

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

A Briefly describe one political debate in the United States between 1910 and 1929. **1 point**

Examples of acceptable responses may include the following:

- A growing Progressive movement led to political debates about the federal government's role in society.
- The First Red Scare resulted in political debates about labor, socialism, and free speech.
- The First World War contributed to larger political debates about civil rights during wartime.
- Americans debated whether to restrict immigration to the United States.
- Americans argued over whether to support joining the League of Nations or whether to return to a policy of isolationism.

B Briefly describe one effect of the New Deal from 1932 to 1945. **1 point**

Examples of acceptable responses may include the following:

- The New Deal established a Civilian Conservation Corps [CCC] that had a lasting impact on public lands.
 - The New Deal created a limited welfare state in many ways, including through the passage of the Social Security Act in 1935.
 - The New Deal increased jobs by employing people to build infrastructure.
 - People were paid to paint murals by New Deal programs.
 - The New Deal increased government spending on public infrastructure, including such projects as the construction of hydroelectric power plants by the Tennessee Valley Authority [TVA].
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- C** Briefly explain how one group responded to debates about government power from 1945 to 1970. **1 point**

Examples of acceptable responses may include the following:

- Conservatives criticized the expansion of the welfare state by calling for limiting the role of the federal government.
- Supporters of the Great Society praised President Lyndon Johnson and the federal government for waging a War on Poverty.
- Members of the New Left argued that political leaders were not doing enough to transform the racial and economic status quo.
- Communities questioned the federal government's role in desegregation efforts following the decision in *Brown v. the Board of Education* [1954].

Question 1: Document-Based Question, Economic Changes US Society

7 points

General Scoring Notes

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

Evaluate the extent to which economic changes influenced United States society between 1865 to 1910.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“The economy changed in the United States from 1865 to 1910.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States industrialized in the 1800s.”</i> Do not focus on the topic of the prompt <i>“The United States became more imperialistic in the late 1800s.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about the extent to which economic changes influenced United States society between 1865 to 1910. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“As businesses became larger and more powerful in the 1800s, Progressive reformers during the early 1900s passed laws restraining the power of businesses.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“From 1865 to 1910, economic changes influenced United States society through the expansion of industrialization, consolidation of corporations into trusts, and the widespread employment of immigrants in factories.”</i> Establish a line of reasoning <i>“The most important way economic change influenced United States society was that corporations grew bigger.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.		Responses that earn this point: Accurately describe a context relevant to economic changes in the United States between 1865 to 1910.
Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The United States declared independence in 1776.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“During this time period Americans had lots of different jobs.”</i>		Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Market revolution - Transportation revolution - First Industrial Revolution - Westward expansion / Manifest Destiny - Mexican-American War - Civil War - First World War - Roaring ‘20s - Great Depression Examples of acceptable contextualization: <i>“The industrial capabilities created during this period helped to drive military production in the United States during the First World War.”</i> <i>“During the 1800s the United States built more factories and work by artisans declined.”</i> [Minimally acceptable contextualization]
Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.		

Reporting Category	Scoring Criteria		
Row C Evidence from Documents	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address economic changes in the United States between 1865 to 1910. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 7]: “The political cartoon shows Teddy Roosevelt trying to control trusts, which are represented by a bronco.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 1]: “In the sermon, Vinton supports the uniting of the country through expansion of the railroads across the continent, which showed how business interests intersected with political goals.” [Uses evidence from the document to support an argument about the relationship between business interests and territorial expansion] [Document 5]: “Kelley explained how the union label system developed in response to unsafe working conditions, which intensified as a result of industrialization in the late nineteenth century.” [Uses evidence from the document to support an argument about how organized labor developed in response to new business practices during the Gilded Age]
Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference.	Responses that earn this point: • Must use at least one specific piece of historical evidence relevant to economic changes in the United States between 1865 to 1910. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: • Progressives • Populist Party [People’s Party] • The “New South” • Social Gospel • Boom towns • Sharecropping • Haymarket Riot • Major industrialists [e.g. Andrew Carnegie, J.P. Morgan, John D. Rockefeller] • William Jennings Bryan • Sherman Anti-Trust Act • Gilded Age • Vertical/horizontal integration • Second Industrial Revolution • Knights of Labor Examples of evidence beyond the documents relevant to an argument about the prompt: • <i>“Advocates of the Social Gospel sought to address the social problems of industrialization by promoting activism to help the poor and reform the economy as a key part of their religious beliefs.”</i> [Provides a piece of evidence not in the documents relevant to an argument about how economic changes shaped reform groups in United States society] • <i>“As companies got larger and richer, it became possible for them to start buying up their competitors in a process called horizontal integration, which often gave the companies a lot of power over markets for particular goods or access to transportation.”</i> [Provides a piece of evidence not in the documents relevant to an argument about how the size of businesses influenced their power]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.
- To earn this point, the evidence provided must be more than a phrase or reference.
- The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing (0–1 points)	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>“The point of view of Document 1 is that the railroad is good for the country.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>“The author of Document 3 argues that monopolies are bad.”</i>		Responses that earn this point: - Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author’s point of view: [Document 3]: <i>“As a formerly enslaved woman, Parsons understood how a small economic elite could dominate a larger group of laborers to its benefit, and therefore, she is seeking to take action to unite middle- and working-class Americans against the growing strength of monopolies.”</i> [Connects the point of view of the document relevant to an argument regarding activism’s relationship with economic inequality during the Gilded Age] Example of acceptable explanation of the relevance of the author’s purpose: [Document 5]: <i>“Kelley’s purpose was to promote purchasing union-made goods so that consumers helped to ensure that factories with good working conditions prospered while those with poor conditions failed.”</i> [Connects the purpose of the document relevant to an argument that addresses the reaction of organized labor to the changing economy] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 7]: <i>“By the early 1900s, corporations had consolidated their power over entire industries, creating trusts that Progressive reformers such as Roosevelt sought to limit by increasing the power of the government to regulate the economy.”</i> [Connects the historical situation of the document relevant to an argument that addresses how reform movements developed in response to the changing economy of the Gilded Age] Example of acceptable explanation of the relevance of the audience: [Document 4]: <i>“Harrison’s audience was voters in the upcoming election, and the importance of the economy to United States society is demonstrated by the fact that he believed that he could gain a political advantage with these voters by accusing Democrats of harming the economy through their treatment of businesses.”</i> [Connects the audience of the document relevant to an argument that addresses how economic change impacted United States politics]

Row D Analysis and Reasoning Complexity	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
(0–1 points)	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the consolidation of corporations such as Standard Oil into trusts was an important factor that contributed to political change in the late nineteenth century. It then uses evidence from Documents 2 and 3 to qualify this claim. It argues that the root cause of political change at this time was the changing relationship between workers and business owners, which led to class tensions that contributed to the Populist movement and that Progressives sought to reduce through reform. [Uses documents and evidence beyond the documents to demonstrate a sophisticated understanding of different perspectives] - A response may argue that the influence of the economic changes on United States society was felt most dramatically through the introduction of new industrial processes that made the production of goods easier. It then argues that in a broader view, this was just a continuation of the rise of capitalism that began during the colonial era, expanded during the market revolution before the Civil War, and continued throughout the twentieth century. [Explains relevant and insightful connections across periods] - A response may argue that the most important change to the economy was the development of new industrial technologies that facilitated the growth of factories, making production more efficient and increasing the size of a working class employed by wealthy industrialists. It then goes on to argue that new business practices such as vertical and horizontal integration also made businesses operate more efficiently and further influenced the distribution of wealth in society. [Explains multiple causes]

