



## **AP<sup>®</sup> United States History 2006 Scoring Guidelines**

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**Question 1—Document-Based Question**

Discuss the changing ideals of American womanhood between the American Revolution (1770's) and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class. Use the documents and your knowledge of the time period in constructing your response.

**The 8–9 Essay**

- Contains a well-developed thesis that examines the changing ideals of American womanhood between the American Revolution (1770's) and the Civil War and assesses the extent to which these ideals influenced the lives of women.
- Supports the thesis with an effective analysis of these ideals (republican motherhood, cult of domesticity), the reasons for their emergence, and the extent to which these ideals influenced the lives of women, considering issues of race and class. May be stronger on some aspects than others.
- Effectively uses a substantial number of documents.
- Supports thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

**The 5–7 Essay**

- Contains a thesis that addresses the changing ideals of American womanhood between the American Revolution and the Civil War and addresses the extent to which these ideals influenced the lives of women.
- Has limited or implicit analysis of these ideals, the reasons for their emergence, and the extent to which they influenced the lives of women. Some aspects may be imbalanced or omitted.
- Effectively uses some documents.
- Supports thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

**The 2–4 Essay**

- Contains a limited or undeveloped thesis.
- Lacks analysis; deals with the question in a general, simplistic, incomplete, or superficial manner.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information, or information that is inaccurate or irrelevant.
- May contain major errors.
- May be poorly organized and/or poorly written.

**The 0–1 Essay**

- Lacks a thesis or simply restates the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- Contains no outside information.

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

- May contain substantial factual errors.
- Is poorly organized and/or poorly written.

**The — Essay**

- Is blank or completely off task.

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**Question 1 Document Information and Inferences**

**Document A: Letter written by a Philadelphia woman, 1776**

Document Information:

- The letter writer restrained spending.
- She relied on homemade products.
- She had a commitment to public good and freedom.

Document Inferences:

- Women boycotted English goods.
- Women supported nonimportation and nonconsumption agreements.
- Women participated in the American Revolution by manufacturing many of their own items.
- Women were committed to the cause of freedom.
- Boycotts may have been prevalent among affluent women.

Potential outside information triggered by document:

Deborah Sampson

“Remember the ladies . . .”

Votes for women in some states (briefly)

Daughters of Liberty

Abigail Adams

Molly Pitcher

Camp followers

Home manufacturing

**Document B: Benjamin Rush, *Thoughts Upon Female Education*, 1787**

Document Information:

- Every citizen has a stake in liberty.
- Women should be educated so they can instruct “their sons in the principles of liberty and government.”

Document Inferences:

- The American Revolution led to expanded support for women’s educational opportunities.
- The idea of republican motherhood began to emerge after the Revolution.
- Women shared a responsibility in educating citizens.
- Women served a limited but expanding political function.

Potential outside information triggered by document:

The academy movement

Oberlin College

Mary Wollstonecraft

Philadelphia Young Ladies Academy

Mary Lyon/Mount Holyoke

Emma Willard Troy/Female Seminary

Catharine Beecher/Hartford Female Seminary

Prudence Crandall

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

**Document C: Occupations of Women Wage Earners in Massachusetts, 1837**

Document Information:

- The leading occupations for women wage earners in Massachusetts were making hats, textiles, boots, and shoes.
- Women also worked in domestic service, teaching, and garment making.

Document Inferences:

- Women were part of the paid work force.
- Limited occupations were available for women.
- Women's occupations reflected traditional women's roles.

Potential outside information triggered by document:

Lowell (mill) girls

Cult of true womanhood

Lowell/Waltham factory system

Separate spheres

**Document D: Letter written by a factory worker, 1839**

Document Information:

- She initially thought she would not advise others to do it.
- She has come to have positive feelings toward factory work.
- Women comprise a portion of the industrial work force.
- She boarded with a family.
- Some women changed occupations to become factory workers.

Document Inferences:

- Some women viewed factory work as beneath their dignity.
- Some women viewed factory work as temporary.
- Previous occupations reflected traditional women's roles.
- Women recruited other women to work in factories.

Potential outside information triggered by document:

Lowell girls

Lowell/Waltham factory system

Cult of true womanhood

Worker-run newspapers (*Lowell Offering*)

Separate spheres

Putting-out system

"Turning out" (early strikes, 1830's)

Immigrant women

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

**Document E: Margaret Fuller, *Woman in the Nineteenth Century*, 1845**

Document Information:

- The author calls for equal opportunities with men.
- The author calls for increased freedom for women to promote personal growth.
- The education of women should go beyond making them better companions and mothers.
- A woman needs the freedom to develop fully.

