

Sample Responses from the

AP[®] United States History
Exam

From the 2015 Administration

Sample Questions

Scoring Guidelines

Student Responses

Commentaries on the Responses

Effective Fall 2015

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Preface

This publication is designed to help teachers and students understand and prepare for the AP[®] U.S. History Exam. The publication includes sample free-response questions, scoring guidelines, student responses at various levels of achievement, and Reader commentaries. Information is provided for the document-based question and long essay questions and for a set of short-answer questions. Collectively, these materials accurately reflect the design, composition, and rigor of the exam.

The questions are those that appeared on the 2015 AP U.S. History Exam, and the student responses were collected from actual AP students during the exam administration. The students gave permission to have their work reproduced at the time of the test. Following each question, its scoring guideline, and three student responses, there is commentary about each sample.

It is important to note that the instructions given to students, the scoring guidelines, and the scores and commentaries in this publication are **not** the ones that were used on the 2015 AP U.S. History Exam and at the 2015 AP Reading. Instead, the instructions and other materials in this publication are based on the revisions to the scoring rubrics announced by the College Board in July 2015. They provide the scores that students would have received had these rubrics been in place during the AP Reading in June 2015, as well as a brief rationale to support the score.

Short-Answer Question 1

UNITED STATES HISTORY

SECTION I, Part B

Time—50 minutes

3 Questions

Directions: Read each question carefully and write your responses in the Section I, Part B: Short Answer booklet on the lined pages provided for that question.

Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet. Only your responses on the designated pages of the Section I, Part B: Short Answer booklet will be scored.

1. Answer (a), (b), and (c).
 - a) Briefly explain ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
 - b) Briefly explain ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
 - c) Briefly explain ONE factor that accounts for the difference that you indicated in (b).

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Curriculum Framework Alignment and Scoring Guidelines

Learning Objectives	Historical Thinking Skills	Key Concepts
WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.	Comparison	2.1 II

**AP[®] UNITED STATES HISTORY
2015 SCORING GUIDELINES****Short Answer Question 1**

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

SCORING NOTES

Students may just focus on one colony from each region, e.g., Virginia and Massachusetts.

a) Explains ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England from 1607 to 1754.

- Agricultural but diversified economies by 1754
- Initial tolerance for survival between American Indians and British colonists
- Wars between colonists and American Indians due to land and cultural conflicts
- Indentured servitude and slavery as forms of labor
- Dependence on trade from and to Britain (e.g., Triangular Trade)
- Motivations for immigration (e.g., religious and economic)

Note: Merely restating the question (e.g., both were British colonies, ruled by British, spoke English, etc.) or noting a vague generality (e.g., both were religious, traded, or farmed) does not earn a point. Students **MUST** include explanation with answer.

b) Explains ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.

- Greater reliance on slavery in the Chesapeake
- Greater disparity in wealth between classes in the Chesapeake
- Mixed economy (e.g., fishing, lumber, tar, rope, small farming, etc.) in New England and reliance on agriculture and cash crops (e.g., tobacco, indigo, etc.) in Chesapeake
- Large (plantations/cash crop) vs. small (family/subsistence) farms
- Higher concentration of population density in New England compared to rural Chesapeake
- Religious differences between and among the regions (e.g., Rhode Island had more religious toleration, compared to Massachusetts Bay Colony, and the Maryland Toleration Act protected Catholics)
- New England founded more for religious reasons than the Chesapeake

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**AP® UNITED STATES HISTORY
2015 SCORING GUIDELINES****Short Answer Question 1 (continued)**

- Settlement in New England more family oriented than in the Chesapeake, which was primarily young single males
 - More ethnic diversity in the Chesapeake than in New England
 - Healthier climate and more stable living conditions in New England
 - New England town meetings versus Chesapeake landed gentry (e.g., House of Burgesses)
 - Powhatan Wars/Bacon's Rebellion vs. Pequot Wars/King Philip's War
- c) Explains ONE factor that accounts for the difference indicated in (b).
- Greater reliance on slavery in Chesapeake due to labor intensive agriculture demands.
 - Greater disparity in wealth in Chesapeake due to unequal land distribution.
 - Diverse economies due to rocky soil in New England and nutrient-rich soil in Chesapeake.
 - Natural resources and individual motives led to different economic systems (e.g., large-scale vs. small-scale land use).
 - Natural resources and individual motives led to different levels of population density.
 - Challenges to existing political, religious, or social structures may weaken or divide colony (e.g., creation of the model community — City on a Hill).
 - Religious persecution and intolerance by the Anglican Church in England forced Puritans to emigrate.
 - Virginia Company provided profit motive, which, along with British laws of entail and primogeniture, encouraged immigration.
 - Economic and religious opportunities encouraged more diverse migrants to the Chesapeake.
 - Familiar forms of British political institutions took root in New England and Chesapeake (e.g., town meeting and House of Burgesses).
 - Land and cultural differences led to conflicts with American Indians.

