



## **AP<sup>®</sup> United States History 2013 Scoring Guidelines**

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

## 2013 SCORING GUIDELINES

### Question 1 — Document-Based Question

Analyze the causes of growing opposition to slavery in the United States from 1776 to 1852. In your response, consider both the underlying forces and specific events that contributed to the growing opposition.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses all parts of the question:
  - The underlying forces that contributed to the growing opposition to slavery
  - The specific events that contributed to the growing opposition to slavery
- Presents an effective analysis of the topic; treatment of multiple parts may be somewhat uneven:
  - The underlying forces that contributed to the growing opposition to slavery
  - The specific events that contributed to the growing opposition to slavery
- Effectively uses a substantial number of documents.
- Develops the thesis with substantial and relevant outside information.
- May contain minor errors that do not detract from the quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a thesis that addresses the question; may be partially developed:
  - The underlying forces that contributed to the growing opposition to slavery
  - The specific events that contributed to the growing opposition to slavery
- Provides some analysis of the topic, but treatment of multiple parts may be uneven:
  - The underlying forces that contributed to the growing opposition to slavery
  - The specific events that contributed to the growing opposition to slavery
- Effectively uses some documents.
- Supports the thesis with some relevant outside information.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Deals with the question in a general manner; shows simplistic, superficial treatment of the subject or deals with only one component of the question.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or lists facts with little or no application to the question.
- May have major errors.
- May be poorly organized, poorly written, or both.

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

### **The 0–1 Essay**

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Shows little or no understanding of the documents or ignores them completely.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

### **The — Essay**

- Is completely blank.

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

## 2013 SCORING GUIDELINES

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

#### Document List

##### Document A

Source: Early Emancipation in the North, 1777-1804.

##### Document B

Source: *Commonwealth of Massachusetts v. Nathaniel Jennison*, 1783, a decision upholding the abolition of slavery in Massachusetts.

##### Document C

Source: Benjamin Rush, a prominent White Philadelphia physician and reformer, letter of introduction for the Reverend Mr. Gloucester to Samuel Bayard, a resident of Princeton, New Jersey, 1810.

##### Document D

Source: American Colonization Society, petition presented to Congress, February 2, 1820.

##### Document E

Source: William Lloyd Garrison, "Declaration of Sentiments of the American Anti-Slavery Society," 1833.

##### Document F

Source: Angelina Grimké, "Appeal to the Christian Women of the South," 1836.

##### Document G

Source: Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, 1845.

##### Document H

Source: David Wilmot, speech in Congress, 1847.

##### Document I

Source: Theodore Parker, Boston minister and abolitionist, street poster, 1851.

##### Document J

Source: Poster from 1859 advertising *Uncle Tom's Cabin*, published in 1852.

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

## 2013 SCORING GUIDELINES

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

#### **Potential Outside Information**

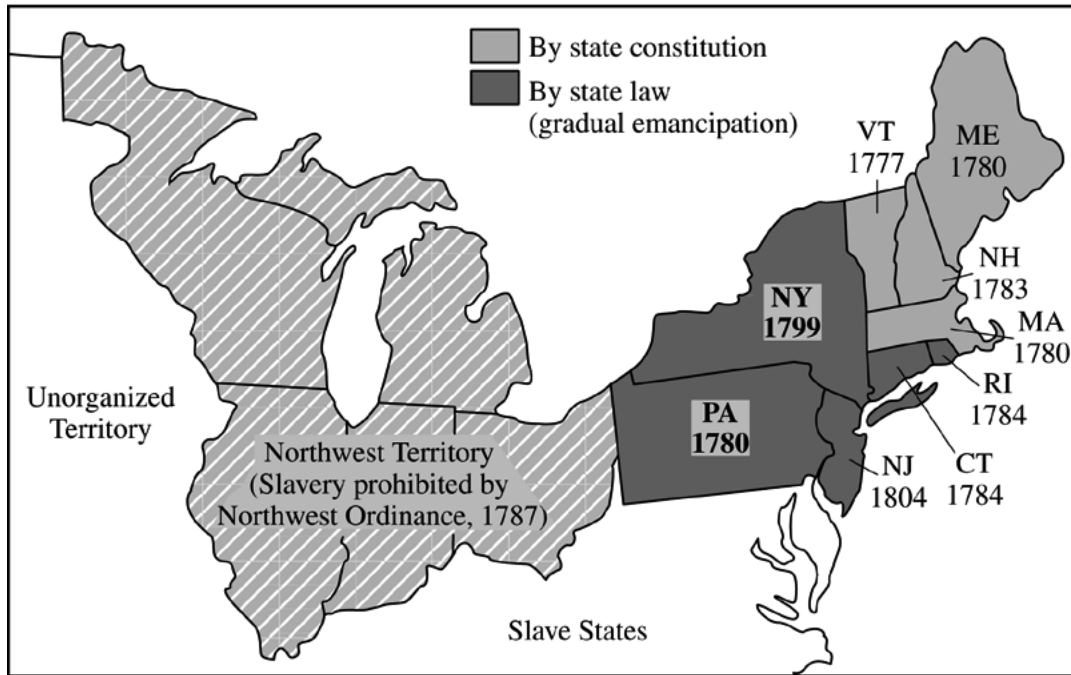
“All men are created equal”  
abolishment of slavery in Britain, France  
abolition of the international slave trade, 1808  
abolitionist speaking tours  
Adams, John Quincy  
admission of California as a free state  
African American Baptist Church  
African Methodist Episcopal Church  
*Amistad* case  
apologist’s view of slavery  
Beecher, Henry Ward  
Brown, Henry “Box”  
Calhoun, John C.  
Cass, Lewis  
Christiana Riot (1851)  
civil disobedience  
Compromise of 1850  
“conscience” Whigs  
cotton gin  
Crandall, Prudence  
Cuban filibuster  
cult of domesticity  
Denmark Vesey’s Conspiracy  
Elizabeth “Mum Bet” Freeman case  
Emerson, Ralph Waldo  
Fillmore, Millard  
Finney, Charles  
First Organic Law, Oregon  
Free African Society  
Free Soil Party, Free Soilers  
*Freedom Journal*  
Fugitive Slave Law (1793, 1850)  
Gabriel Prosser’s Rebellion  
Gag Rule  
gradual compensated emancipation  
Grimké, Sarah  
Haitian Revolution  
ideals of American Revolution  
immediate uncompensated emancipation  
internal slave trade (auctions)  
Jacobs, Harriet  
King Cotton  
Liberia  
Liberty Party/James Birney  
London Anti-Slavery Conference  
Louisiana Purchase (1803)  
Lovejoy, Elijah  
Manumission Societies  
Mexican Cession  
Mexican-American War  
Missouri Compromise (1820)  
moderate abolitionists  
Mott, Lucretia  
Nancy Jackson case  
*Narrative of William Brown*  
Nat Turner’s Rebellion  
Negro Convention Movement  
*North Star*  
personal liberty laws  
Phillips, Wendell  
popular sovereignty  
*Prigg v. Pennsylvania*, 1842  
Prince Hall Masons  
Quaker impulse  
Quock Walker case  
radical abolitionists  
Second Great Awakening  
Seward, William, “higher law”  
Shadrack case, 1851  
short staple cotton  
“slave power conspiracy”  
“slavery as a necessary evil”  
“slavery as a dying institution”  
“slavery as a peculiar institution”  
“slavery as a positive good”  
Stanton, Elizabeth Cady  
Stowe, Harriet Beecher  
Tallmadge Amendment  
Tappan, Arthur and Lewis  
Taylor, Zachary  
Texas annexation  
Texas Boundary Dispute  
*The Liberator*  
Three-fifths Compromise  
Toussaint L’Ouverture rebellion  
Treaty of Guadalupe Hidalgo  
Truth, Sojourner  
Tubman, Harriet  
Underground Railroad  
Walker, David, *An Appeal to the Coloured Citizens of the World*  
Webster, Daniel  
Weld, Theodore, *American Slavery As It Is*  
westward expansion  
Whitney, Eli  
Wilmot Proviso

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

### Document A

#### EARLY EMANCIPATION IN THE NORTH, 1777–1804



### Document Information

- Map shows dates of early emancipation of slaves by state.
- Distinguishes between emancipation by state law and by state constitution.
- Shows the division between slave states and free states and territories by 1804.
- Shows slavery prohibited in the Northwest Territory by the Northwest Ordinance.