Additional Notes:

- This complex understanding must be part of the argument and may be demonstrated in any part of the response.
- While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.
- To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Francis Vinton, sermon, 1869	- Describes the successful completion of a transcontinental railroad - Claims the transcontinental railroad will help unite the nation	- As a minister, Vinton is trying to encourage unity and cooperation. [point of view] - Vinton's sermon comes shortly after the conclusion of the Civil War, which tore the nation apart. [situation]
2. Henry George, <i>Progress and Poverty</i> , 1879	- Describes the growth of production in the 1800s - Claims progress has not eliminated poverty - Argues progress through increased wealth is not real as long as poverty still exists	- Through the growth and consolidation of industries and corporations, the economic benefits of industrialization were felt unevenly, resulting in the growth of a class of extremely wealthy industrialists. [situation] - George sought to convince readers that more needed to be done to address poverty, as progress alone was not solving the problem. [purpose]
3. Lucy Parsons, interview, 1886	- Claims that corporate monopolies are reducing the size of the middle class - Argues that class conflict between owners and wage earners will increase until people change the economic system themselves - Argues that strikes demonstrate that American are dissatisfied with wage earning	- Parsons tells her readers that the economic structure needs to change, arguing that industrial capitalism kept wage workers in poverty and would continue to do so, squeezing even the middle class eventually in with the working class. [purpose] - The intensification of social unrest in the late 1800s, especially among industrial workers and ordinary farmers, contributed to the growth of labor unions and the Populist Party. [situation]
4. Benjamin Harrison, speech, 1894	- Argues that factories help society by providing people with work and decent wages - Argues that Democratic leaders hate American industry - Calls to end class hostility against industry	- As a former Republican president, Harrison believed that industrialists made the nation better by improving the economy and providing jobs. [point of view] - Harrison sought to convince his listeners during an election campaign that it was not in the country's best interest to vote for what he calls the anti-business Democratic Party and, therefore, they should support the Republican Party. [audience]
5. M.E.J. Kelley, "The Union Label," 1897	- Describes the origins of union labels - Describes how union labels help consumers identify goods produced in factories that follow the law and are not sweatshops - Argues that union labels help people bring ethics into commerce - Argues that ethical awareness of sweatshops will lead to their end	- The article was targeted at consumers, explaining how consumers buying products with a union label could help end poor manufacturing conditions. [audience] - Kelley argued that consumers had a responsibility to help ensure that labor is not done in sweatshops, arguing that consumers just support labor unions by purchasing goods with union labels. [purpose]

6. "Industrial Leadership," 1900	- Argues that mass production, not military ventures, is the source of United States international strength - Argues that engineers and managers ensure continued success of the economy - Argues that industry must speak to politicians so they recognize that industry and commerce must thrive if the nation is to thrive as well	- The writer wants his readers to believe that in industry, commerce, not military exploits, help lead to the success of the nation. He celebrates the training and expertise of the leaders of industry, arguing that they should take a greater role in national politics. [purpose] - Around 1900, business leaders sought to influence the United States government to pursue policies that they would benefit from, especially by promoting access to markets and economic opportunities through imperialism in the Caribbean, Latin America, and eastern Asia. [situation]
7. Bartholomew cartoon, 1903	- Depicts Theodore Roosevelt riding a horse labeled "The Trusts" - Shows Roosevelt seeking to restrain trusts with a bridle labeled "trust control laws"	- The image represents an "anti-trust" point of view, criticizing the existence of trusts and supporting the efforts of government, such as those of Theodore Roosevelt, to limit their power. [point of view] - By the early 1900s, the consolidation of corporations into trusts that had power over entire industries led to the growth of the Progressive movement, which advocated increased government regulation of the economy. [situation]

Question 2: Long Essay Question, British Colonies and the Environment**6 points****General Scoring Notes**

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

Evaluate how British colonists in the Americas adapted to their environments from 1607 to 1754.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to British colonists in the Americas and their environments from 1607 to 1754.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Feudalism declined in Europe.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“Native Americans and the British fought a lot.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Pre-contact Native American lifeways - Intra-European competition - Early Spanish colonization - Columbian Exchange - Early French colonization - Seven Years’ War - American Revolution Example of acceptable contextualization: <i>“Competition for land and resources between British and French colonists contributed to the outbreak of the Seven Years’ War.”</i> <i>“The Columbian Exchange brought new animals to the Americas.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <i>“The invention of the cotton gin made cotton production more profitable.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to British colonists in the Americas and their environments from 1607 to 1754. Examples of evidence that are specific and relevant include the following (two examples required): - Plantation agriculture - Cash crops [e.g., tobacco, indigo] - Indentured servitude - Transatlantic slave trade - Fur trade - Early English settlements [e.g., Jamestown, Plymouth] - Subsistence farming - Cereal crops - Staple crops - Specific colonial regions [e.g., New England, middle colonies, Chesapeake, southern colonies, Caribbean] Example of a statement that earns one point for evidence: <i>“In Virginia they grew lots of tobacco. Indentured servitude was a major form of labor in the Chesapeake.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how British colonists in the Americas adapted to their environments from 1607 to 1754. Examples that successfully support an argument with evidence: <i>“The rocky soils in New England meant that farming wasn’t as profitable, so many in the region relied on shipping and trade instead.”</i> [Uses evidence to support an argument about how geography influenced how the British settled different regions] <i>“Because of heat and diseases, British plantations in the Caribbean were especially dangerous, leading to a growing demand for labor and the intensification of the Transatlantic slave trade in the region.”</i> [Uses evidence to support an argument about how climate influenced the development of slavery in the Americas] <i>“As British settlements expanded, the demand for resources as part of the fur trade resulted in intensifying tensions with Native Americans and other Europeans.”</i> [Uses evidence to support an argument about how natural resource competition resulted in conflict and tension]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>“Sugar cane and rum were major exports from the British colonies in the Caribbean.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how British colonists in the Americas adapted to their environments from 1607 to 1754. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how the intensification of cash crop agriculture contributed to the shift from indentured servitude to chattel slavery. - Explaining long-term continuities in the ways climate dictated which plants could be grown. Example of acceptable use of historical reasoning: <i>“Because their climate was very similar to that of Europe, many of the middle colonies succeeded by growing European grain crops.”</i> [Indicates an effect of climate on the growth of European crops in the Americas]	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the availability of agricultural land in Virginia and the Carolinas was the primary factor for British settlement in the region, while access to harbors for trade was more important in New England. [Explains relevant and insightful connections across geographical areas] - A response may argue that the introduction of particular European crops to the Americas made British settlement profitable within North America. It then qualifies the argument with evidence that the transatlantic trade of cash crops from the Americas was the main economic driver in the region. [Explains multiple causes] - A response may argue that agricultural expansion due to the availability of land was the primary driver for migration from Britain to

			the Americas. It then qualifies the argument with evidence of religious toleration and independence in the Middle Colonies and New England as major contributors. [Explains multiple causes]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Long Essay Question, Sectional Tensions and U.S. Society**6 points****General Scoring Notes**