Document Inferences:

- The notion of separate spheres constrained the potential of women.
- Some women challenged the notions of separate spheres and the cult of domesticity.
- Education of women should develop their full potential.
- Some women challenged traditional roles, which they saw as constraining.

Potential outside information triggered by document:

*The Dial*

Separate spheres

Lucretia Mott

Female seminaries

Transcendentalism

Elizabeth Cady Stanton

Harriet Beecher Stowe

Seneca Falls

**Document F: Sarah Bagley, “The Ten Hour System and Its Advocates,” *Voice of Industry*, January 16, 1846**

Document Information:

- Society tells women that free institutions depend on women forming and molding men and children into virtuous, intelligent beings.
- The expectation of society is that these same women will engage in long hours of factory work.

Document Inferences:

- Society’s expectations of motherhood were hypocritical for wage-earning women.
- Industry exploited women.
- Some women were frustrated by the gap between the ideals of womanhood and reality.

Potential outside information triggered by document:

Lowell girls

Cult of true womanhood

Separate spheres

“Turning out” (early strikes, 1830’s)

Lowell/Waltham factory system

Immigrant women

Putting-out system

Worker-run newspapers (*Lowell Offering*)

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

**Document G: “Woman, and the ‘Woman’s Movement,’” *Putnam’s monthly magazine of American literature, science and art*, March 1853**

Document Information:

- Women are the guardians of men’s humanity.
- Women are inferior to men in passion, intellect, and strength, a status that does not belittle women.
- Natural inequality is the basis of women’s blessing to men.

Document Inferences:

- Despite their intellectual inferiority, women played an exalted role as moral guardians.
- The ideal of American womanhood was subordination.
- Women’s roles were to protect and nurture men.
- There was opposition to the “woman’s movement” for equality.

Potential outside information triggered by document:

understands cult of domesticity  
Seneca Falls Convention (1848)  
Lucretia Mott  
Susan B. Anthony  
Women’s suffrage proposed

Separate spheres  
Elizabeth Cady Stanton  
Amelia Bloomer  
Declaration of Sentiments  
*Godey’s Lady’s Book*

**Document H: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, published in 1861**

Document Information:

- Owners thought of slaves as property.
- Jacobs’ owner abused her.
- The law did not protect slaves.
- Slave owners’ wives did not protect slave women.
- Slave owners’ wives felt jealousy and rage toward slave women.

Document Inferences:

- The ideals of American womanhood were not extended to slaves.
- Slave women were sexually abuse and felt helpless to prevent it.
- Slave owners’ wives had to endure the infidelity of their husbands.
- There was a major gap between the ideals of womanhood and the reality of a slave woman’s life.

Potential outside information triggered by document:

Abolitionist movement  
American Anti-Slavery Society  
Sojourner Truth  
Elizabeth Cady Stanton  
London Anti-Slavery Conference  
Harriet Beecher Stowe/*Uncle Tom’s Cabin*

Grimké sisters  
Harriet Tubman/Underground Railroad  
Lucretia Mott  
Catharine Beecher  
Lydia Maria Child

William Lloyd Garrison’s acceptance of women in the abolition movement

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

**Document I: Letters written by a frontier woman in Iowa to relatives, 1861**

Document Information:

- Hired hands sometimes helped farmers.
- Women worked in the fields.
- She believed her work was as acceptable as a man's.

Document Inferences:

- Women worked in the fields due to necessity and a shortage of labor.
- Necessity sometimes forced frontier women outside their traditional roles.
- Women sometimes did the same type of work as men on the frontier.
- Women on the frontier aspired to the cult of domesticity.
- There was a gap between the ideals of womanhood and life on the frontier.

Potential outside information triggered by document:

Separate spheres  
Narcissa Whitman  
Westward migration

Greater equality for women in the West  
Wyoming vote (1869)

**Document J: H. L. Stephens, *The Parting*, 1863**

Document Information:

- Depicts sale of only part of a slave family.

Document Inferences:

- Slave families were often separated.
- Slave families did not have stability.
- There was a gap between the ideals of American womanhood and the experiences of slave women.
- The cult of domesticity did not apply to slave women.
- The slave system was brutal.

