

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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].

- 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.		
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 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>		
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 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.
(0–1 points)	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.	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.	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 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>	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>	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.

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. 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>	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 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 (0–1 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 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 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 Anderson's and Brennan's historical interpretations of social change in the 1960s. **1 point**

Examples that earn this point include the following:

- Anderson focuses on social activism, whereas Brennan focuses on conservatism.
- Anderson argues that protests were central to social change in the 1960s, whereas Brennan argues that conservative activism caused social change in the 1960s.
- Anderson says the actions of the political left defined the 1960s, while Brennan says the actions of the political right were important.

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- [b]** Briefly explain how one development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Anderson's argument about social change in the 1960s. **1 point**

Examples that earn this point include the following:

- Martin Luther King Jr. led a variety of protests against racial discrimination as part of the African American Civil Rights movement.
- Black and White student activists collaborated closely in the African American Civil Rights movement working together for social change.
- Debates among civil rights activists about the efficacy of nonviolence increased in the second half of the decade as other civil rights groups, like the Black Panthers, became more prominent.
- Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation.
- The sexual revolution of the 1960s led to major changes in sexual norms, including the Gay Rights movement.
- Americans debated the appropriate power of the executive branch in conducting foreign and military policy.

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- Student activists led movements in the early part of the 1960s against nuclear weapons and in the middle and later parts of the decade against the Vietnam War.

[c] Briefly explain how one event or development from 1945 to 1980 that is not explicitly mentioned in the excerpts could be used to support Brennan’s argument about social change in the 1960s. **1 point**

Examples that earn this point include the following:

- The election of Ronald Reagan in 1980 demonstrated the rise of conservatism.
- The rise of the New Right demonstrated conservatives’ desire for significant tax cuts and the deregulation of many industries.
- Conservatives sought to limit the role of the federal government.
- Anticommunist sentiment during the Cold War contributed to the growth of conservatism.
- In the 1960s, conservatives challenged liberal laws and court decisions.
- In the 1960s, conservatives challenged perceived moral and cultural decline.
- Conservatives clashed with liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.

Total for question 1 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 way in which economic development influenced migration within the United States from 1890 to 1945. **1 point**

Examples that earn this point include the following:

- Migration to the North was prompted by the availability of industrial jobs.
- The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.
- Migration to the Northeast accelerated as the region experienced a significant increase in defense industry jobs during the World War II.
- People moved to the Sunbelt as the region developed new large agricultural businesses to produce farm goods between 1890 and 1945.
- Migration out of the South was influenced by the lack of economic development because of a continued focus on sharecropping and cash-crop agriculture.
- Migration to cities in the South was driven by increased textile manufacturing and the encouragement of industrialization and urbanization in the New South.
- The Midwest experienced population growth due to the development of the iron and steel industries.
- The growth of mechanized and commercial agriculture in the Midwest and South led people to migrate to urban areas or to leave the regions entirely seeking new employment.
- The growth of mining and the expansion of agriculture via irrigation in the West attracted new migrants.

-
- (B)** Briefly explain one similarity in how economic development influenced two regions of the United States from 1945 to 2000. **1 point**

Examples that earn this point include the following:

- Road construction led to suburbanization in both the Northeast and the West.
- As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of many Americans to the South and West, contributing to the emergence of these regions as a significant political and economic force.
- Both the South and the West saw growth in manufacturing industries because of the draw for businesses of low state tax rates and low levels of unionization.
- African Americans migrated to both northern and southern urban cities in search of manufacturing and industrial jobs.
- The Midwest and Northeast declined as a percentage of the nation's overall population as a result of declining industry in the "Rust Belt."
- The Sun Belt and Northwest experienced population growth due to expanding employment in Cold War defense industries.