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

Evaluate how sectional tensions shaped United States society from 1800 to 1848.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Examples that do not earn this point: Provide a restatement of the prompt <i>“Sectional tensions shaped United States society from 1800 to 1848.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Sectional tensions were high during this time.”</i> Provide a claim that is not historically defensible <i>“By the mid-1800s, major sectional differences had been resolved.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about how sectional tensions shaped United States society from 1800 to 1848. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Sectional tensions over slavery and economic development led to a growing divide between the South, and the North and West.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Sectional tensions had political and social effects, such as in the development of third parties and the growth in divides within reform movements.”</i> Establish a line of reasoning <i>“Sectional tensions over slavery divided United States society between 1800 and 1848.”</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to sectional tensions and United States society from 1800 to 1848.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“People found a lot of religion during the First Great Awakening.”</i> Provide a passing phrase or reference <i>“Sectionalism was part of United States society.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Transatlantic slave trade - Various colonial regions - American Revolution - Constitutional Convention - Northwest Ordinance - Manifest Destiny - Republican Party - Abraham Lincoln - Civil War Example of acceptable contextualization: <i>“The Northwest Ordinance set a precedent for which regions slavery could and could not expand into in the future.”</i> <i>“Slavery was an ongoing and heavily debated topic during the Constitutional Convention.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Repeat information that is specified in the prompt <i>“There was sectional tension in the United States.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to sectional tensions and United States society from 1800 to 1848. Examples of evidence that are specific and relevant include the following (two examples required): - Transportation infrastructure [e.g., turnpikes, canals, railroads, and steamboats] - Northern industrialization / Southern plantation economy - Specific political parties [Federalists, Democratic-Republicans, Whigs, etc.] - Institution of slavery - Abolitionism - Frederick Douglass - William Lloyd Garrison - Market revolution - Second Bank of the United States - President Andrew Jackson - Nullification Crisis - Henry Clay / American System - Nativism - Missouri Compromise [1820] - Annexation of Texas - Mexican-American War Example of a statement that earns one point for evidence: <i>“Many southern states opposed a variety of federal policies like the Second Bank of the United States. Southern states also argued against attempts to restrict the expansion of slavery.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how sectional tensions shaped United States society from 1800 to 1848. Examples that successfully support an argument with evidence: <i>“Sectional tensions regarding slavery led to the growth of abolitionist organizations and newspapers, such as The Liberator by William Lloyd Garrison.”</i> [Uses evidence to support an argument about the effect of sectional tensions on reform organizations and movements] <i>“Regional divisions within the Whig Party over the expansion of slavery resulted in the party beginning to collapse during the 1840s, as it lost support to the newly formed Free Soil Party, which sought to restrict slavery from western territories.”</i> [Uses evidence to support an argument about the impact of sectional tensions on the dissolution of political parties] <i>“During the Nullification Crisis, Southern Democrats argued that states had the right to nullify federal laws that they didn’t like, and this led to a major confrontation over the ‘Tariff of Abominations’.”</i> [Uses evidence to support an argument about how sectional tensions regarding federal power led to political controversies]

	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.
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Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Henry Clay advocated for the American System.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how sectional tensions shaped United States society from 1800 to 1848. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how sectional tensions related to the economy shaped society, specifically those involving slavery, which increased over the course of the period, culminating in sharp divisions over the Mexican American War. - Explaining how sectional tensions over slavery shaped approaches to reform movements in the North and the South. Example of acceptable use of historical reasoning: <i>“Sectional tensions related to the expansion of slavery remained constant throughout this period, as the harsh political debates over the Missouri</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that sectional tensions shaped the economic development of United States by pointing out the differences between the industrializing North and the plantation economy of the South. It then qualifies that claim by explaining how even though sectional tensions contributed to economic differences, the dependency of those regions on each other’s products also had the effect of reducing sectionalism in parts of society. [Explains multiple effects] - A response may argue that sectional tensions over slavery led to debates between groups that advocated for the expansion of slavery and groups that advocated for “free soil.” It then provides evidence that industrialization in the North also contributed to regional

	<i>Compromise and the Mexican Cession demonstrate.” [Indicates a continuity in the effects of sectional tension over the period]</i>	economic differences that also impacted sectional tensions. [Explains both cause and effect] A response may argue that sectional tensions had varied effects during this period as political parties such as the Whigs and the Democrats tried to keep the country unified, but the emergence of new third parties in the 1840s, such as the Free Soil Party at the very end of the period, further drove sectional tensions. [Explains both continuity and change]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 4: Long Essay Question, Late Twentieth Century Economic Changes**6 points****General Scoring Notes**