Potential outside information triggered by document:

Harriet Tubman  
Sojourner Truth  
Grimké sisters  
Elizabeth Cady Stanton  
Harriet Beecher Stowe/*Uncle Tom's Cabin*

Underground Railroad  
"Ar'n't I a woman ..."  
Lucretia Mott  
Slave auctions  
Lydia Maria Child



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

Potential Outside Information List: (alphabetical order):

"Ar'n't I a woman ..."	Oberlin College
"Remember the ladies ..."	Oneida
"Turning out" (1830's early strikes)	Phelps, Elizabeth
Abolitionist movement	Philadelphia Young Ladies Academy
Academy movement	Pitcher, Molly
Adams, Abigail	Polygamy
American Anti-Slavery Society	Putting-out system
Anthony, Susan B.	Sampson, Deborah
Beecher, Catharine/Hartford Female Seminary	Second Great Awakening
Bloomer, Amelia	Sedgewick, Catherine
Camp followers	Seneca Falls Convention
Chandler, Elizabeth	Separate spheres
Child, Lydia Maria	Shakers
Cold Water Army	Slave auctions
Crandall, Prudence	Sojourner Truth
Cult of true womanhood	Stanton, Elizabeth Cady
Daughters of Liberty	Stone, Lucy
Declaration of Sentiments	Stowe, Harriet Beecher/ <i>Uncle Tom's Cabin</i>
Dix, Dorothea	Temperance movement
Douglass, Frederick	<i>The Dial</i>
Female missionary societies	Transcendentalism
Female Moral Reform Society	Troy Female Seminary/Emma Willard
Garrison, William Lloyd	Tubman, Harriet
<i>Godey's Lady's Book</i>	Underground Railroad
Greater equality on the frontier	Votes for women in some states (briefly after American Revolution)
Grimké sisters	Warner, Susan
Home manufacturing	Whitman, Narcissa
Immigrant women	Willard, Emma
Lee, Mother Ann	Wollstonecraft, Mary
London Anti-Slavery Conference	Women writers (Sedgwick, Phelps, Warner)
Lowell girls	Women's suffrage proposed
Lowell/Waltham factory system	Worker-run newspapers ( <i>Factory Girl</i> , <i>Lowell Offering</i> )
Lyon, Mary/Mount Holyoke	Wyoming vote (1869)
Martha Washington societies	
Mormons	
Mott, Lucretia	
Mount Holyoke	

Note: Demonstrated understanding of republican motherhood and/or cult of domesticity is outside information.

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**Question 2**

Analyze the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of TWO of the following:

- Politics
- Religion
- Economic development

**The 8–9 Essay**

- Contains a clear, well-developed thesis that recognizes the differences between TWO aspects of Spanish and English settlements in the 1600's.
- Develops the thesis with considerable, relevant supporting historical information.
- Treatment of the Spanish and English settlements may be somewhat uneven.
- Provides effective analysis of the differences between the two settlements.
- May contain minor errors.
- Is well organized and well written.

**The 5–7 Essay**

- Contains a thesis that may be partially developed in addressing TWO differences in Spanish and English settlements in the 1600's.
- Supports the thesis with some relevant historical information.
- Demonstrates some analysis of the differences.
- Discusses TWO differences, but one may be more developed than another.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

**The 2–4 Essay**

- Contains a confused or unfocused thesis or simply paraphrases the question.
- Provides a few relevant facts or lists facts with little or no application to the question.
- May include broad generalizations or significant imbalance in factual support for the differences.
- Demonstrates little or no analysis about the differences.
- May contain major errors.
- May be poorly organized and/or poorly written.

**The 0–1 Essay**

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has little or no understanding of the question.
- Contains substantial errors.

**The — Essay**

- Is blank or completely off task.

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**Question 2 Fact Sheet**

**Spain/Southwest**

Politics

Indians (Hopi/Pueblo)  
Spanish governors (King of Spain)  
Centralized control from Spain  
Elite governor (nobles) responsible to king  
Hierarchical political structure  
Royal appointees, mestizos, Indians  
Presidios  
Viceroys  
Juan Onate

Religion

Missions  
Catholic faith  
Conversion of the Indians (Franciscans)  
Pueblo Revolt (1680)—Pope  
Suppression of native religion  
Church's central role in settlement

Economic Development

Mercantilism  
*Encomiendas, haciendas*  
Use of Indians as forced labor  
Livestock raising  
Cash or staple crops  
"Black Legend"

**England/New England**

Politics

Indians (Pequot, King Philip's Wars)  
Mayflower Compact  
Town meetings, General Court  
British king (Stuart monarchy)  
Dominion of New England  
"City on a hill"  
Plymouth colony  
Governor responsible to colony  
Fundamental Orders of Connecticut