Student Responses

Sample SA-1A

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 1

The Chesapeake region and the New England region of 1607 to 1754 were both British Colonies, each with a set of similarities and differences. One of the key differences that set these two regions apart was their economy. Chesapeake Colony was based on farming and using indentured servants because of the rich soil and warm climate. New England was not farm-based economy because of rocky soil and a harsher climate. Instead, its ~~economy~~ economy was based on different types of industry and trade. Some of the industry included lumber and fishing due to the large forests and ~~easy~~ easy ~~set~~ access to the ocean. One key similarity between these two colonies was their form of government. Both colonies were ruled under the British monarchy and were united under the British law enforced in both regions. This shows that these two colonies were both similar but also very different.

Sample SA-1B

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 1

- 1a.) One important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607–1754 is the large importance of religion in the societies of both regions.
- 1b.) One important difference between the two regions of colonies is the different economies that developed as time progressed. New England became a more industrialized region, while the Chesapeake colonies had large plantations and farms.
- 1c.) One factor that accounts for the different economies of the regions is the availability of land in both areas. Along with its climate, the land of the Chesapeake region was much better to farm upon.

Sample SA-1C

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 1

- a) The British colonies ~~and the~~ in the Chesapeake region and New England were both prone to disease since the settlers were new to the region.
- b) The New England region had easier access to goods while the Chesapeake region was more isolated to an extent.
- c) New England was a prime spot for coastal trade, since it layed right along the eastern coast of present day United states. Britain could send New England supplies more easily than ~~the~~ the Chesapeake region.

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

Short-answer question 1 asks students to identify both a similarity and a difference between the colonial New England and Chesapeake colonies, and then provide a reason for the development of the difference.

Sample SA-1A

Score: 3

- a. 1 point: This response earns one point for accurately explaining British law and the crown as an important similarity between the Chesapeake and New England regions. Although the scoring notes specify that merely saying both regions were ruled by the British is not enough for a point, this response fleshes out this general observation with more detail, such as mentioning the monarchy and the sense of unified identity, therefore earning the point
- b. 1 point: This response receives one point for accurately explaining the different economies of the colonies. The response specifically indicated that the Chesapeake economy was based around the use of indentured servants for farming, while New England focused on lumber and fishing.
- c. 1 point: This response accurately characterizes geography (rich soil and warm climate in the Chesapeake region and large forests and easy access to the oceans in New England) as the factor that caused the different economies of each region described in part B.

Sample SA-1B

Score: 2

- a. 0 points: This response does not earn the point for identifying an important similarity between the regions. It makes a claim that religion was a motivating factor for settlement of both colonies, which is accurate only for New England and not for the Chesapeake.
- b. 1 point: This response earns the point for explaining a difference between the regions. The response explains a difference (plantations), albeit with a common error (industrialism) that does not undermine the explanation or detract from the accuracy of the comparison. (Note: Sometimes responses use “industrial” to mean colonial-era manufacturing, such as shipbuilding or printing, so the term is only a minor error. But sometimes the use of “industrial” indicates that the student is referring to the Industrial Revolution, in which case it would be a major error.)
- c. 1 point: This response earns the point for explaining a cause of the difference described in part B; in this case, accurately claiming that the “arability” of the land in each region accounted for the difference.

Sample SA-1C**Score: 1**

- a. 1 point: This response earns the point by describing a similarity between the two regions. The statement that that settlers in both areas were “prone to disease” because “settlers were new to the region” is an accurate similarity.
- b. 0 points: This response does not get the point for explaining a difference. The assertion that the Chesapeake was “more isolated” than New England is incorrect, since both regions were proximate to the ocean and trade with England.
- c. 0 points: This response does not earn the point for explaining the cause of the difference identified in part B. It is incorrect to say that a reason for differences between the regions was that New England traded with Britain more easily because the location of the Chesapeake made trade less accessible.

Short-Answer Question 2

“None of Nature’s landscapes are ugly so long as they are wild.”