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

Evaluate how United States society responded to economic changes from 1960 to 2000.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized. Responses that earn this point: - Provide a historically defensible thesis or claim about how United States society responded to economic changes from 1960 to 2000. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.		
Examples that do not earn this point: Provide a restatement of the prompt <i>“The United States responded to economic changes from 1960 to 2000.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“The United States competed in the global economy in many ways after 1960.”</i> Are not historically defensible <i>“After WWII the United States returned to a policy of economic isolationism.”</i> Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“United States society shifted towards a heavier reliance on technology due to changes in the economy between 1960 and 2000.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>Americans responded to the shift from an industrial to service economy in the late 1900s by moving from the industrial Midwest to the Sun Belt and by developing new technologies to fuel their new economy.”</i> Establish a line of reasoning <i>“Americans got new and different types of jobs as factories became less common during this period.”</i> [Minimally acceptable thesis/claim]		
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). - The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to economic changes and United States society from 1960 to 2000.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“The 19th Amendment was ratified in 1920.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“The economy changed a lot during the 1900s.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Gilded Age - Progressive Era - Great Depression / New Deal - Second World War - Postwar economic boom - September 11 terrorist attacks - War on terror Example of acceptable contextualization: <i>“Following the introduction of New Deal programs in the 1930s and 1940s, the critiques of the welfare state increased in the postwar period.”</i> <i>“The United States experienced a postwar economic boom in the 1950s.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <i>“After World War II the United States became the economic leader of the free world.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to economic changes and United States society from 1960 to 2000. Examples of evidence that are specific and relevant include the following (two examples required): - Cold War - Deindustrialization - Military-industrial complex - Suburbanization - Oil crisis - Rust Belt - Sun Belt - North American Free Trade Agreement [NAFTA] - Liberalism - Lyndon Johnson - Great Society / War on Poverty - Stagflation - Economic inequality - Conservatism - Ronald Reagan - Specific technologies [e.g., computers, cell phones, the Internet] Example of a statement that earns one point for evidence: <i>“During the 1980s, some Americans argued that they should shrink the welfare state, while also increasing spending on defense during the Cold War.”</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding how United States society responded to economic changes from 1960 to 2000. Examples that successfully support an argument with evidence: <i>“New technologies like computers helped shift the United States further into a service economy that allowed for the growth of white-collar jobs but also made it more difficult for non-college educated workers to reach the middle class.”</i> [Uses evidence to support an argument about the ways economic change shaped class in the United States between 1960 and 2000] <i>“The United States joined Mexico and Canada in signing the North American Free Trade Agreement [NAFTA] in 1992, establishing a regional free trade alliance to help compete in the global economy, allowing businesses to open up new markets for American technologies.”</i> [Uses evidence to support an argument about how the United States turned to free trade as a way to compete in an increasingly globalized economy] <i>“The economic growth of the suburbs and the Sun Belt reoriented the United States economy, and changed the places where people lived and found jobs.”</i> [Uses evidence to support an argument about how regional economic growth shaped United States society]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide reasoning but do not address the prompt <i>“World War II helped expand the military-industrial complex in the United States.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how United States society responded to economic changes from 1960 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Discussing the economic changes resulting from the introduction of the Internet and a globalized digital economy. - Explaining how the end of the Cold War shifted economic interests in the United States. Example of acceptable use of historical reasoning: <i>“The Oil Crisis of the late 1970s illustrated how the United States’ increasing integration in a globalized economy affected ordinary citizens.”</i> [Indicates a continuity in the United States involvement in an intricately connected global economy]	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that Americans welcomed the new economic opportunities of the growth of the Sun Belt. It then qualifies the argument by illustrating how Rust Belt communities and leaders struggled with deindustrialization and migration and capital flight to the Sun Belt. [Explains multiple perspectives] - A response may argue that the United States shifted from an industrial economy to a post-industrial economy. It then qualifies that argument by arguing that the United States continued to manufacture some goods related to national security in the defense and aerospace industries. [Explains continuity and change]

Additional Notes:

- To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.
- This complex understanding must be part of the argument and may be demonstrated in any part of the response.

While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.

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

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

[a] Briefly describe one historical situation in which the image was created. **1 point**

Examples that earn this point include the following:

- There was mass unemployment during the Great Depression.
- The New Deal created new federal government programs to aid in recovery from the Great Depression.
- Franklin Delano Roosevelt was elected president and passed many new government programs.

[b] Briefly explain how the image reflected a change in ideas about the role of government from 1877 to 1936. **1 point**

Examples that earn this point include the following:

- In 1877, government economic policy was laissez-faire, and by 1936 the government was more involved in the economy.
- During the Progressive Era many Americans argued for a more active government role in the economy.
- The stock market crash and the Great Depression convinced many Americans that government intervention was necessary.
- Herbert Hoover encouraged voluntary charitable efforts to address the Great Depression as opposed to government programs.
- The government allowed boom and bust cycles caused by the industrial economy as opposed to intervening during economic downturns.

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|------------|---|----------------|
| [c] | Briefly explain how beliefs about the role of government such as the one reflected by the image continued after 1945. | 1 point |
|------------|---|----------------|

Examples that earn this point include the following:

- Some Americans believed that the government should assist people through Great Society programs.
- After the Second World War the G.I. Bill extended benefits to aid veterans, just as earlier government provided aid to older Americans.
- Government intervention in the economy continued in the 1960s and 1970s through the enactment of new environmental regulations on businesses.

Total for question 2 3 points

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

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

[a] Briefly describe one economic development from 1865 to 1900.

1 point**Examples that earn this point include the following:**

- The number of immigrant workers in the United States increased.
- Corporate trusts emerged as a new business structure.
- New technologies increased the efficiency of industrial production.
- New technologies contributed to new processes for the production of goods such as steel.
- Federal policies encouraged the growth of railroads.
- Some policy makers looked beyond United States borders for new markets.
- Labor unions emerged for improving working conditions.

[b] Briefly explain one similarity OR difference in how two groups responded to economic change from 1865 to 1900.

1 point**Examples that earn this point include the following:**

- Populists and some Progressives called for increased federal regulation of the economy.
- Some groups supported a laissez-faire approach to government involvement with the economy, while other groups called for increased economic regulation.
- Industrial capitalists argued that their accumulation of wealth was the result of natural forces [Social Darwinism], while laborers advocated for workers' rights through unions.
- Socialists and some Progressive journalists called for ending economic inequality.

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- [c]** Briefly explain how one historical development from 1900 to 1940 contributed to government involvement in the economy. **1 point**

Examples that earn this point include the following:

- The Great Depression contributed to the passage of the New Deal.
- The expanded extraction of natural resources led preservationists and conservationists to push for the establishment of national parks.
- The United States entry into the First World War led the federal government to ration food and other supplies to support the war effort.
- The rapid expansion of corporate control over the economy contributed to efforts at trust-busting by leaders such as President Theodore Roosevelt.
- The growth of corporate monopolies led Progressive political leaders to seek expanded government regulation of businesses.

Total for question 3 3 points

Question 1: Document-Based Question, 20th Century Belief About Threats to Society

7 points

General Scoring Notes

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

Evaluate the extent to which beliefs about threats to the United States shaped society from 1917 to 1945.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which beliefs about threats to the United States shaped society from 1917 to 1945. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>"The beliefs about perceived threats to United States society changed from 1917 to 1945."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"There were a lot more security threats to the United States after 1917."</i> Do not respond to the prompt <i>"The Civil Rights movement changed US society a lot between 1917 and 1945."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"Threats to the United States greatly influenced many Americans to support isolationism so as to minimize the risk of becoming involved in wars in Europe and to limit the influence of perceived foreign radicals."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Concerns about threats to the United States in regard to immigration, treaties and wars, led to a more isolationist society in the 1920s and later a more interventionist one in the 1940s."</i> Establish a line of reasoning <i>"Fears about increased immigration shaped United States society between 1917 and 1945."</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to beliefs about threats to the United States from 1917 to 1945.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“During the Progressive Era the government introduced many reforms like food safety.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“There were a lot of wars between 1917 and 1945.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Washington’s Farewell Address/neutrality “Closing of the Frontier”/Turner Thesis - Social Darwinism - Spanish-American War - Chinese Exclusion Act - Sinking of the Lusitania - Cold War - Second Red Scare - Civil Rights movement Examples of acceptable contextualization: <i>“In 1796, George Washington warned that United States involvement in foreign affairs could negatively impact the United States. This belief proved influential for the United States public and policymakers into the early twentieth century.”</i> <i>“The United States tried to limit immigration from China with the Chinese Exclusion Act.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	Evidence from the Documents		
[0-3 points]	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - Use evidence from less than three of the documents - Misinterpret the content of the document - Quote the content of the documents without providing an accompanying description - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: - Accurately describe—rather than simply quote—the content from at least three of the documents to address beliefs about threats to the United States from 1917 to 1945. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument [Document 1]: “Henry Cabot Lodge says the Congress should have the last say in going to war.” [Document 6]: “Kajiwara shows that Japanese Americans celebrated the Fourth of July even when they were interred.”	Responses that earn 2 points: - Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: [Document 1]: “Lodge opposed the Treaty of Versailles because he feared that foreign interference from the League of Nations would hurt democracy by letting foreign countries tell Americans when they had to fight and die in a war, which reflected a rise in isolationist sentiment.” [Uses evidence from the document to support an argument about the growth of isolationist sentiment in the United States after the First World War] [Document 6]: “Despite the fact the military leaders worried that Japanese Americans could be unpatriotic, they were just as proud to be American as anyone else, even when the government forced them to be imprisoned during the Fourth of July.” [Uses evidence from the document to support an argument about how fears about foreign threats caused many people to be unfairly discriminated against throughout the period between 1917 and 1945]
Additional Notes: To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C [Continued]	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to the extent to which beliefs about threats to the United States shaped society from 1917 to 1945. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - First World War - Woodrow Wilson - Franklin Roosevelt - Attack on Pearl Harbor - Second World War - National Origins Act [1924] - Eugene Debs - Emma Goldman - Industrial Workers of the World [IWW] <i>Schenk v. United States</i> - Occupation of Haiti [1915-1934] - Great Depression - Neutrality Acts - Fascism - The Black Cabinet “Double V” Campaign - Zimmermann Telegram - Fourteen Points/League of Nations - Palmer Raids - Nativism - Sacco and Vanzetti - Korematsu case - Executive Order 9066 Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“Despite earlier efforts to avoid becoming involved in international conflicts, the attack on Pearl Harbor brought the United States into the Second World War.”</i> [Provides a piece of evidence not in