Religion

Puritans, Pilgrims, Separatists  
Rhode Island, Roger Williams  
Religious toleration  
Anne Hutchinson  
Religious freedom (escape persecution)  
Salem witchcraft trials

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**Question 2 Fact Sheet (continued)**

John Winthrop  
*The Model of Christian Charity*  
*The Scarlet Letter*  
*The Crucible*  
“Praying towns,” John Eliot  
Half-way Covenant, Old Deluder Law

Economic Development  
Mercantilism (Navigation Acts)  
Lumber, fishing, shipbuilding  
Rocky soil  
Indentured servants, limited slavery  
Triangular trade  
“Salutary neglect” (1689–1754)  
Family farms, joint stock companies

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**Question 3**

Explain why and how the role of the federal government changed as a result of the Civil War with respect to TWO of the following during the period 1861–1877:

- Race relations
- Economic development
- Westward expansion

**The 8–9 Essay**

- Contains a clear, well-developed thesis that explains why and how the Civil War changed the role of the federal government in TWO aspects of society from 1861–1877.
- Develops the thesis with considerable specific and relevant historical information.
- Covers both the why and how; coverage may be somewhat uneven.
- Provides effective analysis of TWO topics.
- May contain minor errors.
- Is well organized and well written.

**The 5–7 Essay**

- Contains a thesis that partially explains why and how the Civil War changed the role of the federal government in TWO aspects of society from 1861–1877.
- Supports the thesis with some specific and relevant historical information.
- Covers both the why and how; coverage may be significantly uneven.
- Provides some analysis of TWO topics; treatment may be unbalanced.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

**The 2–4 Essay**

- Contains a confused or unfocused thesis or simply paraphrases the question without explaining why and how.
- Provides minimal relevant information or lists facts with little or no application to the question.
- Covers only the why or how or makes general statements for both.
- Describes only ONE topic or addresses TWO topics in a general way.
- May contain major errors.
- May be poorly organized and/or poorly written.

**The 0–1 Essay**

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Has little or no understanding of the question.
- Contains substantial errors.

**The — Essay**

- Is blank or completely off task.

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**Question 3 Fact Sheet**

**Race Relations**

Why

Lincoln and the secession issue  
Role of the border states  
Lincoln's changing view of war  
Lincoln's chance to implement a Republican agenda  
Presidential and Congressional Reconstruction  
Radical Republicanism in Congress (1867–1877)

How

Emancipation Proclamation (1863)  
Lincoln's 10 Percent Plan (1863)  
Wade–Davis Bill (1864)  
Black soldiers in the Union Army (1862)  
Sherman's March  
Sherman's /Special Field Order #15 (1865)  
13th Amendment (1865)  
Freedmen's Bureau (1865) (Oliver O. Howard)  
Radical Republicans dominate Congress  
Thaddeus Stevens and Charles Sumner  
Black Codes (1865–1866)  
Civil Rights Act (1866)  
14th Amendment (1868)  
Andrew Johnson and impeachment  
Reconstruction plans (beginning in 1863)  
Ku Klux Klan 1866/groups of terror  
*Ex Parte Milligan* (1866)  
15th Amendment  
The Enforcement Acts (1870–1871)  
Ulysses Grant  
Civil Rights Act (1875)  
Redemption (1870's)  
*Slaughterhouse Cases* (1873)  
*U.S. v. Cruikshank* (1876)  
*U.S. v. Reese* (1876)  
Election of 1876 (Hayes vs. Tilden)  
Compromise of 1877

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**Question 3 Fact Sheet (continued)**

**Economic Development**

Why

Federal government's consolidation of power  
Consequences of *laissez-faire* capitalism  
Fulfillment of Republican agenda—economic  
Railroad unifying America

How

Monetary issues: "Greenbacks," income tax, etc.  
Increase in iron and steel production—Birmingham, Alabama  
Southern Homestead Act (1866)  
Morrill Tariff Act (1861, 1862, 1864)  
National Banking Act (1863–1864)  
Pacific Railway Act (1862, 1864)  
Homestead Act (1862)  
First Transcontinental Railroad (1869)  
Union Pacific Railroad  
Central Pacific Railroad  
Public land to the railroads—100 million acres of public lands and \$64 million in loans and tax incentives  
Coinage Act (1873)/"Crime of '73"  
Use of federal troops to break up Great Railroad Strike (1877)  
Compromise of 1877—aid to the South