John Muir, 1901

“I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

Former president Theodore Roosevelt, 1910

2. Using the excerpts, answer (a), (b), and (c).
- a) Briefly explain ONE implication for public policy of John Muir’s view on land use.
 - b) Briefly explain ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
 - c) Identify ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explain how the example is consistent with the view of either Muir or Roosevelt.

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Curriculum Framework Alignment and Scoring Guidelines

Learning Objectives	Historical Thinking Skills	Key Concepts
GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.	Contextualization	7.1 II

**AP[®] UNITED STATES HISTORY
2015 SCORING GUIDELINES****Short Answer Question 2**

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

SCORING NOTES

- a) Explains ONE implication for public policy of John Muir’s view on land use.
- Preservation/preservationists (students must explain the implications of this term)
 - Formation of preservationist organizations and movement to preserve the land in its natural state
 - Engendered idea of worth in natural beauty of landscape and preservation in natural state as having social value that trumped economic value
- b) Explains ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
- Conservation/conservationists (students must explain the implications of this term)
 - Formation of movement at federal level, supported by progressive ideals and presidents, to conserve the land (intelligent use)
 - Social value in the conservation of land and resources, with eye toward sustainability over time, but also the need to manage the resources provided by the land to best balance the benefit to society with social and economic values
 - Square Deal: a pro-business or pro-development outlook can coexist with conservationist views (Theodore Roosevelt’s 3Cs: consumer protection, control of corporations, and conservation)
- c) Identifies ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explains how the example is consistent with the view of either Muir or Roosevelt.
- Establishment of national park system, national monuments, national historic sites and archaeological sites (Antiquities Act; National Park Service) — Muir.
 - Managed use of the land (Newlands Reclamation Act; Civilian Conservation Corps; Agricultural Adjustment Acts), regulations of land use to allow but control impact of mining, logging, water use, etc. — Roosevelt.

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2015 SCORING GUIDELINES**

Short Answer Question 2 (continued)

- Infrastructure projects designed to balance managed use of the land with preservation; these were more consistent with Roosevelt: hydroelectric dams, etc. (Hetch Hetchy; Hoover Dam; Tennessee Valley Authority).
- Growth of movement (e.g., Roosevelt or Muir) to preserve land and prevent exploitation and abuse of natural resources and environment, whether through federal regulation and establishment of federal agencies (White House Conference on Conservation; Department of the Interior; U.S. Fish Commission) or the organization of nonprofit private organizations like the Sierra Club.
- Land use policy examples must be from within time period 1890-1945; student must indicate “founding of a national park system” or other policy, beyond merely name-dropping specific national parks (for example, Yellowstone and Yosemite were both established before 1890).

Student Responses

Sample SA-2A

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 2

John Muir's view on land was that it should be untouched, regardless of what resources are on it. This could affect the government and public by stopping them from making all land industrialized. Teddy Roosevelt's view was similar to Muir's in certain ways. Teddy wanted to preserve the land but obtain possible resources on the land first. He wanted to keep the environment safe, but also keep the economy going. Seeing as Teddy was a well-known president, he could change laws and make much of the people who liked him agree to his ideas. And that is exactly what Teddy did. During Teddy's political career, he created the National Park Service, or NPS for short. This took certain areas of land and put them aside for preservation and protection under the National Government. This went along with Muir's ideas, how land should be and stay untouched. And even though Teddy wanted the resources off first, he let Muir's ideas persuade him not to do it.

Sample SA-2B

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 2

a) One implication of John Muir's view on land use would be ^{strict} government regulation on the ~~conservation~~ preservation of nature. This might include reservations, parks, and areas where man does not win 'Nature's Landscapes'.

b) The implication of Roosevelt's view is different from that of Muir's because Roosevelt stresses less on preservation, but stresses conservation and using limited amounts of natural resources. In addition, Roosevelt's view supports government standards for the use of natural resources.

c) The ~~Clean~~ ^{Clean} Air and Clean Water Act helped to create more regulation on natural resources. This would support Roosevelt's view of conservation of resources and the quality of them.

Sample SA-2C

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 2

a) John Muir's perspective on land use was to use it for natural resources and development of new homes to spread expansion. He did not want to conserve the land, unlike Teddy Roosevelt. He only wanted to use it for economic use.

b) Roosevelt wanted to conserve the land, not only for natural resources, but he wanted to keep them looking nice and presentable. Roosevelt wanted to save the land and the trees from being torn down.

c) During Roosevelt's presidency, he issued a Forest Reserve Act that helped ~~preserve~~ preserve the forests from destruction. Roosevelt was a major advocate for the conservationist movement.