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

- Impact of the Baby Boom on various regions

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- (C)** Briefly explain one difference in how economic development influenced two regions of the United States from 1945 to 2000. **1 point**

Examples that earn this point include the following:

- The influence of the South increased as manufacturing industries grew in the region, while the influence of the North declined.
- The economic development that came with population shifts to the South and West led to an increase in these regions' cultural and political influence, a development that did not occur in the Northeast.
- While the Sun Belt grew rapidly in population as a result of jobs, the Midwest and Northeast declined as a percentage of the nation's overall population as a result of declining industry in the "Rust Belt."
- The decline of jobs in many sectors, including industrial and manufacturing, and continuing racial tension, led some African Americans to move from Rust Belt cities to the western Sun Belt.
- The states in the Sun Belt generally restricted unions, while Northern states still protected labor rights to organize.

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

- The influx of retirees moving to the Sun Belt
- A "reverse Great Migration" as African Americans began moving back to the South
- Impact of air conditioning on migration

Total for question 4 3 points

Question 1: Document-Based Question, 19th Century Citizenship**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 the definitions of United States citizenship changed from 1865 to 1920.

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 the definitions of United States citizenship changed from 1865 to 1920. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Do not focus on the topic of the prompt <i>"From 1865 to 1920, America became much more diverse with immigration from new parts of the world and the addition of new territories."</i> Provide an overly generalized response to the prompt <i>"There were some social and political changes to definitions of citizenship during Reconstruction."</i> Provide a restatement of the prompt <i>"Definition of United States citizenship changed from 1865 to 1920."</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>"Amendments to the Constitution following the end of the Civil War resulted in some expansion of who was considered a citizen of the United States, but many states restricted the ability of citizens to use their rights."</i> Establish a line of reasoning with analytic categories <i>"Due to new constitutional amendments, immigration restriction, and wartime panics, definitions of citizenship both expanded and contracted in the period between 1865 and 1920."</i> Establish a line of reasoning <i>"The passage of new constitutional amendments expanded the scope of who could become a citizen." (Minimally acceptable thesis/claim)</i>
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 how the definitions of United States citizenship changed from 1865 to 1920.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"The market revolution changed the economy a lot before 1865."</i> Provide historically inaccurate contextualization <i>"Before the Civil War, immigrants were not allowed to become citizens."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - The Alien and Sedition Acts <i>Dred Scott</i> case - The Civil War - Immigration from Southern and Eastern Europe - The expansion of United States settlement in the West - Imperialism/Spanish-American War Examples of acceptable contextualization: <i>"Before the Civil War, the Supreme Court decided in the Dred Scott case that African Americans could not be United States citizens."</i> <i>"Early in United States history, citizenship rights for immigrants were controversial in wartime, like when the Alien and Sedition Acts were passed during the Quasi-War with France."</i> <i>"In the year 1865, the United States Civil War came to an end, and afterward, so did the legalized system of human slavery in the South."</i> (Minimally acceptable context)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	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 six 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, without an accompanying description, of the content of the documents - Address documents collectively rather than considering separately the content of each document	Responses that earn 1 point: Accurately describe—rather than simply quote—the content from at least three of the documents to address how the definitions of United States citizenship changed from 1865 to 1920. 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): “In Document 1 Sojourner Truth wants rights for women too.” (Document 6): “Document 6 says that Puerto Ricans are citizens of the United States.”	