**Westward Expansion**

Why

Transcontinental Railroad  
Various economic impulses creating unified national markets  
Dealings with Native Americans

How:

Homestead Act (1862)  
Morrill Land Grant Act (1862)  
Congress charters railroads  
Pacific Railway Act (1862, 1864)  
First Transcontinental Railroad (1869)  
Union Pacific Railroad  
Central Pacific Railroad  
New states in the union—Kansas, Nevada, Nebraska, Colorado  
Alaska—"Seward's Folly" (1867)  
The Mining Frontier  
Indian wars/treaties  
Buffalo Soldiers

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**Question 4**

Historians have argued that Progressive reform lost momentum in the 1920's. Evaluate this statement with respect to TWO of the following:

Regulation of business  
Labor  
Immigrants

**The 8–9 Essay**

- Contains a clear, well-developed thesis that evaluates whether or not Progressive reform lost momentum in the 1920's.
- Develops the thesis with substantial and specific relevant historical information.
- Provides effective analysis of Progressive reform before and during the 1920's; treatment may be somewhat uneven.
- Provides effective analysis of TWO topics (regulation of business/labor/immigrants); treatment of topics may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

**The 5–7 Essay**

- Contains a thesis that partially evaluates whether or not Progressive reform lost momentum in the 1920's.
- Supports the thesis with some relevant and specific historical information.
- Provides some analysis of Progressive reform before and during the 1920's; treatment may be substantially uneven.
- Provides some analysis of TWO topics (regulation of business/labor/immigrants); treatment of topics may be substantially uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

**The 2–4 Essay**

- Contains a confused or unfocused thesis or may simply restate the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- Offers minimal consideration of Progressive reform before and during the 1920's or consideration of Progressive reform only before the 1920's.
- Addresses only ONE topic (regulation of business/labor/immigrants) or describes TWO topics in a general way.
- May contain major errors.
- May be poorly organized and/or poorly written.



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**Question 4 (continued)**

**The 0–1 Essay**

- Lacks a thesis or paraphrases the question.
- Demonstrates an incompetent or inappropriate response.
- Has little or no understanding of the question.
- Contains substantial errors.
- Is poorly organized and/or poorly written.

**The — Essay**

- Is blank or completely off task.

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**Question 4 Information List**

**REGULATION OF BUSINESS**

**Progressive Reform**

- Middle class reformers and intellectuals (Steffens, Tarbell, Sinclair, muckrakers, social gospel).
- State governments (e.g., Wisconsin, LaFollette) regulate business practices.
- Anti-trust activities
  - Use of Sherman Anti-Trust Act (1890)
  - Teddy Roosevelt: “Square Deal”; reputation for trust busting (Northern Securities/Standard Oil); wanted regulation by government rather than dissolution; “gentlemen’s agreements”; “good” vs. “bad” trusts
  - Taft: anti-trust suits 1911 against U.S. Steel, Standard Oil
  - “Rule of reason” by Supreme Court (*Standard Oil Co. of New Jersey v. United States*, 1910)
- Department of Commerce and Labor (1903) created Bureau of Corporations; split into two departments in 1913.
- Elkins Act (1903) made rebates illegal on both railroads and shippers.
- Hepburn Act (1906) strengthened Interstate Commerce Commission (ICC); allowed ICC to set maximum railroad rates and inspect finances.
- Pure Food and Drug Act (1906) established Food and Drug Administration (FDA).
- Meat Inspection Act (1906) established Department of Agriculture to inspect and label meat.
- Payne–Aldrich Tariff (1909) reduced tariff rates from 46 percent to 41 percent but exempted many items.
- Mann–Elkins Act (1910) strengthened Elkins Act.
- Teddy Roosevelt’s “New Nationalism” (1912): use power of federal government to regulate industry.
- Woodrow Wilson’s “New Freedom” (1912): federal government should use its limited power to break up concentrated economic power and restore competition.
- Federal Reserve Act (1913): some public control over banking, although Wilson made conservative appointments to Federal Reserve Board.
- Underwood Tariff (1913) (27 percent rate).
- Federal Trade Commission Act (1914) established Federal Trade Commission (FTC); regulated unfair practices in interstate trade.
- Clayton Anti-Trust Act (1914) strengthened Sherman Anti-Trust Act; exempted labor unions from anti-trust prosecution.
- World War I more regulation of business; Wilson supported government–industry agreements; War Industries Board (1917); Railroad Administration (1917).