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

Short-answer question 2 asks students to explain the differences between John Muir's and Teddy Roosevelt's views and identify a way that one of their perspectives affected land use policy.

Sample SA-2A

Score: 3

- a. 1 point: The response earns the point by explaining how Muir's position would lead to a ban on economic activities on restricted land.
- b. 1 point: The response earns the point by contrasting Muir's belief in leaving land untouched with Roosevelt's willingness and ability to exploit protected lands and resources for economic reasons.
- c. 1 point: The response earns the point by identifying and correctly explaining how the foundation of the National Park Service reflected Roosevelt's views.

Sample SA-2B

Score: 2

- a. 1 point: The response earns the point for accurately explaining Muir's intentions as a preservationist.
- b. 1 point: The response earns the point by offering clear distinctions between the approaches of Muir and Roosevelt; for example, explaining that Roosevelt's more active view of land use implied government regulations.
- c. 0 points: The response does not earn the point because it fails to identify a specific example of land-use policy in the time period. The Clean Air and Clean Water Acts that are referenced fall well outside the time period 1890–1945.

Sample SA-2C

Score: 1

- a. 0 points: The response does not earn the point since it misinterprets Muir's approach as implying that land should be used for economic purposes.
- b. 0 points: The response does not earn the point for contrasting perspectives because it misunderstands Roosevelt's perspective as meaning that the land should be "nice and presentable" and does not state Muir's views at all.
- c. 1 point: The response earns the point for accurately referring to the 1891 conservationist Forest Reserve Act and explaining it as consistent with Roosevelt's views.

Short-Answer Question 3

“As to the history of the revolution, my ideas may be peculiar, perhaps singular. What do we mean by the revolution? The war? That was no part of the revolution; it was only an effect and consequence of it. The revolution was in the minds of the people, and this was effected from 1760 to 1775, in the course of fifteen years, before a drop of blood was shed at Lexington.”

Former president John Adams to former president Thomas Jefferson,
August 1815

“There is nothing more common than to confound the terms of the American Revolution with those of the late American war. The American war is over; but this is far from being the case with the American Revolution. On the contrary, nothing but the first act of the great drama is closed. It remains yet to establish and perfect our new forms of government; and to prepare the principles, morals, and manners of our citizens, for these forms of government, after they are established and brought to perfection.”

Benjamin Rush, signer of the Declaration of Independence and delegate
to the Continental Congress, January 1787

3. Using the excerpts, answer (a), (b), and (c).
- Briefly describe ONE significant difference between Adams’ understanding and Rush’s understanding of the American Revolution.
 - Briefly explain how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Adams’ interpretation.
 - Briefly explain how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Rush’s interpretation.

Curriculum Framework Alignment and Scoring Guidelines

Learning Objectives	Historical Thinking Skills	Key Concepts
NAT 1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.	Interpretation	3.2 II

**AP[®] UNITED STATES HISTORY
2015 SCORING GUIDELINES****Short Answer Question 3**

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

SCORING NOTES

- a) Describes ONE significant difference between Adams' understanding and Rush's understanding of the American Revolution.
- Adams thought that the revolutionary spirit that led to fighting was the revolution; out of a growing resistance to British regulation, the emergence of an American identity completed the revolution.
 - Rush argued that the revolution was changing political systems and seeing if this new form of government could work; the revolution came after fighting ended.
- b) Explains how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Adams' interpretation.
- Developments: Growing separateness from Britain ("American mind," end of "salutary neglect")
 - Stamp Act, Stamp Act Congress, and public demonstrations, including Sons of Liberty
 - Movement to boycott British goods
 - Boston Tea Party and Intolerable Acts
 - *Common Sense* by Thomas Paine
 - Declaration of Independence — list of grievances from 1760-1775
- c) Explains how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Rush's interpretation.
- Developments: republican form of government, American identity, nationalism
 - Declaration of Independence — statement of "principles, morals" as basis of government
 - Articles of Confederation
 - Slavery as unresolved within the time period (Northwest Ordinance)
 - Constitutional Convention and United States Constitution
 - Bill of Rights
 - Election of Washington's presidency, e.g., cabinet selection, Jay's Treaty
 - Election of 1800 and the development of the first party system

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Student Responses

Sample SA-3A

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 3

Adams' understanding of the American Revolution, as explained in 1815, is that the Revolution occurred before the actual war. However, in contrast, Benjamin Rush's view implies that the Revolution, even though the war had ended, was far from over.

