued)**

#### **Progressive Party (Bull Moose Party), 1912**

##### Origins

- Progressives wanted to rid politics of corruption and tame the power of the “trusts.” They went after prostitution, gambling, drinking, and other vices. Progressives first appeared in city politics to oust crooked mayors and political machines. They went on to carry their message to state and national levels. They agreed on the need for an activist government to right what they perceived as wrongs.
- When Republican Theodore Roosevelt succeeded assassinated William McKinley in 1901, he quickly showed his progressive credentials. His Justice Department used the Sherman Anti-Trust Act to dissolve the Northern Securities Company and sided with coal miners in their strike.
- Roosevelt did not seek election in 1908 and passed the baton William Howard Taft. Taft upset progressives over his tariff policies and particularly during the Ballinger–Pinchot controversy. Roosevelt returned to politics in 1910. His followers did well in the 1910 congressional elections, and Roosevelt announced his candidacy for nomination for the 1912 presidential election. The conservative Republican old guard denied Roosevelt a convention victory, giving the nomination to Taft instead.
- The day after Taft’s nomination, Roosevelt and his supporters withdrew from the Republican Party and put together the new Progressive Party. It promptly nominated Roosevelt for president. With the Republicans split between Taft and Roosevelt, Democrat Woodrow Wilson won the 1912 election for president.

##### Impact

- The Progressive Party split the Republican vote between old guard conservatives who favored Taft and progressives who supported Roosevelt.
- Both Roosevelt and Wilson ran on reform platforms. The Progressive Party essentially handed Wilson and the Democrats the presidency.
- This guaranteed a continuation of progressive policies. The Progressive Party passed from the national scene. The Republican Party healed its wounds and was competitive again in the 1916 presidential election.

#### **States’ Rights Party (Dixiecrats), 1948**

##### Origins

- President Truman had established a civil rights committee that issued a report calling for a federal antilynching law, a civil rights division within the Justice Department, desegregation of the military, and antidiscrimination efforts in employment, housing, and public facilities.
- Truman supported these recommendations in his 1948 presidential campaign.
- In 1948 the Dixiecrats split from the Democratic Party behind the leadership of South Carolina’s segregationist congressman Strom Thurmond. Thurmond broke with the Democrats over Truman’s support for civil rights.

##### Impact

- Truman won the presidential election in 1948, and the States’ Rights Party carried four states.
- The election showed that the segregation/race issue was strong enough to cause lifelong southern Democrats (the solid South) to desert the party.
- Times were changing. In 1947 Jackie Robinson broke major league baseball’s color barrier.

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## 2009 SCORING GUIDELINES (Form B)

### Question 4 Information List (continued)

- Truman went on to support several civil rights initiatives, including an executive order to begin the desegregation of the military, and he supported Franklin Roosevelt's Fair Employment Practices Commission in its efforts to end discrimination in federal hiring.

### American Independent Party, 1968

#### Origins

- Governor George Wallace of Alabama was a well-known opponent of racial integration. In 1963 he had personally blocked Black students' attempts to register at the University of Alabama, causing President Kennedy to federalize the Alabama National Guard.
- In 1968 Wallace decided to seek national support as a third-party candidate and formed the American Independent Party. Wallace broke with the Democratic Party, as Thurmond had done, over the party's support of civil rights, particularly the Civil Rights Act of 1964 and the Voting Rights Act of 1965.
- In his campaign, Wallace spoke out against the counterculture and the anti-Vietnam War movement.

#### Impact

- In 1968 the American Independent Party picked up 46 electoral votes from five states in the deep South.
- The American Independent Party's electoral votes hurt the Democratic Party, and Republican Richard Nixon won the presidency.
- Nixon too spoke out against the counterculture and the anti-Vietnam War movement, but he was not an opponent of civil rights.
- An assassination attempt during the 1972 presidential campaign left Wallace crippled and unable to continue campaigning. Without its leader, the American Independent Party faded.
- Alienated conservative Democrats shifted their support to the Republican Party over the next several years, forming a particularly strong conservative base in the Republican Party.

### Additional Relevant Information

#### ***Populists***

#### **People**

Bellamy, Edward  
Bryan, William Jennings  
Cleveland, Grover  
Debs, Eugene  
Donnelly, Ignatius  
Hanna, Mark

Lease, Mary Elizabeth  
McKinley, William  
Powderly, Terence  
Watson, Tom  
Weaver, James  
Willard, Francis

#### **Organizations**

Coxey's Army  
Knights of Labor  
National Agricultural Wheel

Socialism  
Southern Farmers' Alliance

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**2009 SCORING GUIDELINES (Form B)**

**Question 4 Information List (continued)**

**Proposals/Legislation/Events**

Bland-Allison  
“Cross of Gold” Speech  
Democrats  
elections of 1892, 1896  
Haymarket Riot  
Homestead Strike  
*Looking Backward*