Responses that earn 2 points: Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: (Document 1): “During debates about extending voting rights to African American men, some critics, like Sojourner Truth, argued that Congress did not go far enough and that the franchise should be extended to women.” (Uses evidence from Document 1 to support an argument about how many Americans called for expanding citizenship after the Civil War) (Document 6): “While the United States did not grant citizenship to the residents of some possessions acquired during the Spanish-American War, like the Philippines, in others, citizenship rights were granted as with Puerto Rico through the Jones-Shafroth Act.” (Uses evidence from Document 6 to support an argument about the selective expansion of United States citizenship in territories taken during the Spanish-American War)
Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C (Continued)	Evidence beyond the Documents:	
	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - 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 how the definitions of United States citizenship changed from 1865 to 1920. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Thirteenth Amendment (1865) - Fourteenth Amendment (1868) - Freedmen's Bureau - Black codes - Jim Crow laws - The Chinese Exclusion Act (1882) - Dawes Act (1887) - Ellis Island - Settlement houses - Jane Addams - Incorporated United States territories (e.g., Alaska after 1912, Hawaii after 1900) - Unincorporated United States territories (e.g., the Philippines, Guam) - Nineteenth Amendment (1920) Examples of evidence beyond the documents relevant to an argument about the prompt: <i>"Through the settlement house movement, reformers sought to help assimilate immigrants to American society, as they believed that this would help them to become better United States citizens."</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how some Americans believed that citizenship was not enough to fully integrate new Americans into society) <i>"After the Civil War, through the passage of the Chinese Exclusion Act the United States brought into question for the first time the ability of immigrants to come to the United States and become naturalized citizens."</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about the contraction of citizenship rights in the late 1800s)
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.		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for less than three of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience. 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 "The audience for Document 2 was government officials." Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience "The purpose of Document 7 was to assimilate new immigrants."	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 three documents sourced. Example of acceptable explanation of the relevance of the author's point of view: (Document 5): "From the point of view of an African American activist, Du Bois' argument that full citizenship required his civil rights to be protected, added to calls for ending racial discrimination to allow African Americans the full benefit of their rights." (Provides sourcing regarding the point of view of the document relevant to an argument that social activists fought against racism to protect the rights of citizens who faced discrimination) Example of acceptable explanation of the relevance of the author's purpose: (Document 7): "The purpose of Document 7 was to encourage the idea that immigrants could only become fully American if they assimilated into United States culture." (Provides sourcing regarding the purpose of the document relevant to an argument that the American viewed citizenship as insufficient for integrating immigrants into society) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 3): "This historical situation of Document 3 was that the passage of the Chinese Exclusion Act had restricted the ability of Chinese immigrants to become American citizens. But the Supreme Court reinforced the 14th Amendment by stating that anyone born in the United States, regardless of where their parents came from, was a citizen." (Provides sourcing regarding the historical situation of the document relevant to an argument that citizenship was progressively expanded between 1865 and 1920 despite the persistence of racism in society) Example of acceptable explanation of the relevance of the audience: (Document 2): "During the late 1800s, the United States was engaged in warfare with Native Americans. Government officials, who were the audience for Document 2, were seeking to find ways to end conflicts with Native Americans and believed that forced assimilation and, eventually, United States citizenship, would end warfare and integrate Native Americans into American society." (Provides sourcing regarding the audience of the document relevant to an argument that citizenship was used as a tool by the United States government to facilitate westward expansion)