### Document Inferences

- Northern states showed a growing opposition to slavery.
- Many northern states, motivated by political and religious opposition to slavery, as well as its lack of viability in a rocky, nonagricultural area, took the lead in emancipation.
- Pennsylvania's large Quaker population led to a relatively early emancipation law there.
- One of the Articles of Confederation government's greatest achievements was in passing the Northwest Ordinance of 1787, which marked an early effort to contain slavery by prohibiting it in the Old Northwest.
- Natural rights of life and liberty fought for during the American Revolution were extended to slaves in the North.

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## **2013 SCORING GUIDELINES**

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

#### **Potential Outside Information**

“All men are created equal”  
ideals of American Revolution  
Quaker impulse

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## 2013 SCORING GUIDELINES

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

#### Document B

Source: *Commonwealth of Massachusetts v. Nathaniel Jennison*, 1783, a decision upholding the abolition of slavery in Massachusetts.

As to the doctrine of slavery and the right of Christians to hold Africans in perpetual servitude, and sell and treat them as we do our horses and cattle, that (it is true) has been [formerly] countenanced by the . . . laws . . . but . . . a different idea has taken place with the people of America, more favorable to the natural rights of mankind, and to that natural, innate desire of Liberty, with which Heaven (without regard to color, complexion, or shape of noses) . . . has inspired all the human race. And upon this ground our . . . Government, by which the people of this Commonwealth have solemnly bound themselves, sets out with declaring that all men are born free and equal—and that every subject is entitled to liberty, and to have it guarded by the laws, as well as life and property—and in short is totally repugnant to the idea of being born slaves.

#### Document Information

- The doctrine of slavery holds Africans in perpetual slavery as animals.
- The Massachusetts Supreme Court decision upholds the abolition of slavery.
- The natural rights of life and liberty are protected for all citizens in the Massachusetts Commonwealth.
- All men, regardless of race or physical attributes, are equal.

#### Document Inferences

- The American Revolution created a sense of egalitarianism and a new ideal of government grounded in liberty and the natural rights of man.
- The legal system of Massachusetts codified an opposition to slavery.
- A growing opposition to slavery based on political ideals was emerging in the North.
- States rather than a national government were taking the lead on extending emancipation to slaves.
- Growing legal challenges to slavery.

#### Potential Outside Information

*Amistad* case  
Elizabeth “Mum Bet” Freeman case

Nancy Jackson case  
*Prigg v. Pennsylvania*, 1842



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

## 2013 SCORING GUIDELINES

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

#### Document C

Source: Benjamin Rush, a prominent white Philadelphia physician and reformer, letter of introduction for the Reverend Mr. Gloucester to Samuel Bayard, a resident of Princeton, New Jersey, 1810.

The bearer of this letter, the Reverend Mr. Gloucester, an [African American] ordained minister of the Presbyterian Church, visits your town in order to obtain pecuniary aid to enable him to purchase the freedom of his wife and children, for which the extravagant sum of 1,500 dollars has been demanded by their master and mistress. The friends of religion and of the poor Africans in Philadelphia have sent 500 dollars to them for that purpose and have subscribed liberally towards building him a church. At present he preaches to crowds of his African brethren in a schoolhouse every Sunday, and to great acceptance. The prospects of his usefulness to them are very great.

... By the present census it appears that the blacks in our city will amount to more than 2,000 souls. Their late great increase is from migration from the southern states.

#### **Document Information**

- Shows an influential white American helping an African American minister to purchase his family's freedom.
- Indicates an increase in Philadelphia's population of free black people.
- Shows support within the community to pay for the freedom of a slave family.
- Shows the cost of purchasing the freedom of a slave.
- Shows an influential white American promoting black ministers for the Presbyterian black churches.
- Shows migration of blacks from the South to the North.

#### **Document Inferences**

- Opponents of slavery were dismayed by the price that slaveholders demanded.
- There was a connection between free black people and Protestant churches in the North.
- Northerners were aware that blacks, some perhaps slaves or ex-slaves, were fleeing the South and settling in northern cities like Philadelphia.
- There were varied ways to be emancipated, one of which was individual purchase.
- Black and white communities in the North provided financial support for purchasing freedom of slaves.
- Slavery undermined family units.
- Development of independent black institutions, such as churches, advocated for emancipation and opposition to slavery.
- Philadelphia, New Jersey, and the Mid-Atlantic states were cradles of antislavery and abolitionist sentiment.

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## **2013 SCORING GUIDELINES**

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

#### **Potential Outside Information**

African American Baptist Church  
African Methodist Episcopal Church  
Free African Society  
Manumission Societies  
Negro Convention Movement

Phillips, Wendell  
Prince Hall Masons  
Quaker impulse  
Tappan, Arthur and Lewis

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

## 2013 SCORING GUIDELINES

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

#### Document D

Source: American Colonization Society, petition presented to Congress, February 2, 1820.

The last census shows the number of the free people of color of the United States, and their rapid increase.

. . . The least observation shows that this description of persons are not, and cannot be, either useful or happy among us; and many considerations, which need not be mentioned, prove, beyond dispute, that this is best, for all the parties interested, that there should be a separation . . .

[We] cannot believe that such an evil, universally acknowledged and deprecated, has been irremovably fixed upon us. Some way will always be opened by Providence by which a people desirous of acting justly and benevolently may be led to the attainment of a meritorious object. And [we] believe that . . . the colonization of Africa, in the manner proposed, present[s] the fairest prospects of success.

#### **Document Information**

- The American Colonization Society proposes in 1820 that sending free black people to Africa would be best for all interested parties.
- The numbers of free black people are growing.
- The best solution to the issue of increasing free people of color in the population is separation of the races.

#### **Document Inferences**

- Colonization had prominent adherents, including James Monroe, Henry Clay, John Marshall, and Abraham Lincoln.
- Colonization was one way for critics of slavery to express their opposition to slavery.
- The American Colonization Society advocated financial support for buying slaves' freedom.
- Those supporting the abolition of slavery did not necessarily see free African Americans as equals.
- Anxieties about the increasing free black population grew: over economic competition, cultural differences, and the integration of free black people into the Republic (legal status, citizenship).
- Growing opposition to slavery was not always grounded in antislavery or abolitionist sentiment; it was spurred by economic concerns, anxieties over blacks as equals, and fear of slave revolts.

#### **Potential Outside Information**

cotton gin  
Gabriel Prosser's Rebellion  
Haitian Revolution  
King Cotton

Liberia  
Manumission Societies  
short staple cotton

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

## 2013 SCORING GUIDELINES

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

#### Document E

Source: William Lloyd Garrison, “Declaration of Sentiments of the American Anti-Slavery Society,” 1833.

With entire confidence in the overruling justice of God, we plant ourselves upon the Declaration of Independence, and upon the truths of Divine Revelation. . . .

We shall organize Anti-Slavery Societies, if possible, in every city, town, and village of our land.

We shall send forth Agents to lift up the voice of remonstrance, of warning, of entreaty and rebuke. . . .

[W]e will do all that in us lies, consistently with this Declaration of our principles, to overthrow the most execrable system of slavery that has ever been witnessed upon earth; to deliver our land from its deadliest curse; to wipe out the foulest stain which rests upon our [nation]; and to secure to the colored population of the United States, all the rights and privileges which belong to them as men, and as Americans—come what may to our persons, our interests, or our reputations—whether we live to witness the triumph of Justice, Liberty and Humanity, or perish untimely as martyrs in this great, benevolent, and holy cause.