		the documents relevant to an argument about how involvement in the Second World War led most Americans to abandon isolationism] • <i>"In part due to concerns that immigrants would not be able to assimilate and were racially different from White Americans, Congress passed the National Origins Act to restrict immigration from certain countries."</i> [Provides a piece of evidence not in the documents relevant to an argument about how fears of racial difference influenced United States society]
	Additional Notes: • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. • To earn this point, the evidence provided must be more than a phrase or reference. • The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning [0-2 points]	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>"Palmer's purpose [Document 2] was to announce that he was coming for the dangerous Reds and nobody should panic."</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>"The historical situation in Document 4 is that Butler says that war is only good for the rich and therefore the United States shouldn't get involved in the conflicts overseas."</i>	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author's point of view: [Document 1]: <i>"As an isolationist senator, Lodge believed that foreign involvement threatened the society of the United States because he thought other countries could decide when the U.S. went to war."</i> [Connects the point of view of the document to a relevant argument that after the First World War, many Americans thought overseas involvement endangered national security] Example of acceptable explanation of the relevance of the author's purpose: [Document 4]: <i>"The purpose of Document 4 was to convince Americans to stay out of any new wars in Europe. When Butler was speaking, fascist countries in Europe were rebuilding their militaries and threatening their neighbors. Americans like Butler were disillusioned by the experience of World War I and didn't want to fight in any more wars."</i> [Connects the purpose of the document relevant to an argument that isolationist sentiment was strong between 1918 and 1941 due to experience of the First World War] Example of acceptable explanation of the relevance of the historical situation of a source: [Document 6]: <i>"During the Second World War, military and political leaders feared that Japanese Americans could pose a national security threat, and they organized the relocation of large numbers of Japanese Americans to internment camps under the justification of a wartime emergency, which explains why Japanese American like Kajiwara had to celebrate the Fourth of July an internment camp."</i> [Connects the historical situation of the document relevant to an argument that during wartime Americans feared that people of certain racial or ethnic backgrounds could be a security threat] Example of acceptable explanation of the relevance of the audience: [Document 2]: <i>"The audience for Palmer's article included Americans who were concerned that communist activists, especially in the labor movement, were a threat to American society. Palmer sought to rally Americans to support his aggressive actions to arrest and deport suspected radicals, fearing a revolutionary threat to the United States government."</i> [Provides sourcing regarding the audience of the document relevant to an argument that communism was perceived as a security threat constantly between 1917 and 1945]

Row D [continued]	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that between 1917 and 1945 fears about the perceived threat of communism to United States society consistently influenced United States society. It then extends that argument to examine the period's links with the Second Red Scare and Cold War anticommunist policies after 1945. [Explains relevant connections across periods] - A response may argue that beliefs about threats that influenced United States society were rarely focused on a single concern but rather combined several of them. It discusses how fears over immigration and religion were central to nativist movements during the 1920s. It also examines how concerns about national security and national identity led Japanese American internment during the Second World War. [Explains multiple themes] - A response may argue that United States society was more influenced by debates about national identity, race, and class than debates about foreign threats themselves between 1917 and 1945. It shows that in Document 2, Palmer's perspective as a government official encouraged labeling Americans on the political left as foreign and un-American. For Document 3, it shows that Grant's purpose in promoting immigration restriction was influenced by ideas about racial difference. For Document 4, it shows that Butler's audience included ordinary Americans who felt taken advantage of by wealthier Americans. And for Document 7, it shows that efforts to end racial discrimination in the United States were as important a purpose for Bethune as winning the Second World War. [Explains how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument]

Additional Notes:

- This complex understanding must be part of the argument and may be demonstrated in any part of the response.
- While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.
- To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Henry Cabot Lodge, speech, 1919	- Expresses opposition against the Treaty of Versailles - Argues that the Treaty of Versailles would harm American politics by becoming involved regularly in foreign conflicts	- As a United States senator, Lodge expressed opposition to the League of Nations because he believed that having to regularly be involved in settling foreign conflicts would weaken the United States government. [point of view] - The purpose of the speech was to persuade fellow senators to reject the Treaty of Versailles, returning to an isolationist policy that sought to keep the United States out of foreign alliances and safe from the threat of foreign conflicts. [purpose]
2. A. Mitchell Palmer, "The Case Against the Reds," 1920	- Argues that revolutionaries are threatening United States society - Declares that the Justice Department will act against radicals, especially foreign nationals	- The purpose of the article was to present a rationale for ordering the raids on "aliens" and other actions meant to stop the perceived threat of communist sympathizers. [purpose] - As a government official, Palmer expressed many leaders' belief that it was in the best interest of the country to seek out and suppress radical sentiments and supporters as foreign threats. [point of view]
3. Madison Grant, article in the <i>Forum</i> magazine, 1924	- Argues that immigration to the United States has increased for economic reasons - Argues that immigrants will lower the standard of living in the United States - Argues in favor of immigration restriction	- The purpose of the excerpt was to advocate for numerically restricted immigration to prevent the threat of economic stress that Grant feared would come from a large immigrant population from poorer regions of Europe. [purpose] - Grant's audience was the broader public, whom he was seeking to convince to support immigration restriction and put pressure on political leaders to enact it. [audience]
4. Smedley D. Butler, "War is a Racket," speech, 1935	- Argues that wars are only fought for the benefit of a wealthy few - Argues that the United States should remain uninvolved in conflicts that are growing overseas	- During the 1930s, many isolationists argued that the First World War had been fought to produce profits for munitions companies and promoted this fact so as to discourage future threat to the United States through involvement in overseas conflicts. [situation] - The purpose of Butler's speech was to discourage the United States from becoming involved in the conflicts developing overseas with the growing militarism of Germany, Italy, and Japan. [purpose]
5. "Neutrality" political cartoon, 1939	- Depicts United States senators hiding behind a wall and feeling safe - On the other side of the wall smoke and explosions can be seen over Europe	- The purpose of the cartoon was to satirize the aloofness of United States leaders who believed that the United States would be safe from foreign threats as long as it maintained isolationist policies. [purpose] - The cartoon was meant to appeal in part to people who were unsure whether the United States should become more involved in supporting the countries fighting off Axis aggression in Europe during the Second World War. [audience]