Row D (continued)	Complexity	
	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes	
		Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as: - Explaining nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that gains for African American citizenship were limited between 1865 and 1920 by racial discrimination. It then corroborates that argument with evidence of continued economic limitations on African Americans through systems such as sharecropping. - The response argues that the definition of who could be an American citizen expanded between 1865 and 1920. It then qualifies that argument with evidence of nativist sentiment in the period opposed to immigrants from China or southern and eastern Europe becoming citizens. - The response argues that American citizens became relatively more equal to each other between 1865 and 1920. It then qualifies the argument with evidence that the imperial expansion of the United States overseas led to the incorporation of people into the United States who were not given the rights of citizens. - The response acknowledges that significant changes in citizenship occurred between 1865 and 1920. It then modifies the argument with evidence that these changes were largely irrelevant because of the persistence of racism in the period.
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	

Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Sojourner Truth, speech, 1867	- Argues that formerly enslaved African American men and women should both be granted rights - Argues for equal rights between men and women	- As a formerly enslaved African American woman, Sojourner Truth believed that both men and women should be equal as citizens, which contributed to activism for expanding citizenship in the United States. (point of view) - Sojourner Truth's purpose was to criticize the extension of rights such as suffrage to African American men but not to women, showing the limitations of definitions of who should be a United States citizen in the 1860s. (purpose)
2. Commissioner of Indian Affairs, Department of the Interior, annual report, 1887	- Argues for the cultural assimilation of Native Americans - Calls for education so that Native Americans can become United States citizens - Claims that assimilating Native Americans as citizens will benefit them	- During the later 1800s, the United States engaged in warfare with Native Americans, which many government officials sought to end through the long-term assimilation of Native Americans into United States society. (situation) - The audience for the report was United States government officials who were seeking to implement policies that would better allow the United States to control Native Americans in the West, which included forced assimilation and the granting of citizenship. (audience)
3. United States Supreme Court ruling in <i>United States v. Wong Kim Ark</i> , 1898	- Declares that ethnic Chinese people born in the United States are United States citizens - States that foreign-born Chinese Americans cannot become naturalized citizens under existing laws	- With limits placed on many Chinese people becoming United States citizens, the Supreme Court had to decide whether birthright citizenship under the Fourteenth Amendment applied to Chinese Americans. It determined it was constitutional, which expanded citizenship to some Chinese Americans, despite widespread nativist sentiment. (purpose) - During the 1880s, Congress restricted immigration from China through the Chinese Exclusion Act, but many Chinese Americans had already come to the United States during gold rushes or to work on transportation projects, and those born in the country became citizens. (situation)
4. United States Supreme Court ruling in <i>Downes v. Bidwell</i> , 1901	- Declares that the United States could decide the citizenship status of the residents of its overseas empire - Claims that Congress must explicitly grant citizenship to the residents of newly acquired territories - Argues that Congress may consider the different cultures and races of the residents of colonial possessions in deciding whether to grant citizenship	- After the Spanish-American War, the United States acquired new colonial possessions overseas, and many people claimed that the residents of these colonies should not become full citizens because they were racially different from or inferior to White Americans. (situation) - The purpose of the Supreme Court decision was to clarify the legal status of the overseas possessions acquired during the Spanish-American War, in relation to the rest of the country. Its decision allowed the United States to treat the residents of these territories differently from full United States citizens and to govern them as colonies rather than as equals to the existing states. (purpose)

5. W. E. B. Du Bois, "A Philosophy for 1913," <i>The Crisis</i> , 1913	• Declares that he is a United States citizen • Argues that he cannot perform the duties of citizenship if his rights are not protected • Declares he will assert his rights, including the right to vote • Seeks full equality with other Americans	• As an African American activist, Du Bois asserted that his rights as a citizen lacked meaning if he could not use them in practice by voting and having access to public accommodations, and thus he sought full citizenship by opposing and ending racial discrimination. (point of view) • Despite the passage of the Civil War amendments, many states limited African Americans' rights through voting restrictions, domestic terrorism, and racial segregation, which prevented them from being full citizens in practice. (situation)
6. Jones-Shafroth Act, 1917	• Declares due process of law and equal protection under the law for the people of Puerto Rico • Grants Puerto Ricans United States citizenship • Declares that the law of Puerto Rico shall be administered under the United States Constitution	• After the Spanish-American War, Puerto Rico, rather than giving it nominal independence like Cuba or colonizing it like the Philippines, was incorporated more closely into the United States, with United States citizenship granted to its residents, which expanded definitions of citizenship in the United States. (situation)
7. "National Americanization Day," poster, circa 1915–1919	• Depicts Uncle Sam shaking the hand of a worker holding a pickaxe • Depicts an immigrant receiving citizenship papers from an official • Encourages Americans to welcome foreign-born residents and naturalized citizens and celebrate with them on the Fourth of July • Encourages foreign-born Americans to pledge loyalty to the United States	• During the early 1900s, immigration from Southern and Eastern Europe grew rapidly, and many Americans worried that immigrants and naturalized citizens needed to be better assimilated into United States society to preserve social peace and democratic institutions. (situation) • The purpose of the poster was to encourage Americans to be welcoming of foreign-born citizens into the country while encouraging their assimilation into United States culture, which represented an expansion of who could become a citizen through a narrow definition of how citizens should behave and act. (purpose)

Question 2: Long Essay Question, Colonial Revolutionary Movement**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 changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.