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**2006 SCORING GUIDELINES**

**Question 4 Information List (continued)**

**1920s**

- World War I and Red Scare discouraged economic reform (accusations of socialism/communism).
- Economic boom and general prosperity inhibits calls for business regulation. (Coolidge: “The business of America is business. The man who builds a factory builds a temple. The man who works there worships there.”)
- Expansion of business/consumerism/mass production (e.g., Ford).
- Business managers get more respect due to wartime contributions (e.g., Hoover and World War I Food Administration).
- Trend toward business consolidation (mergers in steel, meat packing); trade associations, “regulated competition.”
- Republican presidential administrations (Harding, Coolidge, Hoover) tried to help business (“hands off” attitude toward regulation; ignored anti-trust laws).
- ICC and FTC became pro-business agencies.
- Corruption in Harding administration involving business: Teapot Dome (1921).
- Secretary of Treasury Andrew Mellon: reduced corporate taxes (excise-profits tax) and taxes on wealthy.
- Secretary of Commerce Herbert Hoover: voluntary cooperation among businesses; “business associationalism” through trade associations; product standardization.
- High tariff policies: Fordney–McCumber Tariff (1922) (38.5 percent rate); Hawley–Smoot Tariff [or Smoot–Hawley Tariff] (1930) (as high as 60 percent on some items; highest peacetime tariff in U.S. history).

**LABOR**

**Progressive Reform**

- State courts often issued injunctions against strikers.
- Settlement houses (Jane Addams/Hull House).
- Social welfare advocates; Florence Kelley (advocated for laws protecting women, children workers).
- State governments regulate hours, wages, workers’ compensation, conditions of work.
- *Lochner v. New York* (1905) overturns New York 10-hour law for bakers.
- *Muller v. Oregon* (1908) upholds Oregon 10-hour law for female laundry workers; Brandeis Brief.
- Triangle Shirtwaist Fire (1911); creation of New York State Factory Commission.
- Socialism; industrial unionism:
  - Eugene Debs: Socialist Party
  - William “Big Bill” Hayward/Industrial Workers of the World (IWW) “wobblies”
  - Mother Jones
  - Emma Goldman
- Teddy Roosevelt and anthracite coal strike (1902), compromise between miners and union.
- Department of Labor (1913) (Children’s Bureau 1912; Women’s Bureau 1912).
- Samuel Gompers/American Federation of Labor.
- Taft: Eight-hour day for all workers in firms with government contracts.
- Clayton Anti-Trust Act (1914) exempted labor unions from anti-trust laws; restricted used of injunctions in strikes.

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2006 SCORING GUIDELINES**

**Question 4 Information List (continued)**

- LaFollette Seaman's Act (1915) regulated working conditions for seamen.
- Adamson Act (1916): eight-hour work day for railway workers; time-and-a-half for overtime.
- Workmen's Compensation Act (1916): insurance program for federal workers.
- Keating–Owen Act (1916) restricted child labor on interstate goods; declared unconstitutional in *Hammer v. Dagenhart* (1918).
- World War I: National War Labor Board (1918); union membership increased; wages rose; improvement in working conditions; federal government went after IWW as critics of the war; strikes seen as unpatriotic.
- Labor strikes (1919) (Boston police).

**1920s**

- Red Scare and reaction against labor organization as un-American.
- Maldistribution of wealth: some workers have rising standard of living, others did not.
- "Welfare capitalism": to stop independent trade unions; Henry Ford; safe factories, glee clubs, baseball teams, cafeterias, health and safety insurance, representation for blacks, women, and immigrants.
- Company unions.
- AFL conservative and tied to craft unionism.
- Open-shop movement: "American Plan" endorsed by National Association of Manufacturers (1920).
- "Yellow-dog" contracts.
- Anti-union tactics by federal government (1922 federal troops broke railroad workers' strike; Supreme court hostile to unions and strikers, often issuing injunctions against both).
- Union membership decreased from 5 million in 1920 to 3 million in 1929.
- Supreme Court ruled labor laws unconstitutional:
  - *Bailey v. Drexel Furniture Company* (1922) struck down federal law regulating child labor
  - *Adkins v. Children's Hospital* (1923) struck down minimum wage law for women in Washington D.C.
  - Supreme Court weakened labor provisions of Clayton Anti-Trust Act (1914) in 1921 and 1927

