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AP[®]

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AP[®] United States History

Scoring Guidelines

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

-
- (A)** Briefly describe ONE major difference between Stamp's and Foner's historical interpretation of the Reconstruction period. **1 point**

Examples that earn this point include the following:

- Stamp argues that Reconstruction was generally a success, but Foner argues that, regardless of how you look at it, Reconstruction was a failure.
- Stamp argues that the enactment of Constitutional amendments laid the groundwork for long-term change, while Foner states that racism continued to influence American politics and society negatively.
- Stamp argues the benefits of Reconstruction policies and amendments outweigh the failures of the era while Foner notes the end of Reconstruction contributed to the spread of racism in United States society, resulting in a failure that outweighs the minimal benefits.

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- (B)** Briefly explain how ONE specific historical event or development not directly mentioned in the excerpts could be used to support Stamp's argument. **1 point**

Examples that earn this point include the following:

- During Reconstruction a number of African American men were elected to local, state, and federal positions, which supports Stamp's argument about the positive impact of Reconstruction.

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

- The Republican Party shifted from issues of race and equality to issues of business and finance.
-

- Institution of and expansion of some basic rights guaranteed through the Reconstruction amendments and other Reconstruction-era laws and programs:
 - Freedmen’s Bureau
 - Civil Rights Act of 1864
 - Thirteenth Amendment and elaboration on the effects of the Fourteenth and Fifteenth Amendments
- Segments of the African American community rose above their initial economic status.

(C) Briefly explain how ONE specific historical event or development not directly mentioned in the excerpts could be used to support Foner’s argument. **1 point**

Examples that earn this point include the following:

- Jim Crow laws were passed in the South and labor, and housing discrimination occurred in the North, with the purpose of establishing social, legal, and economic racial segregation.
- Voting restrictions such as the poll tax and the grandfather clause were created to restrict rights extended to African American men by constitutional amendments during Reconstruction.

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

- The federal government limited support for the Black community in the Reconstruction period:
 - Elimination of Freedmen’s Bureau
 - No property redistribution
 - No “forty acres and a mule”
- White Southerners retained control of most land and property in the South.
- The sharecropping system emerged.
- The *Plessy v. Ferguson* decision and legal systematic segregation.
- Terrorist organizations like the Ku Klux Klan used violence and the threat of violence.

Total for question 1 3 points

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

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

-
- (A)** Briefly describe ONE historical situation in the United States during the Second World War suggested by the image. **1 point**

Examples that earn this point include the following:

- Wartime demands resulted in new employment opportunities for women in many fields that had previously restricted their participation.
- Women made up a significant portion of the industrial workforce during the Second World War.
- Women more directly supported the war effort by serving as nurses and as auxiliary members of the armed services.
- The Second World War contributed to existing debates about gender and the proper roles of women in society.

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- (B)** Briefly explain how ONE specific event or development in the period from 1900 to 1941 led to the historical situation for women suggested by the image. **1 point**

Examples that earn this point include the following:

- Women were asked to support the war effort in any way possible during the Second World War, as they had during the First World War.
 - Although relatively small, women's participation in previously male-only professions like medicine and law began to increase throughout the Progressive Era and helped pave the way for women's employment during the war.
 - Many women, particularly young women and those who were poor, had consistently been involved in specific areas of industrial production, particularly textile production.
 - The economic strains of the Great Depression had already contributed to increased women's participation in the labor market in the years prior to the Second World War.
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- Women were involved in the reform movements of the Progressive Era, particularly the woman suffrage movement, resulting in more opportunities for women in society.

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

- Women's participation in white-collar employment such as secretarial work increased.
- Women were experiencing greater opportunities in society in the 1920s Flapper era.

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- (C)** Briefly explain how ONE specific event or development in the period from 1944 to 1970 resulted from the historical situation suggested by the image. **1 point**

Examples that earn this point include the following:

- Women were expected to leave their jobs once the war ended and be wives/mothers.
- Many women wanted to keep their wartime jobs and pushed for further access to employment and to educational opportunities.