#### **Document Information**

- The Declaration of Independence is the foundation of antislavery and abolitionist thought.
- Slavery is a deadly curse and stain on American ideals.
- Abolitionists are willing to die for their cause.
- Abolitionists uphold the Declaration of Independence and divine revelation.

#### **Document Inferences**

- Garrison was a radical abolitionist, publisher of the *Liberator*, harsh critic of the Constitution for condoning slavery, and founder of the American Anti-Slavery Society.
- Garrison's publications and groups influenced the growing opposition to slavery.
- Justifications for the antislavery movement are found in both Christianity and American ideals.
- There was a gradual shift from support of gradual compensated emancipation to immediate uncompensated emancipation or abolition of slavery.
- Radical abolitionists initially generated hostile opposition in northern states.
- The antislavery movement gained momentum from Nat Turner's Rebellion.

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## 2013 SCORING GUIDELINES

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

#### Potential Outside Information

abolishment of slavery in Britain

“All men are created equal”

Birney, James

David Walker’s *An Appeal to the Coloured*

*Citizens of the World*

Denmark Vesey’s Conspiracy

Gabriel Prosser’s Rebellion

gradual compensated emancipation

immediate uncompensated emancipation

internal slave trade (auctions)

Liberty Party

moderate abolitionists

Nat Turner’s Rebellion

Three-fifths Compromise

*The Liberator*

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## 2013 SCORING GUIDELINES

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

#### Document F

Source: Angelina Grimké, “Appeal to the Christian Women of the South,” 1836.

Let [the Christian women of the South] embody themselves in societies, and send petitions up to their different legislatures, entreating their husbands, fathers, brothers, and sons, to abolish the institution of slavery; no longer to subject *woman* to the scourge and the chain, to mental darkness and moral degradation; no longer to tear husbands from their wives, and children from their parents; no longer to make men, women, and children work *without wages*; no longer to make their lives bitter in hard bondage; no longer to reduce *American citizens* to the abject condition of *slaves*, of “chattels personal”; no longer to barter the *image of God* in human shambles for corruptible things such as silver and gold.

#### Document Information

- Grimké encourages activism by Christian women against slavery.
- Grimké argues that women should urge male relatives to oppose slavery.
- Slavery divides black families and undermines family institutions.
- Slavery degrades American citizens and makes them subhuman.
- Slavery degrades women.
- Grimké argues that slavery corrupts many Christians who behave in a non-Christian manner when they sell souls for money.

#### Document Inferences

- The Grimké sisters were daughters of a southern slaveholder.
- Angelina Grimké, along with her sister Sarah, were prominent female abolitionists.
- The Second Great Awakening’s emphasis on reform and the perfectibility of man led to a growing call for the abolition of slavery.
- Grimké and other reformers made the abuses of slavery known to Northerners, adding to the groundswell of opposition.
- The antislavery movement allowed women a forum for breaking out of the cult of domesticity.
- Women were often leaders in the antislavery movement and ultimately pinned their hopes for suffrage on the abolition of slavery.

#### Potential Outside Information

Grimké, Sarah  
internal slave trade (auctions)  
“slavery as a peculiar institution” apologist’s  
view of slavery  
Manumission Societies  
Mott, Lucretia

Second Great Awakening  
Stanton, Elizabeth Cady  
Theodore Weld, *American Slavery As It Is*  
Truth, Sojourner  
Tubman, Harriet

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## 2013 SCORING GUIDELINES

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

#### Document G

Source: Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, 1845.

If at any one time of my life more than another, I was made to drink the bitterest dregs of slavery, that time was during the first six months of my stay with Mr. Covey [a White overseer]. . . . Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute! . . .

Long before daylight, I was called to . . . feed, the horses. . . . Mr. Covey entered the stable with a long rope; and . . . he caught hold of my legs, and was about tying me. . . . I gave a sudden spring, and as I did so, he holding to my legs, I was brought sprawling on the stable floor. Mr. Covey seemed now to think he had me, and could do what he pleased; but at this moment—from whence came the spirit I don't know—I resolved to fight; and . . . I seized Covey hard by the throat; and as I did so, I rose. He held on to me, and I to him. My resistance was so entirely unexpected that Covey seemed taken all aback. He trembled like a leaf. This gave me assurance. . . .

This battle with Mr. Covey was the turning-point in my career as a slave. It rekindled the few expiring embers of freedom, and revived within me a sense of my own manhood. It recalled the departed self-confidence, and inspired me again with a determination to be free. . . . It was a glorious resurrection, from the tomb of slavery, to the heaven of freedom. My long-crushed spirit rose, cowardice departed, bold defiance took its place.

#### Document Information

- An African American former slave describes his fight with a white overseer, Mr. Covey.
- This fight represents a turning point in his life as a slave, rekindling his desire for freedom.
- Slavery destroys a slave's body, soul, and spirit.

#### Document Inferences

- Douglass was one of the most famous antislavery activists, publishing the *North Star*.
- African Americans actively participated in the antislavery movement.
- The antislavery movement gained momentum during the 1830s and 1840s because publications revealed the institution's cruelties.
- Douglass was an effective writer and speaker, which persuaded followers to oppose slavery.
- In speeches and narratives, former slaves contradicted the proslavery arguments about slaves' humanity and intellect.
- Some African Americans argued for asserting black manhood through force.
- Slaves showed both overt and covert distaste for the institution.

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## 2013 SCORING GUIDELINES

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

#### Potential Outside Information

abolitionist speaking tours

David Walker's "*An Appeal to the Coloured Citizens of the World*"

*North Star*

Underground Railroad



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## 2013 SCORING GUIDELINES

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

#### Document H

Source: David Wilmot, speech in Congress, 1847.

I make no war upon the South nor upon slavery in the South. I have no squeamish sensitiveness upon the subject of slavery, nor morbid sympathy for the slave. I plead the cause of the rights of White freemen. I would preserve for free White labor a fair country, a rich inheritance, where the sons of toil, of my own race and own color, can live without the disgrace which association with negro slavery brings upon free labor. I stand for the inviolability of free territory. It shall remain free, so far as my voice or vote can aid in the preservation of its character.

#### Document Information

- A member of Congress argues on behalf of free white labor.
- New territories should remain free of slavery.
- Slavery disgraces free labor.

#### Document Inferences

- David Wilmot sponsored the Wilmot Proviso, which sought to exclude slavery from territory acquired as a result of the Mexican-American War.
- The extension of slavery into the territories emotionalized sectional tension.
- Wilmot was a Free Soiler.
- The Democratic Party was increasingly split over the extension of slavery into new territories.
- Free Soil and Free Labor arguments became more public.
- The Wilmot Proviso was defeated.

#### Potential Outside Information

admission of California as a free state  
Cass, Lewis  
Compromise of 1850  
Cuban filibuster  
First Organic Law, Oregon  
Fillmore, Millard  
Free Soil Party Free Soilers  
Mexican Cession