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 changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.		
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“There were many causes of the revolutionary movement in British North American colonies.”</i> Do not focus on the topic of the prompt <i>“Colonial relationships with Native Americans changed during this period.”</i> Provide a restatement of the prompt <i>“Changes in colonial societies in North America contributed to the growth of a revolutionary movement.”</i>		
Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While Enlightenment ideals from Europe influenced the emergence of a revolutionary movement in North America, what was more influential was the attempt to increase taxation on the colonies without representation.”</i> Establish a line of reasoning with analytic categories <i>“Traditions of self-government and economic changes influenced the growth of revolutionary movements from 1700 to 1776.”</i> Establish a line of reasoning <i>“The growth of ideas of self-government helped colonists to unite in a revolutionary movement.”</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 how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Spanish missionaries sought to convert Native Americans to Catholicism during this time."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The 1700s were a time of greater connection between Europe and North America."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - European voyages to the Americas - Puritans in New England - Plantation economies in the southern colonies - Growth of ethnic and religious diversity in the middle colonies - Native American alliances/conflicts - Salutary Neglect - Widespread literacy in the colonies Example of acceptable contextualization: <i>"The Puritans in New England developed small towns and family farms, while Virginia developed an economy based on the cultivation of tobacco on plantations."</i> <i>"The British founded several colonies along the east coast of North America in the hopes of making money for the mother country. As these colonies grew, they exported valuable goods to Europe." (Minimally acceptable context)</i>
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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>"Puritans seeking religious freedom established a colony at Plymouth Bay."</i>	Responses that earn 1 point: Identify at least two specific historical examples relevant to how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement. Examples of evidence that are specific and relevant include the following (two examples required): - Navigation Acts - Stamp Act - Anglicization - Colonial smuggling - First Great Awakening - Quebec Act - Transatlantic print culture - Townsend Duties - Tea Act - Enlightenment - Boston Tea Party - Queen Anne's War - Coercive/Intolerable Acts - King George's War - Declaration of Independence - Seven Years' War - Quartering Act - Albany Plan of Union - Boston Massacre <i>Common Sense</i> - John Locke Example of a statement that earns one point for evidence: <i>"By 1776 many North American colonies became culturally closer to Great Britain as a result of transatlantic print culture and the spread of Enlightenment ideas."</i>	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement. Examples that successfully support an argument with evidence: <i>"The British government sought to increase taxes in order to pay for the Seven Years' War, which made colonists angry."</i> (Uses evidence to support an argument about an economic cause of the revolution) <i>"The willingness of colonists to use violence against British interest, like during the Boston Tea Party, shows how colonial culture changed to be more revolutionary."</i> (Uses evidence to support an argument about how colonists' responses to British actions changed) <i>"Colonial smuggling of taxed goods increased British efforts to control it, which encouraged more consistent efforts by the colonists to organize resistance."</i> (Uses evidence to support an argument about cause and effect of British actions in the 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. (For example, supporting a two-part argument about how northern and southern colonies responded to British policies with evidence comparing northern merchants and southern landowners.)		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - 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>“The First Great Awakening influenced religious change in British colonies.”</i>	Responses that earn 1 point: Must demonstrate the use of historical reasoning to explain how changes in colonial societies in North America from 1700 to 1776 contributed to the growth of a revolutionary movement, although the reasoning may be uneven, limited, or imbalanced. Using a historical reasoning process to frame or structure an argument could include: - Explaining how economic changes in the colonies throughout the 1700s created a shared sense of distrust of British policies. - Discussing how different groups like merchants, landowners, and the clergy responded to revolutionary movements. Example of acceptable use of historical reasoning: <i>“Because merchants in New England were often most directly impacted by new British taxation, they were often vocally in favor of adopting a revolutionary attitude.”</i> (Indicates an effect of changing British policies on colonial attitudes)	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence. Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that changes brought by British policies caused the revolutionary movement. It then corroborates that argument with evidence of the economic impact of tax policy, the demographic impact of migration policies, and the political impact of new legislation. - The response argues Anglicization contributed to a shared identity among colonists, which contributed to a shared revolutionary movement. It then qualifies that argument with evidence about how colonial regions responded differently to British imperial oversight. - The response argues that changes brought by Britain’s political mistreatment of its colonies contributed to a revolutionary backlash. It then qualifies the argument with evidence about how other British colonies in Canada and the Caribbean did not revolt against Britain. - The response argues that any changes in colonial society were largely irrelevant to the growth of the revolutionary movement. It then modifies the argument with evidence that it was almost exclusively changes in British imperial policy that caused the revolutionary movement.
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			