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

- Many women pushed to stay in the workforce after the war.
- Women were expected to create ideal domestic environments for their families, particularly as many experienced improved standards of living and sought suburban lifestyles.
- The second wave of the feminist movement developed.
- The number of women enrolled in college and who pursued careers in professional fields increased throughout this period.

Total for question 2 3 points

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

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

-
- (A)** Briefly describe ONE specific historical continuity in relations between American Indians and the United States in the period from 1776 to 1815. **1 point**

Examples that earn this point include the following:

- Americans continued westward expansion into territory such as the Northwest Territory that was controlled by American Indian nations and groups but was claimed by the United States.
- The United States and American Indian nations signed treaties to establish territorial boundaries.
- White settlement continued to force American Indians to relocate westward.
- The United States used military force against American Indians in order to force them to relocate.

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- (B)** Briefly describe ONE specific historical change in relations between American Indians and the United States in the period from 1776 to 1815. **1 point**

Examples that earn this point include the following:

- The Pan-Indian movement/organizations of tribes such as the Western Confederacy were established to unify groups against United States expansion.
 - Charismatic leaders like Tecumseh and Tenskwatawa (the Prophet) emerged to lead new groups to resist United States expansion.
 - A series of conflicts began between United States and Native forces such as the Battle of Fallen Timbers, the Battle of Tippecanoe, and the Northwest Indian War.
 - Large areas in the Northwest Territory were ceded to the United States through treaties such as the Treaty of Greenville and the Treaty of Fort Wayne.
 - Some American Indians allied with the British against the United States in the Revolutionary War and/or the War of 1812 in order to gain restrictions on further White settlement.
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- Some American Indians allied with the United States against the British in the Revolutionary War/War of 1812 in order to create a favorable relationship and/or to gain advantage over competing American Indian nations
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(C) Briefly explain how ONE historical development in the period from 1815 to 1848 arose from earlier changes in relations between American Indians and the United States. **1 point**

Examples that earn this point include the following:

- Earlier efforts to remove American Indians from the Northwest Territory served as a model for Cherokee Removal from the southeastern United States.

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

- Supreme Court Cases upheld Native American rights to land but were not enforced by the government:
 - *Worcester v. Georgia*
 - *Cherokee Nation v. Georgia*
- Native American groups engaged in conflict against White settlers to resist relocation in the Southeast:
 - Seminole Wars
 - Blackhawk Wars
- The ideology of Manifest Destiny was popularized as a way of justifying continued United States westward expansion.
- Andrew Jackson’s support for the Indian Removal Act and the United States government’s forced removal of Native Americans on the Trail of Tears.

Total for question 3 3 points

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

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

-
- (A)** Briefly describe ONE specific historical continuity in industrial work in the period from 1865 to 1898. **1 point**

Examples that earn this point include the following:

- Laborers largely worked for employers and were paid wages rather than owning their own businesses.
- The bulk of industrial work throughout the period involved repetitive tasks and limited skills.
- Labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders.
- Federal and state governments generally created laws and policies that supported businesses and business owners rather than workers.
- The labor force of the time period was consistently composed of unskilled immigrant labor.
- Women and immigrant workers earned less pay for industrial jobs.

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- (B)** Briefly describe ONE specific historical change in industrial work in the period from 1865 to 1898. **1 point**

Examples that earn this point include the following:

- Industrial work became increasingly large-scale and routinized.
 - The use of assembly lines by the end of the 19th century increased the pace of industrial production, as well as creating new demands for natural resources and labor.
 - As the price of many goods decreased, workers' real wages increased, providing new access to a variety of goods and services.
 - Many Americans' standards of living improved, while the gap between rich and poor grew.
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- The industrial workforce expanded, and child labor increased.
- Many new workers joining the workforce were immigrants, particularly from Southern and Eastern Europe.
- Chinese laborers became common in the railroad industry.
- Labor union membership fluctuated/increased during the time period as a result of poor working conditions and pay.