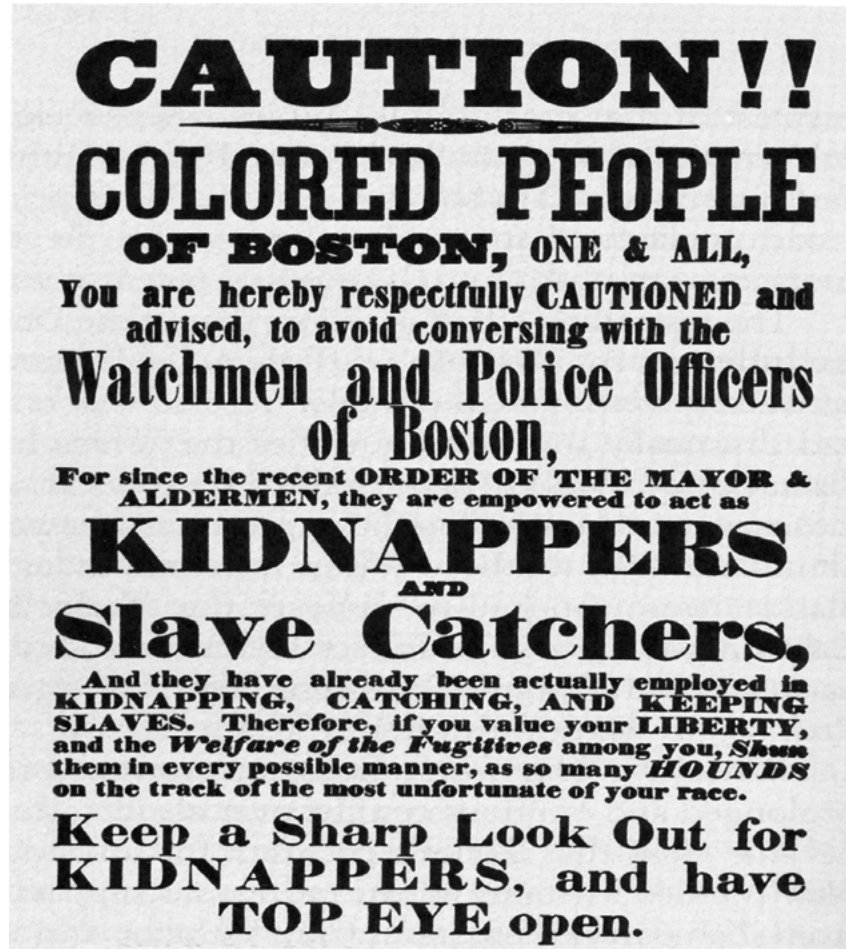
Mexican-American War  
popular sovereignty  
Seward, William, “higher law”  
Taylor, Zachary  
Texas annexation  
Texas Boundary Dispute  
Treaty of Guadalupe Hidalgo  
Wilmot Proviso

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2013 SCORING GUIDELINES

Question 1 — Document-Based Question (continued)

Document I

Source: Theodore Parker, Boston minister and abolitionist, street poster, 1851.



**Document Information**

- Encourages free black people in Boston to avoid police officers who may have been ordered to catch escaped former slaves and return them to slavery.
- Casts slave catchers as kidnappers.

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## 2013 SCORING GUIDELINES

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

#### Document Inferences

- There was serious opposition to the Fugitive Slave Law in the North.
- From the Northerners' perspective, the Fugitive Slave Law used the federal government's power to force Northerners to be slave catchers.
- Northern anger over the Fugitive Slave Law contributed to the antislavery movement.
- Religious leaders were at the forefront of the abolitionist movement.
- Both fugitive slaves and free blacks had reason to fear the Fugitive Slave Law.
- The Fugitive Slave Law exacerbated fears of a "slave power conspiracy."
- The Fugitive Slave Law swelled the ranks of "conscience" Whigs.

#### Potential Outside Information

Christiana Riot (1851)  
Compromise of 1850  
Fugitive Slave Law (1793, 1850)  
personal liberty laws  
*Prigg v. Pennsylvania*, 1842


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2013 SCORING GUIDELINES

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

Source: Poster from 1859 advertising *Uncle Tom's Cabin*, published in 1852.

**135,000 SETS, 270,000 VOLUMES SOLD.**

# UNCLE TOM'S CABIN



**FOR SALE HERE.**

AN EDITION FOR THE MILLION, COMPLETE IN 1 Vol., PRICE 37 1-2 CENTS.  
“ “ IN GERMAN, IN 1 Vol., PRICE 50 CENTS.  
“ “ IN 2 Vols., CLOTH, 6 PLATES, PRICE \$1.50.  
SUPERB ILLUSTRATED EDITION, IN 1 Vol., WITH 153 ENGRAVINGS,  
PRICES FROM \$2.50 TO \$5.00.

## The Greatest Book of the Age.

**Document Information**

- The book *Uncle Tom's Cabin* sells many copies.
- *Uncle Tom's Cabin* is the greatest book of the age.

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## 2013 SCORING GUIDELINES

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

#### Document Inferences

- Harriet Beecher Stowe's bestseller influenced the growth of the antislavery movement.
- *Uncle Tom's Cabin* and the theater plays it generated were influential in swinging more northern opinion against slavery.
- Uncle Tom was a sympathetic Christian character.
- *Uncle Tom's Cabin* exemplified the use of moral suasion, which condemned slavery for destruction of family.

#### Potential Outside Information

apologist's view of slavery  
internal slave trade (auctions)  
Second Great Awakening  
Seward, William, "higher law"  
Stowe, Harriet Beecher

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## 2013 SCORING GUIDELINES

### Question 2

Analyze the role of trans-Atlantic trade and Great Britain's mercantilist policies in the economic development of the British North American colonies in the period from 1650 to 1750.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses trans-Atlantic trade, Great Britain's mercantilist policies, and economic development of the British North American colonies.
- Develops the thesis with substantial and relevant historical information.
- Provides effective analysis of the topic; treatment of multiple parts may be slightly uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses trans-Atlantic trade, Great Britain's mercantilist policies, and economic development of the British North American colonies.
- Supports the thesis with some relevant historical information.
- Provides some analysis of the topic, but treatment of multiple parts may be uneven. Answers may conflate treatment of mercantilism and trade with the resulting economic development of the British North American colonies.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Contains numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The – Essay

- Is blank.

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## 2013 SCORING GUIDELINES

### Question 2 (continued)

#### Potential Outside Information

##### Trans-Atlantic trade and development of Triangle trade

International trade primarily between Europe, Africa, the West Indies, and the New England colonies. New England ships carrying rum sailed to Africa, where slaves were brought to the West Indies or Charleston in the Middle Passage, and the West Indies sent sugar and molasses back to New England to make rum. Other variations include manufactured goods from England for colonial tobacco, fish, grain, and naval stores (mast, pitch, tar, and turpentine) and foodstuffs and lumber for sugar, molasses, and slaves from the West Indies:

- encouraged a thriving agricultural economy and exports in the colonies.
- merchant networks and shipbuilding.
- regional development of particular crops/raw materials.
- Atlantic slave trade: West Africa, Caribbean, Western Europe.
- growth of cash crops in colonies, use of slave labor; trade of manufactured goods and rum from Europe; molasses and sugar from Caribbean; colonial export of cash crops to Europe, fish and agricultural products to feed slaves in West Indies; slaves from West Africa.
- Lords of Trade (1676), Board of Trade (1696).
- Columbian Exchange.
- protection of trans-Atlantic shipping by British Navy.
- naval stores policies (right of naval quartermasters to claim trees and turpentine for ship building—primarily in the Carolinas).

##### Mercantilism

The doctrine, which arose in Europe with the decline of feudalism, that the economic interests of the nation could be strengthened by the government protecting home industries. This could be achieved through tariffs; by increased foreign trade, such as through monopolies; and by the increase of exports over imports, with a consequent accumulation of bullion. The focus was to improve national power:

- Maintained that colonies existed to serve the mother country.
- Colonies furnished raw materials; mother country manufactured goods.
- Enrichment of the mother country benefitted the entire empire; mother country had the right to regulate trade.
- Navigation Acts (1651, 1660, 1663, 1696)
  - Transport their goods only in British and colonial ships in which crews were 75 percent British, even though Dutch freighters offered lower rates.