6. Sachi Kajiware, recollection, 1940s	Depicts Japanese American prisoners in an internment camp making preparations to celebrate the Fourth of July	- As a Japanese American woman interred because of fears of that Japanese-descended people threatened the United States during wartime, Kajiware in fact internalized American values of liberty and expressed American patriotism. [point of view] - During the Second World War, military and political leaders feared that Japanese Americans could pose a national security threat, and they organized the relocation of large numbers of Japanese Americans to internment camps under the justification of a wartime emergency. [situation]
7. Mary McLeod Bethune, educator and civil rights activist, speech, circa 1942	- Describes loss of rights of families in Europe - Argues that full democracy has not been achieved in the United States - Argues for dual fight against totalitarianism abroad and for democracy at home - Argues that African Americans are already struggling for democracy	- As a Black civil rights activist, Bethune wanted to channel American enthusiasm for fighting to protect against overseas threats to democracy into the fight for civil rights at home. [point of view] - The speech was given after the United States had entered the Second World War and was sending troops to fight against German injustices. By 1942, Americans were beginning to learn about the scope of those injustices as details of the Holocaust were emerging. [situation]

Question 2: Long Essay Question, Eighteenth-Century Settler Expansion**6 points****General Scoring Notes**

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

Evaluate the extent to which settler expansion influenced North America from 1754 to 1800.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.	Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which settler expansion influenced North America from 1754 to 1800. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <i>“Settler expansion influenced North America from 1754 to 1800.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Westward expansion strongly impacted Native Americans.”</i> Provide a claim that is not historically defensible <i>“Settler expansion to the West inspired the idea of Manifest Destiny.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Settler expansion from 1754 to 1800 led to disputes with the British government, which most significantly contributed to the independence of the United States.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Settler expansion led to military conflict with Native Americans and disagreement over the status of slavery after 1783.”</i> Establish a line of reasoning <i>“Expansion led to conflict with Native Americans.”</i> [Minimally acceptable thesis/claim]
	Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.	

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to settler expansion in North America from 1754 to 1800.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>“Republican motherhood showed the importance of women educating their children.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>“European settlers came into conflict with Native Americans.”</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American lifeways before European contact - Columbian Exchange - Encomienda system and treatment of Native Americans by the Spanish - Early European settlements in North America [i.e. Jamestown, Plymouth] - Growth of trade relationships between Europeans and Native Americans - Louisiana Purchase - Forced removal of Native Americans to reservations - Manifest Destiny - Annexation of Texas - Mexican-American War - Domestic slave trade - Transcontinental Railroad Example of acceptable contextualization: <i>“When Europeans first came to the Americas during the fifteenth and sixteenth centuries, they brought with them diseases like smallpox, which killed many Native Americans.”</i> <i>“English colonists came to eastern North America in the 1600s and developed plantations to make money.”</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to settler expansion in North America from 1754 to 1800.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which settler expansion influenced North America from 1754 to 1800.
	Examples that do not earn points: Provide evidence that is outside the time period <i>"Many American pioneers traveled along the Oregon Trail to western settlements."</i>	Examples of evidence that are specific and relevant include the following (two examples required): - The Seven Years' War - American Revolution - Spanish missions in California - Royal Proclamation of 1763 - Pontiac's War [1763] - Neolin - Fur trade networks - Transatlantic slave trade - Quebec Act - Land speculation - Weyapiersenwah [Blue Jacket] - Northwest Ordinance [1787] - Southwest Ordinance [1790] - Anthony Wayne - Battle of Fallen Timbers - Treaty of Greenville [1795] - Alexander McGillivray [Hoboi-Hili-Miko] - Pickney's Treaty [1795] / Mississippi right of deposit - Whiskey Rebellion Example of a statement that earns one point for evidence: <i>"The United States negotiated Jay's Treaty to gain better access to the old Northwest and Pickney's Treaty so settlers could have the right of deposit when shipping goods on the Mississippi River."</i>	Examples that successfully support an argument with evidence: <i>"As British settlers were seeking to gain more western land after the Seven Years' War, the king issued the Royal Proclamation of 1763 to stop conflicts with Native Americans."</i> [Uses evidence to support an argument about how settlers' expansion contributed to the end of salutary neglect in the British North American colonies] <i>"As more British colonists moved west of the Appalachian Mountains, it increased tensions with Native Americans, causing conflicts such as Pontiac's War, which united several Native American nations against the British."</i> [Uses evidence to support an argument about how increasing colonization led to warfare between Europeans and Native Americans] <i>"The expansion of British territory after the Seven Years' War led to problems as the French colonists living in that territory were not happy with British rule. The Quebec Act was passed to try and ease these tensions, but it caused problems with American colonists who objected to Quebec's special treatment."</i> [Uses evidence to support an argument about how settler expansion led to increased conflicts between Great Britain and its North American colonies]

Additional Notes:

- Typically, statements credited as evidence will be more specific than statements credited as contextualization.
- If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
[0-2 points]	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“The Northwest Ordinance created a process for admitting new states.”</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which settler expansion influenced North America from 1754 to 1800. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Comparing the settlement patterns and practices of French, Spanish, and/or British settlers during the time period. - Discussing the effects of the changes in European imperial land claims over the course of the period on Native American and colonists interactions. Example of acceptable use of historical reasoning: <i>“As more American settlers moved into the Northwest territory, conflict with Native Americans in the region increased, resulting in warfare between the United States and a confederacy of</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the effects of settler expansion on North America varied by region. It discusses the similarities and differences between the growth of the Spanish mission system in the Southwest, United States relations with the Muscogee [Creek] Nation in the Southeast, and conflict with the Northwest Confederacy of Native Americans in the Great Lakes region. [Explains insightful connections across geographical areas] - A response may argue that settler expansion often brought White colonists and Native Americans into increased conflict with one another. It then qualifies the argument with evidence of specific Native American nations entering into alliances with Euro-American settlers to fight other groups, such as the alliance between the British