Question 3: Long Essay Question, 19th Century Growth of Political Parties**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 changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.

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 changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“There were many ways that the debates over the role of government in the United States contributed to political party growth from 1800 to 1854.”</i> Do not focus on the topic of the prompt <i>“Changes in the United States economy in the early 1900s contributed to the development of new regional and national government policies.”</i> Provide a restatement of the prompt <i>“Debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While the acquisition of territories to expand the United States contributed to some political debate, the issue of whether the federal government should allow slavery to expand into new territories was the primary cause of political party growth from 1800 to 1854.”</i> Establish a line of reasoning with analytic categories <i>“Political debates over whether the government should intervene in the issues of slavery and internal improvements led to changes in political parties throughout the early nineteenth century.”</i> Establish a line of reasoning <i>“Debates over the best role for the federal government in promoting business contributed to the growth of political parties.”</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 how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Under the Monroe Doctrine the United States asserted a right to limit European imperialism in the Western Hemisphere."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"The early nineteenth century was an era of significant political change."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - American Revolution - United States Constitution - State ratification conventions - Federalists and Antifederalists - Washington's Farewell Address - Market revolution Example of acceptable contextualization: <i>"Disagreement over the powers of the central government that began during the period of the Articles of Confederation persisted even after the United States Constitution was ratified, contributing to debates over economic policy and the formation of political parties."</i> <i>"In the Revolutionary War, America gained its independence from Britain. At first the government was pretty weak but before long the Constitution created our current government."</i> <i>"In the days of the early republic, there were those who supported the Constitution and a strong federal government and there were those who opted for a strong state government and opposed the Constitution."</i> (Minimally acceptable context)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
(0-2 points)	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>"Federalists and anti-Federalists argued whether or not the U.S. Constitution should be ratified."</i>	Responses that earn 1 point: <u>Identify at least two specific historical examples</u> relevant to how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854. Examples of evidence that are specific and relevant include the following (two examples required): - Thomas Jefferson - Alexander Hamilton - Louisiana Purchase - Revolution of 1800 - Era of Good Feelings - John Marshall <i>McCulloch v. Maryland</i> - Supremacy of federal law <i>Gibbons v. Ogden</i> - Commerce clause - Second Bank of the United States - American System - Henry Clay - Andrew Jackson - Missouri Compromise - Nicholas Biddle - Internal Improvements - Industrialization - Democratic Party - Whig Party - Free Soil Party - Republican Party Example of a statement that earns one point for evidence: <i>"Henry Clay supported using federal funds to construct internal improvements like canals and roads through the American System."</i>	Responses that earn 2 points: <u>Use at least two specific historical examples</u> to support an argument regarding how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854. Examples that successfully support an argument with evidence: <i>"In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers; this led to their increased prominence."</i> (Uses evidence to support an argument about how the continuity of debates from earlier periods increased the influence of political parties) <i>"When Jefferson bought Louisiana despite having previously argued against the Federalists ideas about expansive federal power, he showed that parties like the Democratic-Republicans grew in the 1800s even when there was some agreement about the role of government."</i> (Uses evidence to support an argument about how debates about the power of the federal government didn't always drive political party growth in the early 1800s) <i>"Politicians from regions like New England formed the Whig Party because they opposed the efforts of Jacksonian Democrats to deny that the federal government had the power to recharter the Second Bank of the United States."</i> (Uses evidence to support an argument about how debates over economic policy led to the growth of political parties)
	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. (For example, supporting a two-part argument about how political compromises contributed to divisions within political parties, with evidence about the effect of the Missouri Compromise and the Compromise of 1850.)		

