



## **AP<sup>®</sup> United States History 2005 Scoring Guidelines Form B**

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**AP<sup>®</sup> UNITED STATES HISTORY**  
**2005 SCORING GUIDELINES (Form B)**

**Question 1—Document-Based Question**

In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change.

Use the documents and your knowledge of the period 1820–1860 in constructing your response.

**The 8–9 Essay**

- Contains a well-developed thesis that analyzes the issues that confronted the American people in the antebellum era and the attempts at compromise.
- Offers an analysis of *why* those efforts succeeded or failed.
- Effectively uses a *substantial* number of documents.
- Supports the thesis with substantial and relevant outside information.
- Is clearly organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Contains a thesis that analyzes the issues and presents some attempts at compromise.
- Offers a limited analysis of *why* those efforts succeeded or failed.
- Effectively uses *some* documents.
- Supports the thesis with some relevant outside information.
- Demonstrates acceptable organization and writing.
- May have errors that do not seriously detract from the essay's quality.

**The 2–4 Essay**

- Contains a limited or undeveloped thesis.
- Deals with the question in a general manner; has a simplistic treatment of the topic; or addresses the issue of compromise in a limited way in terms of either chronology or topical focus.
- Merely refers to, quotes, or briefly cites the documents.
- Contains little or no outside information.
- Demonstrates weak organization and writing.
- May have major errors.

**The 0–1 Essay**

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them.
- Is poorly written—inhibits comprehension of the essay.
- Has numerous errors.

**The — Essay**

- Is blank or completely off task.

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**Question 1 Document Information and Inferences**

**Document A: Henry Clay, speech to the Senate, February 12, 1833**

- Says it is “impracticable” for South Carolina to nullify a federal law successfully.
- Says that South Carolina does not intend to secede from the Union.

**Document B: Annual report of the American Anti-Slavery Society, 1834**

- Condemns slave owners as “man stealers.”
- Demands *immediate and uncompensated* emancipation.
- Asserts that laws endorsing slavery are contrary to God’s law and therefore invalid.
- Admits Congress cannot interfere with slavery in the states but can end the interstate slave trade and slavery in the territories.

**Document C: Resolution of Pinckney Committee, House of Representatives, May 18, 1836**

- “Gag rule” immediately tables antislavery petitions in the House of Representatives.

**Document D: Daniel Webster, speech to the Senate Speech, March 7, 1850**

- Speaks as an “American” (nationalist) not a sectional representative.
- Admits that the North has not complied with the Fugitive Slave Law; they should!
- Strongly opposed to secession—“a moral impossibility.”

**Document E: “Southern Chivalry: Argument vs. Club’s”**

- Drawing of the caning of Sen. Charles Sumner (Massachusetts) by Rep. Preston Brooks (South Carolina) in the Senate in May 1856 (note “Kansas” document in his hand).
- Sympathetic to Sumner (showing prostrate and bleeding); men laughing in background.

**Document F: Muscogee, Georgia, *Herald*, quoted in the *New York Tribune*, September 10, 1856**

- Verbal attack on the ill-bred, ill-mannered working classes and small farmers of the North in comparison to the gentlemen of the South.
- Northerners are “hardly fit” for association with their southern compatriots.

**Document G: Abraham Lincoln, speech at Alton, Illinois, October 15, 1858**

- Rejects often made argument that slavery agitation is just the product of ambitious politicians.
- Argues that slavery goes beyond politics—impacts religion, literature, and morals to excite and divide the society.

**Document H: Map of the Presidential Election of 1860**

- Lincoln/Republican win all the “free” states except New Jersey—have an electoral majority (180) but only a *plurality* of the popular vote.
- Democrats divided: Stephen Douglas wins only in Missouri/New Jersey (12 electoral).  
John Breckinridge wins deep South (72 electoral votes).
- Constitutional Union Party (John Bell) wins upper South (39 electoral votes).

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**Question 1 Outside Information**

**Missouri Compromise, 1819–1821**

The Issue: Extension of slavery into the western territories

Compromise/Resolution:

- Louisiana Purchase divided by 36°30' line
- Missouri as a slave state; Maine as a free state

Related Information:

- Tallmadge amendment to free slaves at age 25 does not pass
- Henry Clay, Speaker of the House, as engineer
- Jefferson views the compromise negatively; “a firebell in the night”
- Second Great Awakening

**Tariff/Nullification Controversy, 1828–1833**

The Issues:

- High tariff levels threaten southern cotton exports
- Can the federal government legally impose protective tariffs?