National Banking Act  
Omaha Convention  
Omaha Platform  
Panic of 1873  
Pullman Strike  
Sherman Silver Purchase Act  
Woman’s Christian Temperance Union

**Concepts**

bi-metalism  
conservation  
direct election of senators  
free coinage of silver  
gold standard

income tax  
regulatory state  
subtreasury system  
women’s suffrage

***Progressives***

**People**

Addams, Jane  
Beveridge, Albert  
Bryce, James  
Croly, Herbert  
Debs, Eugene  
Dewey, John  
Johnson, Hiram  
Keller, Helen

Kelley, Florence  
LaFollette, Robert  
Munsey, Frank  
Perkins, George  
Pinchot, Gifford  
Roosevelt, Theodore  
Taft, William Howard  
Wilson, Woodrow

**Publications**

*The American Commonwealth*  
*The Jungle*

*The New Republic*  
*The Promise of American Life*

**Organizations**

American Socialist Party  
Democratic Party  
Industrial Workers of the World

Republican Party  
Western Federation of Miners

**Concepts**

Bull Moose  
child labor laws  
constitutional amending  
direct democracy (initiative, referendum, recall)  
eight-hour workday

farm relief  
immigration restriction  
income tax  
inheritance tax  
insurgents



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2009 SCORING GUIDELINES (Form B)**

**Question 4 Information List (continued)**

limited use of the injunction  
monopoly  
muckraking  
New Nationalism  
presidential primary  
progressive education

Republican schism  
social welfare legislation  
trusts  
universal health care  
workers' compensation

***States' Rights Party (Dixiecrats)***

**Personalities**

Humphrey, Hubert  
Robinson, Jackie  
Thurmond, Strom

Truman, Harry  
Wallace, Henry

**Events/Publications/Concepts**

Berlin Airlift  
Cold War  
Fair Deal  
House Un-American Activities Committee  
(HUAC)  
Iron Curtain  
Jim Crow  
integration of the United States military  
Marshall Plan

New Deal coalition  
Progressive Party  
segregation  
Solid South  
southern strategy  
states' rights  
Taft–Hartley Act  
*To Secure These Rights*  
Truman Doctrine

***American Independent Party***

**People**

Goldwater, Barry  
Kennedy, Robert  
LeMay, Curtis  
McCarthy, Eugene  
Nixon, Richard

Phillips, Kevin  
Reagan, Ronald  
Shearer, William  
Wallace, George

**Events/Organizations/Concepts**

assassinations of Martin Luther King, Jr., and  
Robert F. Kennedy  
Chicago convention  
Civil Rights movement  
Great Society  
Integration  
law and order  
southern strategy

states' rights  
Students for a Democratic Society (SDS)  
tax revolt  
Tet offensive  
Vietnam War  
Warren Court  
wedge issues  
Yippies

# **AP<sup>®</sup> UNITED STATES HISTORY**

## **2009 SCORING GUIDELINES (Form B)**

### **Question 4 Information List (continued)**

#### **HISTORICAL CONTEXT**

##### **People's Party and Progressive Party**

The People's Party and the Progressive Party emerged in reaction to what the economist Paul Krugman has termed “the long Gilded Age,” the period between the end of the Civil War and the advent of the Great Depression. Each party was a response to the inequities and social insecurities generated by unfettered industrial capitalism as well as the failure of the major parties to address those inequities and insecurities and point the way to a far more equitable society. Both Populists and Progressives anticipated the New Deal welfare state of the 1930s and began the political realignments that would be necessary for that welfare state to become a reality.

Despite sharing a common vocabulary of reform, Populists and Progressives were divided by time and geography and dramatically different goals. Beginning in the heartland, the Populists hoped to create a true, mass-based political movement that, like the Socialists, sought to fundamentally change the nature of United States society. The Progressives, by contrast advocated social-welfare legislation and an activist state in the hope that radical change would be avoided. The Bull Moose Party's “New Nationalism” aimed to save American capitalism by reforming it. Their differences aside, the People's Party and the Progressive Party sketched the contours of what would eventually become twentieth-century liberalism.

##### **States' Rights Party and American Independent Party**

If the Populists and the Bull Moosers foreshadowed the New Deal welfare state, the Dixiecrats and the followers of George Wallace prophesized its demise. The States' Rights Party of 1948 and the American Independent Party of 1968 pioneered the transition of the South from the Democratic to the Republican Party and helped birth the conservative movement that would eventually push the Republican Party to the far right.