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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 explain how changes in debates over the role of the federal government contributed to the growth of political parties from 1800 to 1854, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Nicholas Biddle was the head of the Second Bank of the United States.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how attempts to create compromises over the issue of slavery contributed to the decline of the Whig Party. - Discussing how the extension of suffrage to most White men by the government fueled support for the Democratic-Republican Party. Example of acceptable use of historical reasoning: <i>“As a result of attempts to compromise over the expansion of slavery, the inclusion of the Fugitive Slave Act as part of the Compromise of 1850 drove many in the North to begin to support political parties that were vocally antislavery.”</i> (Indicates an effect of the federal government not resolving conflicts over the expansion of slavery)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that political parties grew out of debates about how to best use federal power to support the economic interests of Americans. It then corroborates that argument with evidence of how different sections of the United States developed different visions of an ideal society because of the growth of slavery in the South and the growth of industry in the North. - The response argues that the Jeffersonian Republican Party first grew because it advocated in favor of restraining the power of the federal government. It then modifies that argument with evidence that Thomas Jefferson used presidential authority to expand United States territory, which contributed to the continued popularity of this party. - The response argues that during the period known as the Era of Good Feelings, the collapse of the Federalist Party and decline in political opposition showed that most Americans were supportive of Democratic-Republican approaches to the role of the federal government. It then modifies the argument with evidence about the formation of new political parties due to divisions over the federal role in expanding slavery.
	Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.		

Question 4: Long Essay Question, Civil Rights Activism**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 the growth of civil rights activism contributed to changes in government action between 1940 and 1980.

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 the growth of civil rights activism contributed to changes in government action between 1940 and 1980. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.
Examples that do not earn this point: Provide a historically defensible claim, but do not establish a line of reasoning <i>“Civil rights activists became more influential during the period 1940 to 1980.”</i> Do not focus on the topic of the prompt <i>“The African American civil rights movement inspired other groups to demand rights, including Asian Americans, Latino Americans and LGBTQ+ Americans.”</i> Provide a restatement of the prompt <i>“Civil rights activism contributed to changes in government action between 1940 and 1980.”</i>		Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“While civil rights activists were able to convince legislators to enforce voting rights, the more important success of activists was securing favorable rulings by the Supreme Court.”</i> Establish a line of reasoning with analytic categories <i>“Both the legislative and judicial branches of the federal government responded to the pressure by civil rights activists in the mid-twentieth century by changing laws.”</i> Establish a line of reasoning <i>“Civil rights activism forced the government to protect civil rights between 1940 and 1980.”</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 how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.
	Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <i>"Prior to 1940, U.S. Foreign policy was shaped by debates about the merits of isolationism."</i> Provide an overgeneralized statement about the time period referenced in the prompt <i>"As a result of new economic opportunities, the lives of many African American people were rapidly changing."</i>	Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Civil War - Reconstruction - Reconstruction Amendments - Black codes - Civil Rights Act of 1866 <i>Plessy v. Ferguson</i> - Jim Crow laws - National Association for the Advancement of Colored People (NAACP) - National Association of Colored Women's Clubs (NACWC) W. E. B. Du Bois - Challenges to conformity - Progressive Era - Immigration restrictions - Internment of Japanese Americans - Antiwar activism Example of acceptable contextualization: <i>"During Reconstruction, the federal government had short-term successes in defending African Americans' civil rights, but ultimately Reconstruction failed."</i> <i>"As a result of the continuation of segregation, by the early 1900s many organizations like the NACWC began to organize to create social and political pressure for governmental reforms."</i> <i>"During World War II, Americans of many backgrounds joined the military and started working in factories to help America win. After the war, their participation led to big changes."</i> (Minimally acceptable context)
	Additional Notes: - The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. - To earn this point, the context provided must be more than a phrase or reference.	