Compromise/Resolution: Tariff of 1832 reduced over a period of 10 years by a new tariff in 1833

Related Information:

- “Tariff of Abominations,” 1828 (45%–50% rates)
- John C. Calhoun, *South Carolina Exposition and Protest*, 1828 (advocates nullification)
- Andrew Jackson’s modified Tariff of 1832 (33% rates)
- South Carolina nullifies tariff—November 1832
- Jackson threatens South Carolina—passage of Force Bill, March 1833
- Clay engineers Compromise Tariff of March 1833 (reduce rates to 20% by 1842)

**Antislavery Debate in Congress, 1836–1844**

The Issue: Can/should Congress legislate matters related to slavery and its abolition?

Compromise/Resolution: Passage (yearly) of “gag rules” that immediately tabled petitions presented by Congressmen that related to slavery

Related Information:

- Rise of abolition societies to champion antislavery
- William Lloyd Garrison/*Liberator*
- Southern control of Congress and the White House
- Liberty Party
- Positive defense of slavery

**Compromise of 1850, 1846–1850**

The Issues:

- What should the slave status be of lands gained from the Mexican War?
- What should be done to enforce the Fugitive Slave Law?
- Should slaves be traded publicly in Washington, D.C.?

Compromise/Resolution:

- California admitted as a free state; New Mexico and Utah territories with popular sovereignty
- A new and stronger Fugitive Slave Law passed
- The public slave trade in Washington, D.C., would cease

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**Question 1 Outside Information (continued)**

Related Information:

- Mexican War (land gains in Southwest and California)
- Wilmot Proviso (free soil)
- Popular sovereignty
- Calhoun's "joint and common property" doctrine
- Election of 1848 (Taylor victory, rise of Free Soil Party)
- Henry Clay/Stephen A. Douglas/John C. Calhoun
- Harriet B. Stowe, *Uncle Tom's Cabin* (1852)

**Slavery in the Kansas–Nebraska territories, 1854–1858**

The Issue: Should slavery, prohibited by the Missouri Compromise, be extended into the Kansas and Nebraska territories?

Compromise/Resolution: "Lecompton Constitution" referred back to the voters of Kansas (English Bill, 1858) by Congress where it is overwhelmingly rejected

Related Information:

- Southern need for expansion of slavery into the territories/added slave states
- Stephen A. Douglas/formation of territories under popular sovereignty
- Repeal of the Missouri Compromise
- "Bleeding Kansas"/John Brown
- "Crime Against Kansas" speech by Charles Sumner
- Rise of the sectional, free soil Republican Party
- Election of 1856/James Buchanan victory
- Proslavery "Lecompton Constitution" passed by Kansas legislature/Dred Scott
- Congress refers the document back to Kansas voters (English Bill)
- John Brown's Raid at Harper's Ferry

**Election of 1860, 1860–1861**

The Issue: Can the Union be preserved if a sectional antislavery party emerges victorious?

Compromise/Resolution: Efforts made after Lincoln's victory to hold the Union together—Crittenden Compromise (extend the 36°30' line to the California border) rejected by Lincoln and Republicans.

Related Information:

- Increased southern sense of alienation; economic and cultural superiority
- *Impending Crisis*
- Threat posed by the Republicans to slavery
- Splintering of the Democratic Party in 1860
- Abraham Lincoln's nomination as a moderate Republican

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**Question 2**

“Geography was the primary factor in shaping the development of the British colonies in North America.”  
Assess the validity of this statement for the 1600’s.

**The 8–9 Essay**

- Contains a clear, well-developed thesis that evaluates two areas (New England, the Middle Atlantic, the South) in depth or three areas more broadly.
- Supports the thesis with substantial, specific, relevant information.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Presents a thesis that addresses two of the three geographic areas, and/or may be imbalanced.
- Supports the thesis with some specific, relevant information.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the overall quality of the essay.

**The 2–4 Essay**

- Lacks a thesis or contains a confused or unfocused thesis that may deal with one area superficially.
- Provides minimal relevant information or simply states the facts.
- Has little or no analysis; may contain generalizations OR may address only one geographic area.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Contains no analysis.
- Is poorly organized and poorly written.
- Contains substantial factual errors.

**The — Essay**

- Is blank or completely off task.