(C) Briefly explain how ONE specific historical development between 1865 and 1920 was a response to the change in industrial work. **1 point**

Examples that earn this point include the following:

- Concerns over worsening working conditions and the treatment of workers saw increasing numbers of strikes and violent outbursts by workers against employers like the Pullman Strike.
- Responding to the increasing hardship for industrial workers, social reformers worked to effect social changes in cities and among immigrant populations who worked in industries.
- Labor unions advocated for changes in the workplace as a result of the changing nature of industrial work. They advocated for the eight-hour workday, increased safety measures, and better pay.
- As the working conditions became worse, the federal government became involved in settling labor disputes and passed legislation, which worked toward protecting industrial workers.
- Changes in industrial work fostered the mass production of goods, which resulted in the increase in consumerism.
- New industrial jobs drew workers to cities and resulted in the development of large urban centers.

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

- Journalists during the Progressive Era attacked what they saw as political corruption, social injustice, and economic inequality related to industrial work.

Total for question 4 3 points

Question 1: Document-Based Question, Post-War Economic Growth

7 points

General Scoring Notes

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

Evaluate the extent to which economic growth led to changes in United States society in the period from 1940 to 1970.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about how economic growth led to changes in United States society in the period from 1940 to 1970. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The Cold War represented the most significant source of social change in the United States from 1940 to 1970.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Economic growth led to few changes in United States society in the period from 1940 to 1970.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Economic growth led to changes in United States society in the period from 1940 to 1970.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Economic growth during and after World War II changed American society a great deal by encouraging suburban ideals and gender roles. Living the reality of these ideals, however, was more possible for White Americans than for African Americans.”</i> <i>“Although economic growth changed American society between 1940 and 1970 by bringing more money to more people and providing consumer goods, it did not fundamentally change economic structures.”</i> <i>“The Second World War helped to bring the United States out of the Great Depression. Continued economic growth through the 1970s resulted in a sense of affluence, particularly as suburbanization accelerated, though this feeling was not shared by all Americans.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Economic growth changed the United States from 1940 to 1970 by bringing more people into the middle class and encouraging suburbanization.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Economic growth changed the United States from 1940 to 1970 by growing the middle class.”</i>
	Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> <i>“The exceptional nature of America drove economic growth between 1940 and 1970.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> <i>“There were a lot of new transcontinental railroads built between 1940 and 1970.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Accurately describe a context relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The economic downturn of the Great Depression prior to 1940 Government spending during the Second World War The growth of United States international power and influence following the end of the Second World War Improvements in technology and efficiency Corporate investment in research and development The expansion of the military-industrial complex The emergence of Cold War conflict The establishment of international trade agreements <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> <i>“During the 1930s, the Great Depression limited opportunities for people to buy homes and begin families. The economic growth that began in the 1940s changed that.”</i> <i>“The United States federal government invested heavily in the defense industry during World War II, which created one source of economic growth after the war.”</i>
	<p>Additional Notes:</p> <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least six documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents. Misinterpret the content of the document. Quote, without an accompanying description, of the content of the documents. Address documents collectively rather than considering separately the content of each document. 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address how economic growth led to changes in United States society in the period from 1940 to 1970. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument <ul style="list-style-type: none"> (Document 4): “Document 4 explains why many Americans enjoyed owning two cars in the 1950s.” (Document 1): “It explains many of the benefits provided under the G.I. Bill of Rights.” 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 4): “By encouraging Americans to purchase not only one but two automobiles in the 1950s, Document Four suggests how the economic growth of the era encouraged consumerism.” (Uses evidence from Document 4 to support an argument about consumerism) (Document 1): “By providing benefits for veterans such as loan guarantees and support for college educations, the GI Bill of Rights (Document 1) helped elevate many Americans into the middle class.” (Uses evidence from Document 1 to support an argument about the growth of the middle class)
	Additional Notes: <ul style="list-style-type: none"> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 		