Defying their traditional conservatism, southern states embraced much of the New Deal largely because of the federal dollars it pumped into the region. After World War II when the bread-and-butter economics of the New Deal expanded to include civil rights, the South bolted, joining with others to rein in the reach of the federal government and stifle any furthering of the liberal agenda. Southern bigots linked arms with groups such as the American Medical Association to defeat President Truman's health care proposals, fearing that a national health program would result in integrated hospitals and the end of Jim Crow. Despite its lack of electoral success in 1948, the States' Rights Party made the first crack in the New Deal coalition. The American Independent Party would make the second.

Forged in the crucible of the tumultuous 1960s, the American Independent Party used the momentum of Barry Goldwater's pro-states' rights presidential campaign and the backlash against the Great Society and the Warren Court to create a political appeal that would bind upper- and lower-class whites in opposition to government and pave the way for the conservative resurgence of the 1970s and 1980s.

Casting himself as a latter-day champion of the forgotten man, George Wallace fashioned a new political message. In place of the traditional populist campaigns that cast the rich and big business as social oppressors, Wallace instead attacked liberalism and the Democratic Party establishment. Insisting that the Democrats were using taxes to transfer wealth from hard-working Whites to undeserving Blacks, Wallace laid the groundwork for the antitax movement of the 1970s. By linking taxes with race, Wallace also paved the way for the “southern strategy” of Richard Nixon that would result in Republican control of the former Confederacy and the conservative movement that marked the remainder of the twentieth century.

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**2009 SCORING GUIDELINES (Form B)**

**Question 5**

Analyze the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.

**The 8–9 Essay**

- Contains a clear, well-developed thesis that assesses the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Supports the thesis with substantial, relevant information concerning the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Effectively analyzes the ways in which events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Provides coverage that may be somewhat uneven.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, assessing the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Provides some relevant information detailing the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Analyzes to some degree the ways in which events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in them.
- Provides coverage that may be unbalanced.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

**The 2–4 Essay**

- Presents a thesis that may be confused, simplistic, or undeveloped in terms of assessing the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Includes little relevant information concerning the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Contains little analysis of the ways in which events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- May address only part of the question.
- May be poorly organized and/or poorly written.
- May contain major errors.

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**2009 SCORING GUIDELINES (Form B)**

**Question 5 (continued)**

**The 0–1 Essay**

- Lacks a thesis or restates the question.
- Includes no relevant information detailing the ways in which the events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Contains no analysis of the ways in which events and trends of the 1970s diminished the nation's economic power and international influence, and challenged Americans' confidence in both.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

**The — Essay**

- Is completely off topic or blank.

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**2009 SCORING GUIDELINES (Form B)**

**Question 5 Information List**

**People**

Agnew, Spiro  
Carter, Jimmy  
Dean, John  
Ehrlichman, John  
Ellsberg, Daniel  
Ervin, Sam  
Ford, Gerald  
Haldeman, H. R.

Ho Chi Minh  
Kissinger, Henry  
McGovern, George  
Mitchell, John  
Nixon, Richard  
Pahlavi, Reza  
Sirica, John

**Concepts/Organizations**

Contras  
economic recession  
executive privilege  
inflation  
missing in action (MIAs)  
oil embargo  
Organization of the Petroleum Exporting  
Countries (OPEC)

Pentagon Papers  
prisoners of war (POWs)  
Sandinistas  
silent majority  
stagflation  
unemployment  
wage–price freeze  
Whip Inflation Now (WIN)

**Events/Legislation/Treaties**

Cambodia incursion  
Iranian hostage crisis  
Jackson State shootings  
Kent State shootings  
Moscow Olympic Games  
National Energy Act  
OPEC oil embargo

Panama Canal transfer  
Paris Peace Accord  
South Vietnam's fall  
Three Mile Island  
War Powers Act  
Watergate Hotel/Democratic Party National  
Headquarters break-in

**Economic Events and Trends**

- Tax cuts and increased spending on public works projects temporarily lowered the unemployment rate. The Federal Reserve Board permitted the money supply to grow. These measures drove price inflation.
- In 1971 unemployment grew to 6 percent and the United States ran its first ever trade deficit. The trade deficit undermined the value of the American dollar by enabling foreign banks to exchange U.S. dollars for gold at highly favorable rates. The United States floated the dollar against the prevailing market price of gold and against other currencies.
- Facing continued high unemployment and inflation, the Nixon administration in 1973 devalued the dollar. Little impact was seen on the trade deficit, as over the next decade U.S. exports more than tripled but imports more than quadrupled.
- In 1974 President Ford introduced “Whip Inflation Now,” or WIN. Stagflation continued as both prices and inflation rose. Unemployment reached 8.5 percent, and inflation topped 9 percent.