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## 2013 SCORING GUIDELINES

### Question 2 (continued)

- Export certain *enumerated articles*, such as tobacco, sugar, indigo, and furs, only to Britain, although western European markets offered higher prices.
  - Purchase their imports from Britain or from colonial ships that had secured goods from Europe and stopped at a British port to pay import duties.
  - It allowed for methods of enforcing the acts, provided more penalties for evasion, and introduced use of vice-admiralty courts.
- Navigation Act II, 1696: special courts in colonies enforced duties to avoid sympathetic colonial judges.
- The Staple Act of 1663.
- Plantation Duty Act, 1663: colonial customs collectors were to be directly responsible to England's commissioner of customs, plus certain articles exported from one colony to another were subject to a duty.
- Woolen Act of 1699.
- Hat Act of 1732.
- Molasses Act of 1733.
- Iron Act of 1750.
- No banks existed in the colonies.
- Every year gold and silver was drained from the colonies.
- Barter became necessary; butter, nails, pitch, and feathers were used for exchange.
- Until 1763 the Navigation Acts imposed no intolerable burden, partly because they were laxly enforced.
- Tobacco farmers enjoyed a monopoly of the market thanks to Britain. Colonists enjoyed the shield of Britain without having to tax themselves; average colonist economically better off than British counterpart.
- Economic initiative was stifled, however colonists often found other means.
- Southern colonies were favored: "pets."
- By 1750, one third of all "British" vessels were owned by merchants in New England and the middle colonies.
- The expansion of colonial shipping also hastened urbanization by creating a need for centralized docks, warehouses, and repair shops in the colonies. Parliament never restricted grain, livestock, fish, lumber, or rum, which together made up 60 percent of mainland colonial exports.
- Tobacco and rice growers were given virtual monopoly.
- Steady overseas demand for colonial products spawned a prosperity that enabled white colonists to purchase ever-larger amounts, not only of clothing, but also dishware, furniture, tea, and a range of other imports from Britain and other overseas markets.
- Retail shops sprang up in cities, and peddlers took to the countryside.



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## 2013 SCORING GUIDELINES

### Question 2 (continued)

- Colonists used timber for building, heating, and cooking. They also sold to the inhabitants of cities and towns.
- As colonial prosperity reached new heights, poverty spread in major seaports.

#### Economic development

**New England** — Port cities formed out of the commercial relationship with England and slave colonies. They produced fish, livestock, and lumber. The shipbuilding industry was also greatly stimulated by the Navigation Acts. So many ships were built for English buyers that by midcentury nearly a third of all British tonnage was American made. Yankees mixed their contraband among legal shipments. By 1750, more than 60 distilleries in Massachusetts Bay were exporting over 2 million gallons of rum, most of it produced from sugar obtained illegally. Because the restrictive rules and regulations enacted by Britain for its colonies were not enforced, the North prospered.

**Middle Colonies** — These produced grain, flour, meat, and dairy products. None of these were included in the list of enumerated goods, thus they could be sold abroad. They also found markets for these goods in the Lower South and the British West Indies.

**Chesapeake and South** — These areas produced tobacco and grain. The plantation system, and eventually indentured servants, were replaced by slaves from Africa. They enjoyed a monopoly in British markets throughout the world; in addition, the British navy protected them. As time went on they even enjoyed credit from the New England colonies.

- Marked the first seed of what later flowered into colonial resentment towards British restrictions.
- Developed trade with Native American population.
- Salutary Neglect.
- Robert Walpole.
- Edmund Burke's Speech for the "Conciliation with the Colonies."
- American colonists engaged in a wide range of economic pursuits. But except for a few areas in the West where the small white populations subsisted largely on the fur and skin trade with the American Indians, farming dominated all areas of European and African settlement throughout the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- Farmers engaged in simple subsistence agriculture, but whenever possible American farmers attempted to grow crops for the local, inter-colonial, and export markets.
- 1740s indigo introduced in South Carolina.
- Because of the South's early dependence on large-scale cash crops, the southern colonies developed less of a commercial or industrial economy than the colonies of the North.
- Merchants, usually in London and later in the northern colonies, handled the trading of tobacco and rice.

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### **Question 2 (continued)**

- The New England colonies' colder weather and hard, rocky soil made it difficult to develop farming.
- The middle colonies' fertile land and good climate supplied wheat to much of New England and parts of the South.
- Almost every colonist engaged in a certain amount of industry at home.
- Domestic efforts included craftsmen and artisans establishing themselves in colonial towns as cobblers, blacksmiths, rifle-makers, cabinets, silversmiths, and printers. In several places large-scale shipbuilding operations began to flourish.
- Many colonial products — fish, flour, wheat, and meat, all of which England could produce for itself —required markets altogether outside the British market (French, Spanish, and Dutch West Indies).
- Consumer Revolution.
- Social classes in Colonial America.
- Supply and demand.
- Prices, surpluses, shortages, and subsidies.
- A perpetual labor class (colonials).
- Lack of currency (money goes to England).
- No colonial currency.
- Primogeniture.
- Joint-stock companies.
- Royal Charter.
- Proprietary colony.
- Balance of trade.
- Dominion of New England.
- Sir Edmund Andros.
- Bacon's Rebellion.
- The Glorious Revolution in America.
- War of Jenkins's Ear.

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## 2013 SCORING GUIDELINES

### Question 3

Analyze the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Develops the thesis with substantial and relevant historical information about the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Provides effective analysis of the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823; treatment of the time period may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Supports the thesis with some relevant historical information about the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823.
- Provides some analysis of the ways in which the United States sought to advance its interests in world affairs between 1789 and 1823; treatment of the time period may be 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 an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information, or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank.

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## 2013 SCORING GUIDELINES

### Question 3 (continued)

#### Potential Outside Information

##### Possible United States Interests in World Affairs

- National security: neutrality and isolationism, war, and diplomacy.
- Territorial expansion, including the impact on Native Americans.
- Economic interests: exports, slave trade, tariffs, and free trade.
- Relations with Europe and the newly independent Latin American republics.
- Establishment and maintenance of national honor and respect.

#### Potential Relevant Historical Information

##### Presidential administrations

##### **George Washington**

- Federalist pro-British ideas and policies and Democratic-Republican pro-French ideas and policies exerted an influence on the conduct of foreign affairs.
- Tariff of 1789.
- Haitian Revolution (1791–1804).
- Neutrality Proclamation and Act of 1793.
- Citizen Genet Affair.
- Invention of cotton gin by Eli Whitney (1793) led to the beginning of increased cotton production and exports.
- Jay's Treaty (1794).
- Pinckney's Treaty with Spain (1795), also called Treaty of San Lorenzo.
- Washington's Farewell Address (1796).

##### **John Adams**

- Quasi-war or naval war with France (1796-1798).
- XYZ Affair (1797).
- Alien and Sedition Acts (1798) suppressed Democratic-Republican's and Jeffersonian Republican's support for France.
- Neutrality in the Napoleonic Wars (1799–1815).
- Convention of 1800 — ends 1778 Treaty of Alliance with France and quasi-war.
- Spain returned Louisiana to France (1800) — Treaty of San Ildefonso.

##### **Thomas Jefferson**

- Louisiana Purchase (1803): security, economic importance, and expansion.
- Neutrality in Napoleonic Wars continues.
- Vision of open markets for American goods with British and French develops.
- Conflict ensues with Barbary, Algerian, and North African pirates.
- British and French make efforts to restrict American trade; ongoing impressments: Non-Importation Act 1806; British Orders in Council 1807; Chesapeake-Leopard Affair 1807.

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## 2013 SCORING GUIDELINES

### Question 3 (continued)

- Economic sanctions.
  - Embargo Act (1807).
  - Non-Intercourse Act (1809).
- End of the foreign slave trade (1808).

#### James Madison

- Efforts to remain neutral between Britain and France; economic sanctions (Macon's Bill #2 1810).
- "War Hawks" (Clay, Calhoun, etc.).
- War of 1812.
  - Naval hero Stephen Decatur — also fought Barbary Pirates.
  - Hartford Convention (1814).
  - Treaty of Ghent (1814) — "status quo ante bellum."
  - Battle of New Orleans (1815) — Andrew Jackson.
- Second Barbary War Begins (1815).

#### James Monroe

- Era of Good Feelings.
- Rush-Bagot Treaty (1817).
- Convention of 1818.
- Adams-Onís Treaty (1819) — also called the Transcontinental Treaty and the Florida Purchase Treaty.
- Monroe Doctrine (1823)
  - Ideas: United States' sphere of influence in the Western Hemisphere: noninvolvement in European affairs, Europe not to interfere or re-colonize the Americas; United States pledged not to interfere with existing European colonies in the Western Hemisphere; long-term ramifications.
  - Contributing Factors: Holy Alliance (1815); continuing Russian advancement on the Pacific Coast; Latin American independence movements.
  - John Quincy Adams, Secretary of State.