Row C (continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> • White flight • Sun Belt migration • Betty Friedan, <i>The Feminine Mystique</i> • National Organization of Women (NOW) • Levittown (New York and Pennsylvania) • The Beat Movement • The counterculture movement • The baby boom generation • Harry Truman • Dwight Eisenhower • John F. Kennedy • Lyndon Johnson • Great Society / War on Poverty Examples of evidence beyond the documents relevant to an argument about the prompt: <ul style="list-style-type: none"> • “Suburbs such as Levittown used new industrial techniques to build many homes quickly and inexpensively.” (Uses a piece of evidence beyond the documents to make a connection to suburbanization) • “Betty Friedan’s book <i>The Feminine Mystique</i> helped articulate a concern about the role of White women in the suburban families encouraged by economic growth.” (Uses a piece of evidence beyond the documents to make a connection to a larger argument about gender)
	Additional Notes: <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> Explain sourcing for less than three of the documents. Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> <i>“The intended primary audience for Document 3 was most likely female magazine readers.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> <i>“The historical situation with Document 1 is that it explains many of the benefits provided under the G.I. Bill of Rights.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 7): <i>“The journalist’s use of terms like ‘slice through,’ ‘wipe out,’ and ‘pounded into rubble’ indicates that he believes that federal highway policy was unjust and destructive. As a journalist he may reflect a larger concern about the unequal impact of economic growth in this period.</i> (Provides sourcing regarding the point of view of the document relevant to an argument that addresses race and inequality) <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 2): <i>“The purpose of Document 2—restricting property sales by race and ethnicity—demonstrated the larger inequality in postwar economic expansion.”</i> (Provides sourcing regarding the purpose of the document relevant to an argument that addresses the growth of a middle class and/or race and inequality) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 1): <i>“Because Document 1 emerged from the historical situation of World War II, it reflected the way that military experience and benefits created new opportunities for veterans.”</i> (Provides sourcing regarding the historical situation of the document relevant to an argument that addresses the growth of a middle class) <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> (Document 3): <i>“Because Document 3 was most likely aimed at an audience of female magazine readers, it helped shape gender norms of domesticity in the 1950s.”</i> (Provides sourcing regarding the audience of the document relevant to an argument that addresses gender issues in a period of economic growth)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> The response argues that economic growth led to great changes in United States society by encouraging migration. The response corroborates that argument with evidence of multiple migration patterns that included a variety of Americans. Evidence is provided for the migration of middle-class Americans to the suburbs, African Americans to northern cities, and the Sunbelt migration of the 1970s. The response demonstrates that while the motivations and destinations of the migrants differed, each migration was related to the economic growth of the period. The response argues that sustained economic growth changed United States society through more widespread prosperity and an increase in the standard of living. It then qualifies that argument with evidence about the persistence of poverty. The response argues that economic growth changed United States society through the growth of the middle-class. It then modifies the argument using evidence about Cold War politics to show that spending on the military and economic recovery abroad, driven by anti-communist ideology, was the origin of post-war economic prosperity and therefore the root cause of societal change.
	<p>Additional Notes:</p> <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Franklin D. Roosevelt's statement on signing the GI Bill of Rights, June 22, 1944	<ul style="list-style-type: none"> Describes educational benefits available to veterans Describes loan guarantees available to veterans 	<ul style="list-style-type: none"> Roosevelt's statement reflected the ways that military experience during and after the Second World War and military benefits created new opportunities for veterans. (situation) By reaching out to veterans, the document helped create a culture of supporting the military and including veterans in civic and economic life. (audience)
2. Property deed to the McIntosh family for a home in Seattle, Washington, 1947	<ul style="list-style-type: none"> Document about property ownership Delineates restrictions on sale of property, barring African Americans and Asians from buying it Restricts residency in property, barring African Americans and Asians 	<ul style="list-style-type: none"> A purpose of the deed was to restrict property sales by race and ethnicity, demonstrating the larger inequality in postwar economic expansion. (purpose) As a legal document, this deed was superficially neutral but in fact reflected institutionalized racial assumptions of the era that limited prosperity beyond White middle-class Americans. (point of view)
3. "This is How I Keep House," McCall's magazine, 1949	<ul style="list-style-type: none"> Describes example of a woman planning to organize home months in advance of baby being born States that the female author's greatest joy in her new home is the washing machine, which allows to have clean laundry States that the author saves time by planning and cooking meals in advance. Allows her to have social activities with guests 	<ul style="list-style-type: none"> Being written during early stages of mass suburbanization in 1949, this article reflected ideals for women and families at the time. (situation) The article helped shape gender norms of domesticity in the 1950s by being aimed at an audience of (most likely) White wives and mothers. (audience)
4. Automobile advertisement, 1950	<ul style="list-style-type: none"> Describes how many Americans now own two fine cars Describes various options among cars Encourages people to test drive cars today 	<ul style="list-style-type: none"> By encouraging people to buy automobiles, the advertisement promoted consumption and consumerism. (purpose) Because the advertisement was created during the height of economic growth in the 1950s, it reflects a larger idea that consumption, consumerism, and ownership provide satisfaction. (situation)
5. William H. Whyte, Jr., <i>The Organization Man</i> , 1956	<ul style="list-style-type: none"> Describes people—men—who not only work for organizations (mainly corporations) but have also adopted the values of these organizations Describes "organization men" talking about lack of control in their lives, though not necessarily perceiving this as a problem 	<ul style="list-style-type: none"> Because the document described a condition experienced by many white-collar workers between 1940 and 1970, it reflected the way that many workers—mostly men—prioritized work and companies over families and personal lives. (situation) The excerpt analyzed and critiqued the way that people gave over ideas and values to companies and suggested that this was a cultural problem. (purpose)