**IMMIGRANTS**

**Progressive Reform**

- Settlement houses and immigrants (e.g., Hull House/Jane Addams): mix of English-language instruction, middle-class values, respect for European heritage, social gospel.
- Americanization of immigrants taken up by reformers.
- Some progressives wanted to limit immigration, arguing that immigrants could not be assimilated into U.S. society: immigrants decreased wages; racial and ethnic inferiority.
- Eugenics movement (Madison Grant, *The Passing of the Great Race*, 1916).
- AFL: conservative and anti-immigrant; supported immigration restriction.
- Immigration Restriction League (founded 1894; lobbied for restriction into the 1920's).
- 1906 San Francisco tried to segregate Asian children in separate schools.
- 1907 Roosevelt's Gentlemen's Agreement with Japan: Japan agreed to limit emigration of Japanese laborers to U.S.; limited Japanese immigration to wives and children of men already in the United States; U.S. would stop discrimination against Japanese in U.S.

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**2006 SCORING GUIDELINES**

**Question 4 Information List (continued)**

- Attempts at immigration restriction by U.S. Congress:
  - 1897 literacy test passed Congress; Cleveland vetoed it
  - 1913 Taft vetoed immigration bill
  - 1915 Wilson vetoed immigration bill
- Immigration Act (1917) (Barred Zone Act): passed over Wilson's veto; established a literacy test (in immigrant's language or English) for immigrants and excluded immigrants from a newly established Asiatic Barred Zone (eastern Asia and Pacific Islands except the Philippines).
- World War I: "100 percent Americanism"; anti-German sentiment; Mexicans exempted from 1917 literacy test due to demand for labor, but often segregated by law and custom in California and Southwest.
- Push for prohibition (18th Amendment) is partly anti-immigrant.

**1920s**

- Nativism.
- Ku Klux Klan aimed partly at immigrants.
- Red Scare (1919-20): many Americans associated immigrants with political radicalism (deportation of 249 supposed alien radicals to U.S.S.R. 1919; trial of Sacco and Vanzetti 1920-27), anarchism, Bolshevism.
- Emergency Quota Act (1921): immigration reduced to approximately 350,000 from outside Western Hemisphere in any single year; quota system established; immigration from a single country limited to 3 percent of the number of persons of that country's nationality living in the U.S. in 1910.
- National Origins Act (Johnson-Reed Act) (1924): reduced quota to 2 percent based on 1890 census (fewer southern and eastern Europeans in U.S.); banned immigration from east Asia (targeted Japan; Chinese immigration illegal since 1892; exempted Filipinos because U.S. controlled Philippines); National Origins plan took effect in 1929: set limit of 150,000 immigrants per year.
- "Cultural pluralists" opposed immigration restriction: intellectuals such as Horace Kallen, Randolph Bourne.
- Defenders of ethnic diversity: Jane Addams, John Dewey, Louis Brandeis.
- American farmers urged immigration of Mexican farm workers into U.S.; *solos* and *barrios*.
- Immigrants often resisted "Americanization" through maintenance of their ethnic identities and communities.

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**2006 SCORING GUIDELINES**

**Question 5**

While the United States appeared to be dominated by consensus and conformity in the 1950s, some Americans reacted against the status quo.

Analyze the critiques of United States society by TWO of the following:

Youth  
Civil Rights Activists  
Intellectuals

**The 8–9 Essay**

- Contains a clear, well-developed thesis relating to consensus and conformity that analyzes critiques of the status quo in the 1950s by TWO of the three groups.
- Develops the thesis with substantial, relevant historical information concerning TWO of the three groups and their critique of the status quo in the 1950s.
- Provides effective analysis of the TWO groups and their critique of the status quo in the 1950s; treatment of the groups may be somewhat unbalanced.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

**The 5–7 Essay**

- Contains a thesis, which may be partially developed, that addresses critiques of the status quo in the 1950s by TWO of the three groups.
- Supports the thesis with some relevant supporting information concerning TWO of the three groups and how they critiqued the status quo in the 1950s .
- Provides some analysis of TWO groups and their critique of the status quo in the 1950s; treatment may be unbalanced.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

**The 2–4 Essay**

- Contains a weak or unfocused thesis or simply paraphrases the question.
- Provides few relevant facts or lists facts with little or no application to the question.
- Provides simplistic analysis that may be generally descriptive or addresses only ONE group.
- May contain major errors.
- May be poorly organized and/or poorly written.

**The 0–1 Essay**

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inadequate response.
- Has little or no understanding of the question.
- Contains substantial factual errors.
- Is poorly organized and/or poorly written.