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## 2013 SCORING GUIDELINES

### Question 4

Analyze the impact of technological innovations on the lives of TWO of the following groups. Confine your answer to the period 1865–1920.

Factory workers  
Middle-class urban residents  
Midwestern farmers

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses all parts of the question.
- Develops the thesis with substantial and relevant historical information.
- Provides effective analysis of the impact of technological innovations on the lives of two groups; treatment of two groups may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the question.
- Supports the thesis with some relevant historical information.
- Provides some analysis of the impact of technological innovations on the lives of two groups, but treatment of the two groups may be 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 an undeveloped or limited thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized, or poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank.

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## 2013 SCORING GUIDELINES

### Question 4 (continued)

#### Potential Outside Information

##### Factory Workers

- Technology changed the nature of work itself: mass production.
- Skills and craftsmanship faded; workers changed from being producers paid for the quality of their products to wage workers paid by the hour; unskilled labor predominated; increased use of unskilled workers caused an increase in child labor and female employment; low wages meant women needed to work (and they were paid less than men).
- Factories became more impersonal; assembly line work (as at automobile plants) was monotonous.
- Hours became longer; electric lights allowed night shifts.
- Technology such as in the steel industry (transition to Bessemer process, open-hearth steelmaking, and by early 1900s, electric arc furnaces) increased capacity of production and made production a 24-hour process; cigarette-making machine (patented 1881) replaced hand-rolling workers.
- Mass-production factories led to oppressive work conditions and lower wages, which led to labor unrest, efforts by workers to unionize, and sympathy with radical politics.
- Factory work was hazardous under mass production (*The Jungle*, Triangle Shirtwaist Factory Fire). Business titans such as Andrew Carnegie and John D. Rockefeller cared little for workers. Work became more dangerous as technology increased speed, complexity, and rate of production.
- New chemical developments, especially dyes, bleaches, and cleaning agents, helped spur the textile industry but also made work hazardous.
- “Scientific Management,” Frederick W. Taylor, Taylorism.
- Mass production also brought benefits: lowered price of goods within reach of average consumers, such as the Model T Ford. Henry Ford offered workers a \$5 per day wage. Ford Motor Co. used full moving assembly line production, 1913–1914 (“Fordism” is an extension of Taylorism). The moving assembly line was made possible by advances in grinding and cutting materials that were accurate to 1/1000 of an inch.
- Technological innovations in transportation allowed better distribution and made products less expensive, but reduced workers’ control.
- Rise of mass entertainment and urban transportation changed social lives of workers.
- Creation of amusement parks (Coney Island in New York City, Riverview in Chicago), dance halls, baseball stadiums, and nickelodeons; movies catered to working-class; electric lights and improvements in urban transportation allowed the working class to attend vaudeville theaters at night.
- Electric sewing machines allowed for mass production of clothing and encouraged sweatshop labor in garment industry, particularly for immigrants and women.
- Industrial waste polluted streams and rivers around many plants; smoke, soot, and ashes polluted the air; middle class responds with city beautiful movements.
- Advances in food production (canned meats, refrigeration for fruits and vegetables, pasteurized milk, vitamin fortified cereals from the Kellogg brothers, etc.) meant less malnutrition, even for poor factory workers.

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## 2013 SCORING GUIDELINES

### Question 4 (continued)

#### Middle-Class Urban Residents

- Improved urban transportation, such as cable cars, streetcars, electric trolleys, elevated trains, electrical interurban railway, trains, subways, and automobiles allowed workers to live farther from their jobs, giving rise to suburbs; San Francisco cable cars 1873, Richmond first electric trolley line 1888, Boston subway 1897, New York City Subway 1904, and the Hudson Tubes.
- Bridges, trolleys, and railroads led to the end of the “walking city” and the rise of the modern suburbs; allowed middle class to move and live away from industry and immigrant ethnic neighborhoods.
- Urban areas expanded; consolidation of New York City (1898); by the 1920s the urban population rivaled the rural population in size.
- Technology, such as indoor plumbing, water, and sewer systems ameliorated public health and sanitation maladies.
- Private bathrooms with toilets and bathtubs became standard in middle class homes. Chain-pull washdown water closets came to the United States from Great Britain in the 1880s. By 1900 flush toilets were made possible by the mass production of enamel coated fixtures. Paper mills began to produce toilet paper. Plumbing advances led to bathtubs and sinks with running water. Before 1880 only luxury hotels and private estates had private indoor bathrooms, but now bathrooms became increasingly common for the middle class. This phenomenon intersects with the rise of germ theory.
- Technology led to better medicine and reduction of deadly diseases such as tuberculosis, which proliferated in overcrowded conditions; medical advances like antiseptic techniques, X-rays, and new drugs, made possible by chemical breakthroughs, improved the health of urban residents.
- Mechanized transportation reduced the use of horses, which in turn reduced the presence of horse manure and dead horses in city streets, but led to congestion and safety hazards for pedestrians.
- Architectural technology led to tenements, such as dumbbell tenements that could house greater numbers of residents within a small area, although they sometimes contributed to urban squalor.
- Mass production and mass consumption created a new middle-class urban culture and increasing expectations for middle class women to consume and display items. Feminists like Charlotte Perkins Gilman criticized this new role, calling such women “parasites.”
- Technological changes in consumer goods resulted in lower prices for consumer goods, a greater variety and more goods available to middle class.
  - Canned processed foods and tobacco were less expensive and more available.
  - Refrigerated railroad cars made fresh fruits and vegetables more available and less expensive.
  - New machines could peel fruits and vegetables and process salmon.
  - Stamping and soldering machines could mass-produce cans from tin plates
  - Gail Borden invented a means of condensing and preserving milk.
  - Home iceboxes (1870s innovations in producing ice commercially) allowed for storage of perishable food.
  - Electrical signs (1890s) made goods more attractive.
  - The middle class could enjoy products formerly exclusive to the wealthy such as fresh oranges, strawberries, grapes, tomatoes, silk stockings, candy, and cigars.
  - New convenience goods included Del Monte canned fruits and vegetables, National Biscuit Company (NABISCO) crackers, Van Kamp’s pork and beans, Wesson oil, Lipton tea, Wrigley’s Juicy Fruit chewing gum, Hershey’s chocolate bars, Aunt Jemima pancake mix, Coca-Cola, Pepsi-Cola, Michelob beer.
  - Economic abundance and consumer goods became associated with the “American way of life.”



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## 2013 SCORING GUIDELINES

### Question 4 (continued)

- Cast-iron and steel frame construction techniques developed in 1880s, which allowed for high-rise buildings. The development of skyscrapers and the widespread use of elevators (Otis Elevator Co. installed first electric elevator in 1889) led to multiple-story factories, office buildings, hotels, and apartments.
- Technological advancements resulted in the unintended consequence of the rise of leisure time for the middle class and changes in how it was spent; popularity of low-framed safety bicycles (1880s), roller-skating, mass produced pianos, movies; new activities from fairs, carnivals, Coney Island, team sports, especially baseball.
- Thomas Edison and his lab at Menlo Park invented electric light bulbs, phonographs, motion pictures, and electric power generators. Nikola Tesla invented the alternating current generator, making electricity more widely available to middle-class consumers.
- Household appliances, such as carpet sweepers and suction vacuum cleaners (1869), changed middle-class domestic life.
- Development of steel bridges opened up new areas where people could live.
- Linotype (1885) created more newspapers, a mass consumption product for urban residents; national press service — telegraphs supplied papers with standardized stories.
- 1866, working telegraph cable laid across the Atlantic Ocean. Middle-class urban residents could read about recent international affairs in their newspapers.
- New technology of house construction (balloon frame houses, machine produced nails, water pipes connected to outside water sources, central heat, artificial light) opened new suburban neighborhoods for middle class and were used in urban middle-class residences.
- Typewriter (1867), cash register, adding machine, telephone used more in 1890s and prompted more women into office work.
- Paved streets with asphalt made vehicular traffic more comfortable and streets safer for pedestrians.
- Increase in technology-driven industry resulted in middle-class professions that required more specialized education (engineering, chemistry, metallurgy, architecture).
- Margaret Sanger brings diaphragms (developed 1880) to America and develops birth control clinics. Controversial, but makes family planning available to more women. Average family size for middle class continues downward trend.