6. Interstate and Defense Highways map, as of June, 1958	<ul style="list-style-type: none">• Map depicting extent of interstate highways in 1956• Highways cross the country but are denser in North and East	<ul style="list-style-type: none">• In the 1950s, highways were built in order to facilitate transportation, access to suburbs, and civil defense in the event of a military conflict. (situation)
7. A. Q. Mowbray, journalist, <i>Road to Ruin</i> , 1969	<ul style="list-style-type: none">• Describes proposed freeway system in the city of Nashville, Tennessee• Describes how freeways would go through predominately African American section of the city, demolishing homes and businesses and displacing residents	<ul style="list-style-type: none">• The journalist's use of terms like "slice through," "wipe out," and "pounded into rubble" indicated that he believed that federal highway policy was unjust and destructive. As a journalist he may reflect a larger concern about the unequal impact of economic growth in this period. (point of view)• Highway construction such as that in Nashville that demolished urban neighborhoods was typical of other cities between 1940 and 1970, including New York City. (situation)

Question 2: Long Essay Question, Trans-Atlantic Voyages

6 points

General Scoring Notes

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

Evaluate the extent to which trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument.
	Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas a whole bunch.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas.”</i> Provide a claim that is not historically defensible <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages led to a great increase in Native American populations.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas little in the fifteenth century, because Native Americans remained powerful, most of the Americas remained unknown to Europeans, and Native American cultures persisted despite European contact.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americas by leading to Native American demographic decline, European colonization, and trans-Atlantic trade.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Trans-Atlantic voyages affected the Americans by establishing regular commerce between the Americas and Europe.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The ancestors of the Native Americans migrated from Asia long ago.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“Europeans built tons and tons of boats between 1607 and 1491.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Native American society before 1491 • East Asia trade (e.g., spices) • British colonization of North America in the 1600s • Native American Empire (e.g., Aztec) • Isolation of Americas from Afro-Eurasian disease pools • Naval technology (e.g., caravel) • Muslim control of overland trade routes to Asia (e.g., Ottoman Empire control of Constantinople) • European Renaissance and changes in ideas (e.g., humanism) <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The Protestant Reformation in Europe contributed to competition between European countries particularly between Protestants and Catholics. This competition helped inspire the European voyages in the Atlantic.”</i>
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“The British king passed the Proclamation of 1763 to stop wars between colonists and Indians.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Christopher Columbus Ferdinand Magellan Aztec Empire Spanish conquest of Mexico Columbian Exchange (diseases, plants, animals) Smallpox Encomienda Silver mining Plantation agriculture Trans-Atlantic slave trade Henry Hudson John Smith Roanoke Jamestown Powhatan Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“The Spanish instituted the encomienda in America.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“The arrival of Europeans in the Americas disrupted Native American societies because of the introduction of new diseases like smallpox. Many Natives died, and their weakened societies could be defeated by European conquerors.”</i> (Uses evidence to support an argument about the disruption of Native American societies because of trans-Atlantic voyages) <i>“Native American societies gained use of new goods, such as metal tools and prestige goods such as jewelry through trade with European voyagers.”</i> (Uses evidence to support an argument about changes in Native American material culture because of trans-Atlantic voyages) <i>“Despite the arrival of Spanish conquerors from across the Atlantic, Native Americans such as the Mayans resisted European incursions by revolting against the Spanish and maintaining their own cultural practices.”</i> (Uses evidence to support an argument about the limits of the effects of trans-Atlantic voyages in the Americas)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a three-part argument about demographic decline, European colonization, and trans-Atlantic trade with evidence about the spread of smallpox and the sugar trade.) 		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how trans-Atlantic voyages in the period from 1491 to 1607 affected the Americas, although the reasoning may be uneven, limited or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Christopher Columbus went to visit the Caribbean.