		<i>Native American nations.</i> " [Indicates an effect of settler expansion.]	and some Haudenosaunee [Iroquois] nations during the American Revolution. [Explains multiple effects] • A response may argue that settler expansion led to increased economic prosperity for White Americans. It then modifies that argument with evidence of class conflict between settlers and state governments and the federal government over the fairness of taxation and economic regulation for less wealthy Americans. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]
	Additional Notes: • To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. • This complex understanding must be part of the argument and may be demonstrated in any part of the response. • While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 3: Long Essay Question, Internal Migration and the Economy 1820 to 1898**6 points****General Scoring Notes**

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

Evaluate the extent to which migration influenced the western United States from 1820 to 1898.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which migration influenced the western United States from 1820 to 1898. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt "Migration influenced the western United States from 1820 to 1898." Provide a historically defensible claim, but do not establish a line of reasoning "Large numbers of Americans moved westward between 1820 and 1898." Are overgeneralized "The migration of Americans to the West from 1820 to 1898 led to the region's population growing."		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt "While migration to the West led to the expansion of agriculture in the region, what was more influential was the vast expansion of mining and resource extraction that helped supply the expansion of industry during the Gilded Age." Establish a line of reasoning that evaluates the topic of the prompt with analytic categories "The forced relocation of Native Americans and debates over slavery influenced society in the West by leading the growth of White settlement and the rise of wage labor throughout the region after 1865." Establish a line of reasoning "Western migration led to more states being added to the United States." [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to migration to the western United States from 1820 to 1898.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The First Great Awakening was a major religious revival during the 1700s."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"Westward expansion of the United States occurred during a period of great change."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Westward settlement during the colonial era - Warfare with Native Americans during the colonial era - Royal Proclamation of 1763 - Northwest Ordinance of 1787 - Southwest Ordinance of 1790 - Louisiana Purchase - Lewis and Clark expedition - Expansion of the mission system in the American Southwest - Era of Good Feelings "Closing of the frontier" - United States imperialism overseas - Manifest Destiny Example of acceptable contextualization: <i>"During the colonial period the British government tried to restrict westward migration of the colonists through the Proclamation Line."</i> <i>"The Northwest Ordinance established the process for making territories new states."</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt. Examples that do not earn points: Provide evidence that is outside the time period <i>"The United States bought the Louisiana Purchase from France for \$15 million."</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to how migration influenced the western United States from 1820 to 1898. Examples of evidence that are specific and relevant include the following (two examples required): - United States wars with Native American nations - Chinese railroad workers - Missouri Compromise - Transcontinental railroads - Trail of Tears - Compromise of 1850 - Dawes-Severalty Act [1887] - Domestic slave trade [Second Middle Passage] - Mexican-American War - Mormon migration - Oregon Trail - California Gold rush - Homestead Act - Populism - Exodusters - Conservation / federal park system - Spanish-American War Example of a statement that earns one point for evidence: <i>"The completion of the Erie Canal and the construction of railroads connected the Northeast and Midwest."</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding migration to the western United States from 1820 to 1898. Examples that successfully support an argument with evidence: <i>"Henry Clay's American System proposed using federal funds to encourage building internal improvements to improve trade with the interior."</i> [Uses evidence to support an argument about the relationship between federal support for economic development and westward migration] <i>"The Missouri Compromise established limits to where slavery would be allowed to expand in the West, and then as the cotton economy expanded, Southerners sought to undo these limits through laws such as the Kansas-Nebraska Act to allow for the westward expansions of slavery."</i> [Uses evidence to support an argument about the effect of migration on the issue of slavery in the West] <i>"Migration to the West occurred at such a pace that national parks like Yellowstone and Yosemite were founded to preserve some areas from United States settlement."</i> [Uses evidence to support an argument about the rise of conservationism and preservationism in reaction to migration to the West]
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
[0-2 points]	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>"Many Americans moved to the West using the Oregon Trail."</i>	Responses that earn 1 point: - Must demonstrate the use of historical reasoning to frame or structure an argument about how migration influenced the western United States from 1820 to 1898. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: - Explaining how changing economic conditions in the United States such as industrialization shaped the economic activity of people who migrated to the West. - Comparing how different groups like plantation owners, merchants, and/or industrialists, and/or abolitionists sought to take advantage of westward migration. Example of acceptable use of historical reasoning: <i>"The Kansas-Nebraska Act caused proslavery and antislavery settlers to clash in Kansas over the issue</i>	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that migration to the West contributed to significant conflict during the nineteenth century. It supports that argument with evidence of how migration contributed to the ongoing conflict with Native Americans during the Jacksonian Era, how it contributed to the Mexican-American War in the 1840s, and how it contributed to the Civil War in the 1860s. [Explains relevant and insightful connections across periods] - A response may argue that migration to the West resulted in the federal government initially establishing clear laws limiting where slavery could and could not expand. It extends that argument by examining how those laws changed in different places, and how conflicts over slavery in the West exacerbated conflicts between the

		<i>of popular sovereignty.</i>" [Indicates an effect of attempts by the federal government to resolve the issue of slavery in the West]	North and the South. [Explains relevant and insightful connections across geographical areas] A response may argue that migrants to the West mainly sought to claim agricultural land for their own economic gain. It then modifies the argument with evidence of how, besides agriculture, the gold rush, resource extraction, and railroad construction were also significant economic drivers in the West. [Explains multiple causes]
	Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

Question 4: Long Essay Question, Migration and Society, 1932 to 2000**6 points****General Scoring Notes**

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

Evaluate the extent to which migration influenced United States society from 1932 to 2000.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim [0-1 points]	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
Responses that do not earn this point: - Are not historically defensible. - Only restate or rephrase the prompt. - Do not respond to the prompt. - Do not establish a line of reasoning. - Are overgeneralized.		Responses that earn this point: Provide a historically defensible thesis or claim about the extent to which migration influenced United States society from 1932 to 2000. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
Examples that do not earn this point: Provide a restatement of the prompt <i>"Migration influenced United States society in the twentieth century."</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>"Migration influenced many changes in the United States."</i> Are overgeneralized <i>"The United States became more diverse."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>"Immigration in the early twentieth century sparked a nativist response, however, by the end of the century the United States was legally and socially more accepting of immigrants from different cultures."</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Migration in the United States between 1932 and 2000 reshaped the country demographically through the Great Migration and politically through migration to the Sun Belt."</i> Establish a line of reasoning <i>"Increased immigration Latin America and Asia led to greater acceptance of ethnic diversity in United States society."</i> [Minimally acceptable thesis/claim]
Additional Notes: - The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs]. - The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.		