**The — Essay**

- Is blank or completely off task.

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2006 SCORING GUIDELINES**

**Question 5 Information List**

**Youth**

American Bandstand  
Beats (Beatniks, Beat Generation)  
Coffee houses  
“Wild Ones”  
Allen Ginsberg, *Howl* (1955)  
Jack Kerouac, *On the Road* (1957)  
J. D. Salinger, *Catcher in the Rye* (1951)  
Rock and Roll  
Alan Freed  
Elvis Presley  
Jerry Lee Lewis, Buddy Holly, Bill Haley

Rock music integrates world of youth  
Little Richard  
Chuck Berry  
B.B. King  
Chubby Checker  
Perception that juvenile delinquency was on the rise  
*Blackboard Jungle*  
Marlon Brando, *The Wild One*  
James Dean, *Rebel Without a Cause*  
*Mad* magazine  
Youth fashion

**Civil Rights Activists**

Legacy of World War II  
Impact of the integration of the military and Truman’s Committee on Civil Rights  
White Citizens’ Councils  
Re-emergence of the Ku Klux Klan  
Poll taxes  
Prosperity not shared by most African Americans  
*De Facto* versus *De Jure* segregation  
*Brown v. Topeka Board of Education* (1954)—Thurgood Marshall  
*Brown II* “With all deliberate speed” (1955)  
CORE  
Martin Luther King  
Southern Christian Leadership Conference (SCLC), 1957  
Civil Rights Voting Act of 1957  
Eisenhower, Little Rock—Governor Faubus  
Integration of youth music  
Medgar Evers  
Emmitt Till  
James Baldwin  
Emergence of Malcolm X at the end of the 1950s  
Sports—Willie Mays, Hank Aaron, Joe Louis, Wilt Chamberlain, Bill Russell  
Nation of Islam  
Greensboro lunch counter (February 1960)  
Women  
Anti-McCarthy backlash

**Intellectuals**

Truman veto of the McCarran Act (1950)—passed over his veto  
Anti-McCarthyism (Joseph Welch—the lawyer who did the televised smack down with McCarthy)  
Edward R. Murrow  
William F. Buckley, Jr.  
Rosenberg execution backlash  
Existentialism  
C. Wright Mills  
Alfred Kinsey

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2006 SCORING GUIDELINES**

**Question 5 Information List (continued)**

J. D. Salinger, *Catcher in the Rye* (critique of introversion)  
Allen Ginsberg, *Howl* (1955)  
Arthur Miller, *Death of a Salesman* and *The Crucible*  
Jack Kerouac, *On the Road* (1957)—search for authenticity  
William Wythe, *Organization Man*  
David Riesman, *The Lonely Crowd*  
Joseph Heller, *Catch 22* (1953) (critique of war)  
C. Wright Mills, *White Collar* and *The Power Elite*  
Ayn Rand, *Atlas Shrugged*  
Sloan Wilson, *Man in the Gray Flannel Suit* (conformity in the work place)  
Bishop Sheen, *Life Is Worth Living* (power of the individual to control his/her own fate)  
Jackson Pollock  
Critics of “affluent society”  
Impact of television (many felt excluded from perfect world TV, stereotypes sitcoms portrayed;  
also, spread news of social and political upheaval), impact of advertising on youth  
Television: Ernie Kovacs  
Filmmakers: Nicholas Ray, Elia Kazan, Charlie Chaplin, and Howard Hawks  
*Mad* magazine  
Music: Paul Robeson, protest folk music (mostly suppressed), but Woody Guthrie, Pete Seeger, and  
Malvina Reynolds best representations

**Consensus and Conformity in the 1950s**

The American Dream  
“We Like Ike”  
Conservatism  
Prosperity  
Anti-communism—Joseph McCarthy  
Importance of conformity—housing (Levittown, suburbs), clothing (gray flannel suits, poodle skirts,  
shirt dresses, saddle shoes, etc.), hair styles, fads (Barbie Dolls, hula hoops)  
Return to traditional gender roles after World War II  
Children “seen but not heard”  
The 1950s cult of domesticity  
Role of television in reinforcing image of perfect, homogenized middle class (*Father Knows Best*,  
*Leave It to Beaver*, *Ozzie and Harriett*, *The Ed Sullivan Show*, *The Roy Rogers & Dale Evans Show*)  
Wholesome Pat Boone

Note: May be extensive crossover between categories (e.g., Beatniks—youth Beats—intellectuals)