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## 2009 SCORING GUIDELINES (Form B)

### Question 5 Information List (continued)

- Ever-rising international oil prices triggered a series of gasoline and home heating fuel price increases that rippled through the economy. With Middle East oil prices soaring, newly elected President Carter went on national TV pitching a complicated energy proposal without having first consulted the congressional leadership. Congress quickly rejected the plan.
- New York City needed federal loan guarantees to avoid bankruptcy.
- The Carter administration had no answers for stagflation. By 1980 the economy had stopped expanding, inflation topped 13 percent, and unemployment (which had dropped below 6 percent in 1979) was rising again.
- Inflation and high interest rates choked off productivity and economic growth.

### International Events and Trends

- In the spring of 1970 U.S. military incursions into ostensibly neutral Cambodia became public knowledge, and student unrest broke out on college campuses. National Guard troops fired on demonstrators, killing four students at Kent State University. Police fatally shot two students at Jackson State University.
- Daniel Ellsberg leaked the Pentagon Papers to the *New York Times*. Installments from the papers began running daily in the *Times*. The Nixon administration was unsuccessful in getting a Supreme Court injunction to stop publication of the classified documents.
- There was a break-in in June 1972 at the Democratic Party National Headquarters in the Watergate Hotel.
- In January 1973 the United States and North Vietnam signed peace accords requiring the United States to remove its forces from Vietnam, bringing agreement on the return of prisoners of war, and permitting North Vietnam to keep its forces in South Vietnam.
- In May 1973 John Dean testified before the Senate Watergate Committee and linked President Nixon to the coverup of the Watergate break-in. The Senate and the public learn that President Nixon taped his conversations in the Oval Office.
- In July 1974 the Supreme Court unanimously ruled that Nixon's claim of "executive privilege" over the release of the Watergate tapes was not justified. Nixon had to release the tapes.
- In August 1974 Nixon resigned and Gerald Ford became president.
- In April 1975 and on into the spring, North Vietnam overran South Vietnam, creating communist Vietnam.
- In May 1975 the *Mayaguez* was hijacked in the South China Sea. President Ford ordered a military action to retake the ship. More United States Marines died in the action than people were rescued.
- President Carter extended amnesty to Vietnam War draft evaders on his first day in office in 1977.
- Also in 1977, the United States initiated negotiations with Panama for the transfer of control of the Panama Canal to Panama. The negotiations resulted in a treaty that the Senate narrowly ratified.
- In 1979 Cuban-backed Sandinistas rose to power in Nicaragua after President Carter removed support for the country's dictator, a longtime friend of the United States, over the issue of human rights.
- In December 1979 the Soviet Union invaded Afghanistan. President Carter pulled the U.S. Olympic team out of the Moscow Olympics.
- In November 1979 Iranians overran the United States Embassy in Tehran and took 66 Americans hostage. The United States talked tough but only levied economic sanctions. A military rescue attempt in 1980 failed.

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**2009 SCORING GUIDELINES (Form B)**

**Question 5 Information List (continued)**

**Time Line**

<b>Date</b>	<b>Event</b>
1970	United States invades Cambodia.
May 1970	Student unrest and shootings occur at Kent State and Jackson State.
October 1970	China joins the United Nations.
August 1971	Nixon institutes a 90-day wage–price freeze to combat inflation.
1971	Daniel Ellsberg releases secret Pentagon Papers to the <i>New York Times</i> .
1971	White House “plumbers” break into office of Ellsberg’s psychiatrist.
1971	United States runs first ever trade deficit.
February 1972	Nixon visits China.
1971	United States and Soviet Union sign SALT I treaty.
June 1972	Watergate break-in takes place.
1972	OPEC oil embargo instituted.
January 1973	Watergate burglars tried; all either plead or are found guilty.
May 1973	Senate Watergate investigation reveals Nixon’s involvement and existence of tapes.
July 1974	House Judiciary Committee votes to impeach Nixon.
August 1974	Nixon obeys Supreme Court and releases Watergate tapes, revealing 18.5-minute gap.
August 1974	Nixon resigns; Ford becomes first unelected vice president to assume the presidency.
September 1974	Ford pardons Nixon.
1975	Stagflation—Ford tries Whip Inflation Now (WIN).
April 1975	South Vietnam falls to North Vietnam.
May 1975	<i>Mayaguez</i> incident takes place.

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2009 SCORING GUIDELINES (Form B)**

**Question 5 Information List (continued)**

1975	Helsinki Accords on European security signed.
November 1976	Jimmy Carter elected president.
September 1977	Transfer of the Panama Canal to the government of Panama negotiated.
1978	Camp David Accords negotiated.
1978	Congress passes the National Energy Act.
1978	Supreme Court issues <i>Regents of the University of California v. Bakke</i> decision on affirmative action.
1979	Soviet Union invades Afghanistan.
1979	Three Mile Island incident takes place.
November 1979	Iranian hostage crisis unfolds.
April 1980	Iranian hostage rescue attempt fails.
1980	United States boycotts Moscow Summer Olympic Games.