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## 2013 SCORING GUIDELINES

### Question 4 (continued)

#### Midwestern Farmers

- Technology reduced some of the drudgery of farm life.
- Plows made with chilled iron (sod-buster plow 1868) made it easier to plow prairies.
- Mechanized tractors, reapers, threshers, harvesters (cord binder 1878), automatic knitters (1880s), spring tooth harrows (1869), seeders, cord binders, corn planters, mowers, listers (1880), grain drills (1874), baling presses (1866), combines, rakers, rotary plows, and manure spreaders increased production while saving back-breaking labor and reducing dependence on work animals. Centrifugal cream separator (1879) made skimming milk easier. Mechanized incubator (1885) increased profits from chicken production. Co-ops allowed farmers to purchase machinery more cheaply and in quantity.
- Grain elevators to store and load grain into railroads; these were often controlled by Eastern bankers, which led to financial exploitation.
- Steel windmills, dry farming, drought-resistant crops addressed need for water.
- The expense of new farm technology, including irrigation systems, meant bank loans. Farmers became dependent on banks and the national market. These conditions favored larger operations that squeezed out small family farms. Such conditions led to Grange and Populist sympathies, bimetallism.
- Farm families tended to invest in labor-saving devices for men's work, like plowing and harvesting, but not for women's work like laundry or vacuuming, meaning that technology improved men's lives more than women's lives on midwestern farms.
- Telephones allowed rural farmers to maintain contact with distant friends and relatives, while the automobile allowed them to connect more with each other and travel to cities.
- Telegraph systems also expanded, improving communication for farmers.
- New railroad lines gave birth to new towns, allowing farmers to settle along new areas.
- Technology professionalized farming and allowed growth of agricultural science; the Morrill Act (1862) gave rise to new colleges that offered agricultural science, such as Cornell University and agricultural and technical colleges; Hatch Act 1887 created state experimental stations for agricultural research.
- Technological advancements led to economies of scale; these favored wealthier farmers and average farm size grew; bonanza wheat farms in Minnesota and North Dakota; commercial farms specialized in cash crops; farms dependent on bankers, railroads, and international trade.
- Scientific research on agriculture: perfection of hard wheat; Luther Burbank developed new food and seed plants; George Washington Carver created new products at Tuskegee Institute.
- Improved rifle and weapons technology allowed the Army to defeat Plains Indians in the Plains Wars, opening up more land for settlement by farmers.
- Standardized gauge railroads fostered more integrated rail systems, allowing farmers to more easily transport goods to market.
- Refrigerated railroad cars also helped farmers transport goods to market.
- Barbed wire (1873-1874, Joseph H. Glidden, I. L. Ellwood) helped the expansion of livestock and farming on Great Plains.
- Flour milling process contributed to expansion of wheat farming.
- Use of commercial fertilizer expanded in early 20<sup>th</sup> century.
- Pesticide use was more widespread by late 19<sup>th</sup> century (1910 Insecticide Act regulated sale and use of insecticides); helped to increase production of crops.
- Technology changed time: rise of Railroad Standard Time divided the country into four areas: Eastern, Central, Mountain, and Pacific; zones created 1883, federal government made them standard 1918.

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**Question 4 (continued)**

- Technological changes broke down the boundaries of local communities and tied them to regional, national, and international markets, cultures, and societies.
- Extension of railroads: isolated rural farm families became tied into the national consumer culture with mail order catalogs like Montgomery Ward and Sears, Roebuck & Co.
- Irony: technology helped farmers and the agricultural lifestyle, but technology bound them more closely to national, and even international, markets that the individual farmers neither recognized nor controlled; overproduction led to drop in prices and economic distress; the proportion of the number of agricultural workers compared to the larger work force declined.

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## 2013 SCORING GUIDELINES

### Question 5

Between 1945 and 1975 various groups in the United States engaged in protest. Analyze the reasons that protest emerged in the period for TWO of the following groups:

African Americans  
College students  
Latino Americans  
Women

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the reasons for the protests of two groups between 1945 and 1975.
- Develops the thesis with substantial and relevant historical information regarding the emergence of protests of two groups within the time period.
- Provides effective analysis of the reasons for protest; treatment of the two groups' protests may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the reasons for the protests of two groups between 1945 and 1975.
- Supports the thesis with some relevant historical information related to the emergence of the protests.
- Provides some analysis of the reasons for the protests of two groups, but treatment of two groups' protests may be 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 an unfocused or limited thesis, or simply paraphrases the question.
- Provides minimal relevant information related to protests, or lists facts with little or no application to the question.
- Provides simplistic analysis that may be generally descriptive; treatment of the two groups may be substantially uneven or the essay may address only one group's protests.
- May have major errors.
- May be poorly organized, or written, or both.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an irrelevant or inappropriate response.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank.

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## 2013 SCORING GUIDELINES

### Question 5 (continued)

#### Potential Outside Information

##### African Americans

- 1945– (ongoing)  
Continuation of Great Migrations  
Jim Crow system  
*De jure, de facto*  
Double V Campaign  
GI Bill (black vets only attend segregated colleges, no farm purchases allowed)  
Ongoing existence of “Solid South”
- 1945 *Black Boy*, Richard Wright  
*An American Dilemma*, Gunnar Myrdal
- 1947 “To Secure These Rights,” President Truman, Committee on Civil Rights, and Ex. Order 9981  
Jackie Robinson
- 1949 Southern senators defeat African American civil rights legislation  
End of discrimination in government employment
- 1950s Suburbanization, redlining, and white flight
- 1954 *Brown v. Board of Education of Topeka*, 1954, NAACP, Thurgood Marshall; Chief Justice Earl Warren (groundwork cases *Sweatt v. Painter* and *McLaurin v. Oklahoma State Regents*);  
reemergence of Ku Klux Klan and White Citizens Councils
- 1955 *Brown II*, “all deliberate speed”  
Montgomery Bus Boycotts, Rosa Parks, Martin Luther King, Jr. (MLK), Southern Christian Leadership Council (SCLC)  
Emmett Till
- 1956 Southern Manifesto
- 1957 Little Rock Nine, Orval Faubus, Eisenhower sends 101<sup>st</sup>  
Civil Rights Act (passed with weak federal protection for voting rights)
- 1959 Motown (Berry Gordy; crossover acts sold black records to white audiences)
- 1960 Greensboro, N. C.; segregated lunch counters; sit-ins
- 1961 Student Non-Violent Coordinating Committee (SNCC) organized  
Freedom Rides sponsored by Congress of Racial Equality (CORE)  
Ella Baker, SCLC, grassroots organizer, mobilized workers, farmers, housewives
- 1962 *Baker v. Carr*, attempt to end gerrymandering  
James Meredith, “Ole Miss,” Ross Barnett
- 1963 Birmingham protests, Bull Connor; *Letter from a Birmingham Jail*; George Wallace;  
Medgar Evers murder  
March on Washington, MLK’s “I have a Dream Speech”  
Kennedy proposes civil rights legislation  
Sixteenth Street Baptist Church bombing, Birmingham
- 1964 Civil Rights Act  
Freedom Summer, SNCC, voter registration (Chaney, Goodman, Schwerner murdered)  
Mississippi Freedom Democratic Party (integrated alternative, Fannie Lou Hamer; Democratic National Convention 1964)  
Malcolm X (Nation of Islam, Elijah Muhammad; black nationalism; “white devils”)