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**Question 2 Outside Information**

**NEW ENGLAND**

Impact of cold winters  
Short growing season  
Rocky soil  
Few major ports: Boston  
Failure of initial settlements in Maine (Kennebec)  
Population grows more slowly in New England  
Puritans and impact of religion rather than economics  
Produce: lumber, fish, naval stores  
Labor force: domestic  
River system/trade

**MIDDLE ATLANTIC**

Moderate winters  
Longer growing season  
Major ports: New York, Philadelphia  
Slow population growth  
Produce: grains  
Labor force: indentured servants  
Mountains: western expansion/Indians  
River system/trade

**SOUTH**

Warm climate  
Long growing season  
Major ports: Baltimore, Norfolk, Charleston, Savannah  
Rapid population growth  
Produce: tobacco, rice, indigo, cotton  
Labor force: indentured servants/slaves  
Mountains: westward expansion/Indians  
River system/trade

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**Question 3**

To what extent was the United States Constitution a radical departure from the Articles of Confederation?

**The 8–9 Essay**

- Contains a clear, well-developed thesis that focuses upon the notion of “radical departure” and covers both documents.
- Supports the thesis with substantial, specific, and relevant information.
- Is well organized and well written.
- May contain minor errors.

**The 5–7 Essay**

- Presents a thesis that explores the “radical departure” and covers both documents; may be imbalanced.
- Supports the thesis with some specific, relevant information.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the overall quality of the essay.

**The 2–4 Essay**

- Lacks a thesis or contains a confused or unfocused thesis.
- Provides minimal relevant information or simply states the facts.
- Has little or no analysis; may contain generalizations OR may address only one document superficially.
- May be poorly organized and/or poorly written.
- May contain major errors.

**The 0–1 Essay**

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response.
- Contains no analysis.
- Is poorly organized and poorly written.
- Contains substantial factual errors.

**The — Essay**

- Is blank or completely off task.



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**Question 3 Outside Information**

<b>Articles of Confederation</b>	<b>Constitution</b>
Written in 1777	Written in 1787
Becomes operational in 1781	Becomes operational in 1789
Emphasis on states' rights	Federal system
One-house Congress	Two-house Congress
One state, one vote	New Jersey/Virginia plans
Need three-quarters for major legislation, unanimous to amend	Elastic clause
No executive, no judiciary	Elected President (indirect)
	Appointed federal judiciary
Cannot tax	Can tax
Cannot regulate commerce	Can regulate commerce
Northwest Ordinance	No Bill of Rights
Shays' Rebellion	Fugitives/Three-Fifths Compromise
Revolutionary War debt/monetary supply	No liberty for Blacks/Women/Indians
	Whiskey Rebellion
	French influence
	Enlightenment
	Separation of powers/balance of powers
	Annapolis Convention
	Madison/Federalist Papers

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**Question 4**

How successful were progressive reforms during the period 1890 to 1915 with respect to TWO of the following?

Industrial conditions  
Urban life  
Politics

**The 8–9 Essay**

- Contains a clear, well-developed thesis that evaluates the effect of progressive reforms on two aspects of American life in the period 1890 to 1915.
- Supports the thesis with substantial, specific, and relevant information.
- Presents a reasonably balanced thesis that effectively evaluates the effectiveness of progressive reform over the time frame.
- May contain minor errors.
- Is well organized and well written.

**The 5–7 Essay**

- Presents a thesis, which may be partially developed, that addresses the effect of progressive reforms on two aspects of American life in the period 1890 to 1915.
- Supports the thesis with some specific, relevant information.
- Has limited or unbalanced treatment of the impact of progressive reforms on two aspects of American life.
- May contain errors that do not seriously detract from the overall quality of the essay.
- Has acceptable organization and writing.

**The 2–4 Essay**

- Lacks a thesis or contains a confused or unfocused thesis that may not cover the entire time period.
- Provides minimal relevant information or simply states facts.
- Has little or no analysis; may contain only generalizations OR may address only one aspect of American life.
- 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.
- Contains no analysis.
- Contains substantial factual errors.
- Is poorly organized and poorly written.

**The — Essay**

- Is blank or completely off task.