Reporting Category	Scoring Criteria		
Row C Evidence (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
	Responses that do not earn points: - 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 how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how the growth of civil rights activism contributed to changes in government action between 1940 and 1980.
	Examples that do not earn points: Provide evidence that is outside the time period <i>“African American cultural influence increased during the Harlem Renaissance.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): <i>Brown v. Board of Education</i> - Martin Luther King, Jr. - Direct action - Dixiecrats - Montgomery bus boycott - Malcolm X - Asian American Political Alliance - Sit-ins - Freedom riders - Occupation of Alcatraz - Dolores Huerta - Equal Rights Amendment - César Chávez/United Farm Workers (UFW) - Lyndon B. Johnson - Civil Rights Act of 1964 - National Organization for Women (NOW) - March on Washington - Southern Christian Leadership Coalition (SCLC) - Voting Rights Act of 1965 - Stonewall uprising - New Conservatism/states’ rights - Barry Goldwater - Desegregation of the U.S. military - American Indian Movement (AIM) <i>Korematsu v. United States</i> Example of a statement that earns one point for evidence: <i>“Martin Luther King, Jr. and civil rights groups engaged in direct action to combat racial discrimination.”</i>	Examples that successfully support an argument with evidence: <i>“Advocacy and protests by civil rights activists pressured the federal government to become more involved in protecting the civil rights of African Americans by passing new laws like the Civil Rights Act of 1964.”</i> (Uses evidence to support an argument about the effect of civil rights activism on government policy) <i>“Civil rights groups often use test cases like in Brown v. Board of Education to challenge segregation, and by the 1950s and 1960s the Supreme Court increasingly ruled in their favor.”</i> (Uses evidence to support an argument about how civil rights activism through court challenges resulted in governmental change) <i>“Women’s Rights Groups like NOW pushed for the Equal Rights Amendment, though it was not ratified by enough states to be enacted.”</i> (Uses evidence to support an argument about how civil rights activism through a proposed constitutional amendment was blocked by government action at the state level)
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. (For example, supporting a two-part argument about the debate between nonviolent and aggressive approaches to civil rights activism with evidence about how the federal government responded to the approaches differently.)			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning (0-2 points)	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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 explain how the growth of civil rights activism contributed to changes in government action between 1940 and 1980, although the reasoning may be uneven, limited, or imbalanced.	Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as: - Explaining the nuance of an issue by analyzing multiple variables. - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. - Explaining relevant and insightful connections within and across periods. - Confirming the validity of an argument by corroborating multiple perspectives across themes. - Qualifying or modifying an argument by considering diverse or alternative views or evidence.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“Activists protested segregation.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Comparing different tactics that civil rights groups utilized in order to push for changes in government action. - Explaining how politics changed as a result of civil rights reforms. Example of acceptable use of historical reasoning: <i>“While many of the successes of the civil rights movement were at the federal level, many states resisted enforcing these changes by arguing that they violated states’ rights.”</i> (Indicates differences in government actions as a result of civil rights activism)	Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided: - The response argues that political activism led the federal government to pass laws protecting African American voting rights. It then corroborates that argument with evidence about cultural shifts in United States society, especially among younger Americans, in support of government activism to address social issues. - The response argues that civil rights activism in the 1950s and 1960s contributed to a broad political consensus around liberalism. It then qualifies that argument with evidence of how the increased role of government action associated with liberalism contributed to the rise of a new conservative movement by 1980 that emphasized small government and deregulation. - The response argues that nonviolent civil rights activists like the Southern Christian Leadership Conference had the most successful approach to obtaining government action. It then qualifies the argument with evidence of how some nonviolent organizations like SNCC changed their position over time because they believed change was not happening fast enough.
Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.			