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## 2013 SCORING GUIDELINES

### Question 5 (continued)

- 1965 Selma; Bloody Sunday  
Voting Rights Act of 1965; Twenty-fourth Amendment (banned poll tax)  
Affirmative action; Lyndon Johnson  
Watts Riots  
*Autobiography of Malcolm X*; Malcolm X assassinated
- 1966 Black Power (Stokely Carmichael, Afro, dashiki, Black Studies)  
Black Panthers: militant group organized by Huey Newton and Bobby Seale, Oakland, CA
- 1967 “Long Hot Summer” (Detroit)  
Thurgood Marshall appointed to U.S. Supreme Court  
Cassius Clay refused military induction (changed named in 1964 to Muhammad Ali)
- 1968 Kerner Commission on Civil Disorders  
Sanitation workers strike in Memphis; Poor People’s Campaign;  
MLK, Jr. assassinated; led to rioting in 60 cities; conservative backlash  
1968 election; Wallace campaign; Nixon: “law and order”  
Summer Olympics in Mexico City (Tommie Smith, John Carlos raised fists)
- 1969 Philadelphia Plan (Nixon, quotas, exploit black-white divisions)
- 1971 *Swann v. Charlotte Mecklenburg Board of Education* (forced busing)  
Congressional Black Caucus created by Shirley Chisholm
- 1972 National Black Political Convention, Gary, Indiana (reject calls for third party)
- 1974 *Milliken v. Bradley* (rejected plan to transfer students across district lines)

### College Students

- 1940s–1950s  
Baby Boom  
Increase in college enrollments from GI Bill  
National Defense Education Act  
Restrictive rules at universities (*in loco parentis*)  
Impersonality of the large multiversities and bureaucracies
- 1950s Campaign for Nuclear Disarmament, peace symbol  
Elvis Presley; Little Richard; Chuck Berry; Fats Domino; Jerry Lee Lewis  
James Dean, *Rebel Without a Cause*  
Beats, Alan Ginsburg, Jack Kerouac, William S. Burroughs
- 1960 Sit-ins, Greensboro, N.C., etc.  
Student Nonviolent Coordinating Committee (SNCC)  
Students for a Democratic Society (SDS), Port Huron Statement, Tom Hayden  
Timothy Leary, Harvard Psilocybin Project, LSD
- 1963 Assassination of Kennedy, disillusionment  
Princeton Spring Riot (early campus riot 1960s)
- 1964 Gulf of Tonkin Resolution  
Anti-Vietnam War Movement  
Mississippi Freedom Summer project  
Beatles on *Ed Sullivan Show*  
Mario Savio and Free Speech Movement at University of California, Berkeley  
Passage of Civil Rights Bill  
Bob Dylan, “The Times They Are a-Changin’” and other protest songs

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## 2013 SCORING GUIDELINES

### Question 5 (continued)

- 1965 Operation “Rolling Thunder”  
Voting Rights Act shifts the focus of student protest toward antiwar movement  
First teach-in, University of Michigan  
Escalating protests (anti-ROTC; burning draft cards)
- 1967 March on Pentagon  
Counterculture and hippies  
“Summer of Love,” Human Be-in  
“Turn on, tune in, drop out”, Timothy Leary
- 1968 Columbia University occupation, Mark Rudd  
Abbie Hoffman, formation of Youth International Party  
Tet Offensive  
Democratic National Convention  
Chicago Riots; Chicago 7 Trial  
Growth of international New Left
- 1969 Breakup of SDS; Formation of Weather Underground, Bernadine Dohrn, William Ayers, etc.  
“Days of Rage” in Chicago  
Peace Moratorium, 2 million protestors  
Woodstock and Altamont  
Stonewall Riots
- 1970 Kent State and Jackson State Shootings  
Hard Hat Riot in New York  
Large-scale antiwar protests in Washington
- 1971 Twenty-sixth Amendment grants 18-year-olds the right to vote
- 1973 Cease-fire in Vietnam  
End of draft  
Last troops officially in Vietnam

### Latino Americans

- 1940s Second World War events: *bracero*; Zoot Suit Riots; *barrio* culture
- 1945 *Mendez v. Westminster*, precedent for Brown decision
- 1948 “Operation Bootstrap” led to rise in Puerto Rican migration
- 1948 Hector Garcia founds American GI Forum
- 1949 Felix Longoria Affair, World War II veteran, buried in Arlington due to Senator Lyndon Johnson’s intercession
- 1954 *Hernandez v. Texas*: Mexican Americans have Fourteenth Amendment rights;  
Eisenhower’s “Operation Wetback”  
Discrimination, low wages, harsh working conditions for Chicano workers
- 1959 Cuban Revolution  
Growing numbers of Latino Americans (Mexicans, Puerto Ricans, Cubans)
- 1962 United Farm Workers (Cesar Chavez, Dolores Huerta)
- 1963 First bilingual education program, Miami, Fla.
- 1965 United Farm Workers (UFW) grape boycott  
Immigration and Nationality Act of 1965
- 1967 Young Chicanos for Community Action, David Sanchez, evolved into Brown Berets

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## 2013 SCORING GUIDELINES

### Question 5 (continued)

- 1968 Young Lords Party, Puerto Rican nationalist organization  
Formation of Mexican American Legal Defense and Education Fund  
Bilingual Education Act of 1968, (Title VII), advent of English as a Second Language (ESL),  
East LA High School Walkouts
- 1969 Crusade for Justice: Rodolfo "Corky" Gonzáles (Chicano Pride)  
First National Chicano Moratorium Committee, Vietnam a racial war
- 1970 *La Raza Unida*: José Gutierrez (Chicano empowerment and political organization)
- 1974 Equal Educational Opportunity Act broadened bilingual education funding

### Women

#### World War II

Rosie the Riveter; Government girls, WACs and WAVEs; latchkey children

#### 1945–1960

postwar female workers often relegated to “pink collar ghetto”  
Congress of American Women (child-care programs, full employment, civil rights)

1946 *Baby and Child Care*, Benjamin Spock

1948 *Sexual Behavior in the Human Male*, Alfred Kinsey

1950s Baby Boom

suburban domesticity; conformist culture dictated women’s roles  
TV programming reinforced gender roles

1953 *Sexual Behavior in the Human Female*, Alfred Kinsey

*Playboy*, Hugh Hefner

1960 Birth control pill becomes available in United States

1961 Presidential Commission on Status of Women

1963 Equal Pay Act

1963 *Feminine Mystique*, Betty Friedan, “comfortable concentration camp”

1964 Civil Rights Act (Title VII) no gender-based discrimination, Equal Employment Opportunity  
Commission (EEOC)

1965 *Griswold v. Connecticut* (right to contraception)

1966 National Organization for Women (NOW)

Second Wave feminism

1967 consciousness-raising groups; “the personal is political”

SCUM (Society for Cutting Up Men) manifesto by Valerie Solanas

Kathrine Switzer (Boston Marathon)

1968 Miss America pageant, WITCH (Women’s International Terrorist Conspiracy from Hell)

1969 Princeton, Yale admitted women

1970s “Women’s Lib”

increase of women in workforce (“double day”)

1970 Women’s liberation march, Washington, D.C.

*Sexual Politics*, Kate Millett

1971 National Women’s Political Caucus (Bella Abzug, Shirley Chisholm, Gloria Steinem, equal rights  
legislation, tax deductions for child care)

*Our Bodies, Ourselves*, Boston Women’s Health Book Collective



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## 2013 SCORING GUIDELINES

### Question 5 (continued)

- 1972 ERA (Equal Rights Amendment) repropounded (Alice Paul Amendment), Congress approved (states defeat 1982)  
Phyllis Schlafly STOP-ERA  
Title IX, prohibits sex discrimination in any federally assisted education program  
Equal Credit Opportunity Act  
*Joy of Sex*, Alex Comfort
- 1973 *Roe v. Wade*  
*The Total Woman*, Marabel Morgan  
“Battle of the Sexes,” Billie Jean King vs. Bobby Riggs tennis match
- 1975 *Ms.* Magazine officially published