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how trans-Atlantic voyages caused the spread of new diseases that disrupted Native American societies. Discussing continuity in Native American cultural practices despite interactions with European. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“Spanish colonists arriving in the Caribbean forced Native Americans to work in mining and sugar production, which helped cause the collapse of the native populations.”</i> (Indicates a change a result of trans-Atlantic voyages) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that trans-Atlantic voyages led to dramatic changes in Native culture. The response uses evidence about ecological, linguistic, and religious changes after the arrival of Europeans to corroborate the argument about the dramatic scope of the change in culture. The response argues that trans-Atlantic voyages affected the Americas by weakening Native American societies in the face of European colonization. It then introduces evidence about alliances with Native Americans against the Aztec Empire to qualify the argument of Native American weakness. The response argues that while trans-Atlantic voyages played a role in the transformation of the Americas in this period, it was actually only a relatively minor first step. The response modifies the argument by contending that it was the intense colonization efforts of the Europeans after arrival that truly transformed the continent, concluding that the voyages on their own would have had minimal impact had the Europeans not decided to develop settlements in the Americas.
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			

Question 3: Long Essay Question, Reform Movements in the 19th Century

6 points

General Scoring Notes

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

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

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

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

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

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

Question 4: Long Essay Question, International Conflicts 1898–1930

6 points

General Scoring Notes

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

Evaluate the extent to which international conflicts in the period from 1898 to 1930 affected the role of the United States in the world.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <ul style="list-style-type: none"> Are not historically defensible. Only restate or rephrase the prompt. Do not respond to the prompt. Do not establish a line of reasoning. Are overgeneralized. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument.
	Examples that do not earn this point: Do not focus on the topic of the prompt <ul style="list-style-type: none"> <i>“The growth of the economy greatly affected the United States role in the world between 1898 and 1930.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“International conflicts affected the role of the United States in the world a lot.”</i> Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“International conflicts affected the international role of the United States.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“The United States role in the world was greatly affected by international conflicts by 1930, as the United States became a world power after the Spanish-American War and a key player in the negotiations to end the First World War.”</i> Establish a line of reasoning with analytic categories <ul style="list-style-type: none"> <i>“Fighting in a world war and disagreements about protecting national sovereignty encouraged the United States to avoid a large role in world affairs by 1930.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Participation in international conflicts influenced the United States to increase its role in the world.”</i> (Minimally acceptable thesis/claim)
Additional Notes: <ul style="list-style-type: none"> The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0-1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt. Provide context that is not relevant to the prompt. Provide a passing phrase or reference. 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“The United States economy was roaring in the 1920s.”</i> Provide historically inaccurate contextualization <ul style="list-style-type: none"> <i>“The Seven Years War really made Americans mad about taxes in the 1890s.”</i> 	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Washington’s Farewell Address Monroe Doctrine Manifest Destiny Progressive movement The Second World War (1939–1945) The Cold War Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“Colonial empires grew in the late 1800s as Europeans scrambled to take over territory in Africa and Asia; some Americans, hoping to emulate the Europeans and gain international prestige, advocated for an increase in the United States role in the world.”</i>
	Additional Notes: <ul style="list-style-type: none"> The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. To earn this point, the context provided must be more than a phrase or reference. 	