Reporting Category	Scoring Criteria	
Row B Contextualization	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
[0-1 points]	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide an overgeneralized statement about the time period referenced in the prompt. - Provide context that is not relevant to the prompt. - Provide a passing phrase or reference.	Responses that earn this point: Accurately describe a context relevant to migration and United States society from 1932 to 2000.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Herbert Hoover was elected president in 1928."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"There was a lot of political and social change occurring in the United States in the twentieth century."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Manifest Destiny - Chinese Exclusion Act - Industrial revolution - Settlement house movement - The Great Migration [first wave] 1920s urbanization - Progressive Era - First World War - Indian Citizenship Act of 1924 - National Origins Act Example of acceptable contextualization: <i>"Reformers in the Progressive Era were divided over the issue of immigration, namely whether to encourage Americanization or whether to support nativist restrictions."</i> <i>"The industrial revolution accelerated migration to cities because of the need for so many workers."</i> [Minimally acceptable contextualization]
	Additional Notes: - The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence [0-2 points]	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - Identify a single piece of evidence. - Provide evidence that is not relevant to the topic of the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt.	Responses that earn 1 point: Identify at least two specific historical examples relevant to migration and United States society from 1932 to 2000.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the extent to which migration influenced United States society from 1932 to 2000.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“Jane Addams created programs to help immigrants adapt to United States culture.”</i>	Examples of evidence that are specific and relevant include the following [two examples required]: - Immigration national origins quotas - Dust Bowl - Suburbanization - Interstate highway system - Sun Belt - Rust Belt - Rise of conservatism - Immigration and Nationality Act [Hart-Cellar Act] of 1965 - Second Great Migration - Bracero program - Migrant labor - Refugees: Holocaust survivors, Cubans, Haitians, etc. - Immigration Reform and Control Act [1986] - Reverse Great Migration - Cultural influences: food, music, media, neighborhoods - Globalization Example of a statement that earns one point for evidence: <i>“The United States dropped immigration quotas in 1965, which contributed to the growth of globalization by the year 2000, as immigrants to the United States became more diverse parts of the world.”</i>	Examples that successfully support an argument with evidence: <i>“The environmental damage caused by the Dust Bowl, combined with the Great Depression, led many farmers to migrate to cities in the West.”</i> [Uses evidence to support an argument about a cause of internal migration] <i>“The end of the Vietnam War resulted in an influx of Vietnamese and Hmong refugees.”</i> [Uses evidence to support an argument about changing immigration patterns due to involvement in the Cold War] <i>“The United States instituted the Bracero Program during the Second World War to help fill needed agricultural jobs with workers mostly from Mexico.”</i> [Uses evidence to support an argument about how the growing role of the United States in the world encouraged increased migration]
Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning [0-2 points]	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - May include evidence but offer no reasoning to connect the evidence to an argument. - May assert the use of historical reasoning but does not use it to frame or structure an argument.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the extent to which migration influenced United States society from 1932 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	Responses that earn 2 points: May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as: - Explaining multiple themes or perspectives to explore complexity or nuance; OR - Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR - Explaining both cause and effect, both similarity and difference, or both continuity and change; OR - Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt. May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways that might include: - Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR - Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.
	Examples that do not earn points: May include evidence but offer no reasoning to connect the evidence to an argument <i>"Immigration from Asia increased during the second half of the 1900s."</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how United States society adopted cultural practices [music, food, etc.] from immigrant groups over time. - Comparing how different political parties and organizations responded to changing immigration pattern - Explaining the Great Migration as a factor in the decline of sharecropping in the South. Example of acceptable use of historical reasoning:	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: - A response may argue that the effect of migration on a specific region of the United States changed over time. The response focuses on the effect of internal migration on the Great Lakes region, comparing the effect of the Great Migration on the growth of Detroit and Chicago during the early part of the period with the effect of suburbanization and Sun Belt migration on the rise of Southwest as a political force during the latter part of the period. [Explains relevant and insightful connections across geographical areas] - A response may argue that throughout the twentieth century, the United States gradually changed to become more accepting of

	“Immigrants generally continued to settle in urban and suburban areas, changing the political demographics of the cities in which they lived, and eventually contributed to more diverse representation in local, state, and federal government.” [Indicates a change in politics and culture due to immigration patterns]	immigrants from diverse national backgrounds. It qualifies that argument with evidence of legal restrictions on immigration throughout the period and growing debates about immigration during the Reagan and Clinton administrations. [Explains both continuity and change] A response may argue that immigration and the Great Migration were the main drivers of increased urbanization during the period. The response qualifies this argument by looking at countervailing trend of suburbanization and white flight from cities, which contributed to urban decline in the 1960s and 1970s. [Explains both cause and effect]
Additional Notes: - To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity. - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.		

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

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

- (A)** Briefly describe one major difference between Cohen's and Katznelson's historical interpretations of the New Deal. **1 point**

Examples that earn this point include the following:

- Cohen focuses on the diversity of New Deal supporters, while Katznelson focuses on the New Deal supporters that were White supremacists.
- Katznelson focuses on New Deal politicians and their activities, while Cohen focuses on how certain American voters came to support the New Deal and New Deal politicians.
- Cohen praises the effects of the New Deal for giving immigrants and members of minority groups a voice in democracy, whereas Katznelson condemns the effects of the New Deal that allowed discrimination against minority groups.
- Cohen emphasizes the expansion of the New Deal coalition to include working-class people, immigrants, and African Americans (an expansion of American democracy), while Katznelson points out that New Deal leaders allowed racial discrimination in their programs to keep support for them from conservative southern Democrats.
- Cohen acknowledges the more positive aspects of the New Deal for minority groups and indicates that it is an important transitional step toward greater opportunities, while Katznelson expresses disappointment that New Deal programs did not do enough to accelerate greater rights and representation for minority group members and were severely limited by efforts to maintain southern support.

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- (B)** Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Cohen’s argument. **1 point**

Examples that earn this point include the following:

- The economic hardship in the Great Depression led to broad support for the Democrats because Roosevelt promised to provide government relief.
- The widespread popularity of Democrats is why Roosevelt won the presidency four times.
- African Americans, who had largely supported Republicans because of their role in Reconstruction, began their shift to the Democratic party in the 1930s.
- The efforts by radical, union, and populist movements to push Roosevelt toward more extensive efforts to change the American economic system support Cohen's argument that working-class people asserted themselves in the political arena in new ways.

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

- Many people worked for New Deal programs such as the Works Progress Administration (WPA).
- Impact of the Wagner Act.

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- (C)** Briefly explain how one event or development from 1932 to 1945 that is not explicitly mentioned in the excerpts could be used to support Katznelson’s argument. **1 point**

Examples that earn this point include the following:

- Katznelson’s assertion that the New Deal turned a blind eye toward a system of racial cruelty is supported by the persistence of racial segregation in the South throughout this period.
- Many New Deal jobs programs segregated African Americans, which proves Katznelson’s argument about the limitations of the New Deal.
- Franklin Roosevelt shied away from confronting racism in New Deal programs, as well as from recognizing crucial issues, such as lynching, because of the power of southern Democrats in Congress.
- Many New Deal programs, such as the WPA, were administered by states, which allowed local authorities in the South to maintain segregation in the programs and to provide disproportionately small amounts of relief for African Americans.
- Important programs for American workers, such as Social Security and minimum wage legislation, excluded agricultural and domestic workers, a move southern Democrats demanded. These decisions largely excluded African Americans, who predominated in such occupations, especially in the South, from those programs.

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

- Segregation of the military under Roosevelt.
- Persistence of Jim Crow Laws.
- Continued racial oppression in the South by groups such as the Ku Klux Klan.

Total for question 1 3 points