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**Question 4 Outside Information**

**INDUSTRIAL CONDITIONS**

Poor wages, hours, and working conditions  
Growing population in cities  
Brooklyn Bridge  
Homestead Strike  
Henry Clay Frick  
Andrew Carnegie  
Great White City  
Immigrant work force  
Madison Grant  
Social Darwinism  
Gospel of Wealth  
Horatio Alger  
Taylorism  
Sherman Anti-Trust Act  
*U.S. v. E.C. Knight*  
Pinkertons  
Pullman Strike  
Eugene Debs  
American Railway Union  
Richard Olney  
Grover Cleveland  
American Federation of Labor  
Samuel Gompers  
Panic of 1893  
Booker T. Washington  
W.E.B. DuBois  
Brownsville Raid  
*Lochner v. New York*  
Women at work  
*Muller v. Oregon*  
Children at work  
IWW  
Anthracite Coal Strike  
Theodore Roosevelt

**URBAN LIFE**

Jacob Riis  
*How the Other Half Lives*  
Skyscraper  
Tenements  
Great White City  
Fifth Avenue, Beacon Hill  
Crime  
Pollution  
Salvation Army  
Department Stores  
Coney Island  
Baseball  
Public education  
Settlement House Movement  
Jane Addams  
Hull House  
The New Woman  
Club Women  
Triangle Shirt Waist Fire

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**Question 4 Outside Information (continued)**

**POLITICS**

William McKinley  
William Jennings Bryan  
Election of 1896  
Muckrakers  
Upton Sinclair  
*The Jungle*  
Lincoln Steffens  
*McClure's* magazine  
*Shame of the Cities*  
City Manager Plan  
Tammany Hall  
George Washington Plunkitt  
WCTU  
Jane Addams  
Florence Kelley  
Carrie Chapman Catt  
Alice Paul  
Nineteenth Amendment  
Tom Johnson  
Golden Rule Jones  
Robert LaFollette  
Initiative  
Secret Ballot  
Referendum  
Recall  
Primary  
Sixteenth Amendment  
Seventeenth Amendment  
Eighteenth Amendment  
NAACP  
*Guinn v. United States*  
Theodore Roosevelt  
Square Deal  
Pure Food and Drug Act  
Conservation  
William Howard Taft  
Pinchot–Ballinger Dispute  
Woodrow Wilson  
Underwood-Simmons Tariff  
Clayton Anti-Trust Act  
Federal Trade Commission  
Federal Reserve Act

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**Question 5**

Analyze the ways in which TWO of the following contributed to the changes in women's lives in the mid-twentieth century.

Wars  
Literature and/or popular culture  
Medical and/or technological advances

**The 8–9 Essay**

- Contains a clear, well-developed thesis that analyzes the ways in which women's lives in mid-twentieth century U.S. were changed by two of the following: wars, literature and/or popular culture, and medical and/or technological advances.
- Supports the thesis with substantial, specific, and relevant information.
- Presents a reasonably balanced thesis that effectively evaluates the impact of two factors on women's lives.
- May contain minor errors.
- Is well organized and well written.

**The 5–7 Essay**

- Presents a thesis, which may be partially developed, that addresses the effect of two of the following: wars, literature and/or popular culture, and medical and/or technological advances on women in mid-twentieth century U.S.
- Supports the thesis with some specific, relevant information.
- Has a limited or unbalanced treatment of the impact of the two factors on women's lives.
- May contain errors that do not seriously detract from the overall quality of the essay.
- Has acceptable organization and writing.

**The 2–4 Essay**

- Lacks a thesis or contains a confused or unfocused thesis that may not cover the entire time period.
- Provides minimal relevant information or simply states facts.
- Has little or no analysis; may contain only generalizations OR may address only one factor in changing women's lives.
- 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.
- Contains no analysis.
- Contains substantial factual errors.
- Is poorly organized and poorly written.

**The — Essay**

- Is blank or completely off task.

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**Question 5 Outside Information**

**WARS**

WAACs, WAVES  
Rosie the Riveter  
Six million women took jobs during World War II  
Created new jobs in postwar era  
Day care centers  
After war two-thirds of women left labor market  
Postwar rush to domesticity  
Still segregation of women  
Good-bye babies  
Baby Boomers  
Rising divorce rate  
Opposition to Vietnam War pushed some women to left

**MEDICAL/TECHNOLOGICAL**

Automobile  
Electricity  
Inexpensive clothing  
Kitchen appliances such as dishwasher  
Access to contraception  
The pill  
Abortion

**LITERATURE AND/OR POPULAR CULTURE**

Alice Walker—*The Color Purple*  
Toni Morrison—*Beloved*  
Gish Jen—*Mona in the Promised Land*  
Zora Neale Hurston—*Their Eyes Were Watching God*  
Betty Friedan—*Feminine Mystique*  
Kate Millett—*Sexual Politics*  
Boston Women's Health Collective—*Our Bodies, Ourselves*  
Folk Music Revival  
"I Am Woman"  
Joan Baez  
Beatles  
*All in the Family*  
Woodstock