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <ul style="list-style-type: none"> <i>“The United States won World War II big time.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> <u>Identify at least two specific historical examples</u> relevant to how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none"> Imperialism Spanish-American War (1898–1899) Philippines Teddy Roosevelt Big Stick policy William H. Taft Dollar Diplomacy Mexican Revolution Woodrow Wilson First World War (1915–1918) Treaty of Versailles League of Nations Washington Conference (1921) Example of a statement that earns one point for evidence: <ul style="list-style-type: none"> <i>“Teddy Roosevelt and Rough Riders took San Juan Hill during the Spanish-American War.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> <u>Use at least two specific historical examples</u> to support an argument regarding how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"> <i>“President Roosevelt won the Nobel Peace Prize for negotiating the end of the Russo-Japanese War, which helped the United States gain stature in its role in the world.”</i> (Uses evidence to support an argument that the United States used the mediation of international conflicts as a means of increasing its international role) <i>“Many American were disillusioned by World War I, which led them to be less supportive of a continued international role for the country through the League of Nations.”</i> (Uses evidence to support an argument that the United States role in the world lessened as a result of the First World War) <i>“The United States enforced the Roosevelt Corollary to the Monroe Doctrine to prevent European countries from invading Latin American countries, thus increasing its control over the Western Hemisphere.”</i> (Uses evidence to support an argument that the United States prevented conflicts between Latin American and European countries in order to increase its role in the world)
	Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, with a two-part argument on the Spanish-American War and the First World War, using evidence about the conquest of the Philippines and the Treaty of Versailles.) 		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain how international conflicts in the period from 1898 to 1930 affected the role of the United States in the world, although the reasoning may be uneven, limited or imbalanced. 	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> Explaining the nuance of an issue by analyzing multiple variables. Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. Explaining relevant and insightful connections within and across periods. Confirming the validity of an argument by corroborating multiple perspectives across themes. Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Yellow journalism was everywhere at the time of the Spanish-American War.”</i> 	Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how United States participation in international conflicts represented a change from earlier foreign policies. Explaining how disillusionment from the First World War and the outcome of the Treaty of Versailles caused increased isolationist sentiment. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“The spread of the First World War caused the United States to take an international role fighting in a conflict in Europe for the first time in its history.”</i> (Indicates the cause of an increased role for the United States in the world) 	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> The response argues that the Spanish-American War and the First World War transformed the United States role in the world from a generally minor participant to a world power. The response corroborates this argument by providing evidence of how the United States became economically, diplomatically, and militarily influential after these conflicts. The response argues that the two major conflicts of this period ended the tradition established by Washington in his farewell address, but it qualifies this argument by noting that we briefly returned to this idea in the decades between the First World War and the Second World War, providing evidence of isolationist policies and efforts at neutrality. The response modifies the argument by claiming that international conflicts didn’t significantly change the United States role in the world, providing evidence of the continuity of isolationist sentiments from both before and after the conflicts. Instead the response claims that the more significant impact was on the home front, providing evidence of the impact of the wars on domestic politics and immigration policy.
Additional Notes: <ul style="list-style-type: none"> This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 			