Adams suggests that the colonists had already mentally rebelled against the monarchy before actual bloodshed. Events such as the Boston Tea Party support his claim. After England began taxing the colonists heavily on goods such as paper, sugar, and tea, the colonists began to despise the monarchy and mentally rebel. In turn, the Boston Tea Party occurred when colonists started a rebellion and threw tea off of British ships into the harbor. Evidently, they were already in a mental revolution.

However, Rush's interpretation can be supported as well. Rush details how the nation had "yet to establish and perfect [its] new forms of government," which was apparent through the failure of the Articles of Confederation after the Revolution (Rush 1787). The United States was still coming together as a nation and had yet to create a stable government and "law of the land," therefore the Revolution was not quite over.

Sample SA-3B

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 3

The American Revolution is thought of as happening at many different times. John Adams believes that the American Revolution was ~~over~~ ^{over} before the war. He believes the war was just an effect and consequence of the Revolution. However, Benjamin Rush believes that the war was only the "first act of a great drama" and that the revolution didn't even begin until the war shots were fired at Lexington. The revolution could be thought of as over before the war started considering we issued the Declaration of Independence before the battle at Lexington and ~~the~~ citizens started to form an American identity. ~~Now~~ On the other hand the war could have just been the ~~beginning~~ ^{beginning} of the revolution because after America had beaten Britain the British didn't just leave the ~~New~~ ^{New} world Americas. They still had their troops stationed in America after the war. Britain had lost control ~~of~~ over America but that doesn't mean that they wouldn't try to regain control. Therefore, the ~~war~~ revolution would not be over until Britain no longer occupied America.

Sample SA-3C

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 3

a) Rush is saying that the Revolutionary war is long from over while ~~Adams~~ Adams is saying that there was a consequence from it.

b) The civil war was a consequence of the Revolutionary war because we couldn't effectively figure out whether slaves should be free or not. Maybe if our government would have been stronger & more established ~~there~~ then we ~~at~~ could have resolved the slavery issue.

c) After the Revolutionary war our government wasn't in the best shape. It had to establish & perfect our new forms of government. So we formed the Constitution, Bill of rights, & many other things to try & perfect our government the best we could.

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

Short-answer question 3 asks students to contrast competing interpretations of the causes and significance of the American Revolution, written by two of the Revolution's participants: John Adams and Benjamin Rush.

Sample SA-3A

Score: 3

- a. 1 point: This response earns the point by explaining that Adams and Rush differed over the nature of the Revolution. Although it is limited in its discussion, the response correctly explains the two authors as differing over when the Revolution can be said to have occurred.
- b. 1 point: This response earns the point by explaining how evidence, in this case the Boston Tea Party, can be used to support Adams's position. The student's statement that the Boston Tea Party was evidence that "the colonists began to despise the monarchy and mentally rebel" explains the connection between the evidence and Adams's position.
- c. 1 point: This response earns the point by explaining how the failure of the Articles of Confederation can be used to support Rush's interpretation that the nation had "yet to establish and perfect [its] new forms of government."

Sample SA-3B

Score: 2

- a. 1 point: This response earns the point for correctly explaining the different interpretations of the Revolution held by Adams and Rush, locating the difference in when the Revolution can be said to have occurred.
- b. 1 point: Although this response is not well structured, it earns the point for explaining how the Declaration of Independence and development of "American identity" both occurred before the battle at Lexington and therefore could be used to support Adams's position.
- c. 0 points: This response does not earn a point for supporting Rush's position with evidence, as the example of British troops does not support Rush's case. This response seems to confuse the Revolution with the war, which is precisely the kind of confusion Rush's interpretation is refuting.

Sample SA-3C

Score: 1

- a. 0 points: This response does not provide enough information about Adams's and Rush's interpretations to earn the point for explaining the difference between them. To earn the point, the response needed to go beyond a restatement of the quote and explain why the authors held those views.

- b. 0 points: This response earns no point for supporting Adams's view of the Revolution because the Civil War is outside of the time period, and it is not clear how it could be used to support Adams's viewpoint.
- c. 1 point: This response earns the point by explaining that the Constitution and Bill of Rights are evidence that United States had to “perfect our new form of government,” supporting Rush’s contention that the Revolution was an ongoing, evolving process.

Document-Based Question 1

Note: As explained in the Preface, the instructions shown here are the ones that students will be given beginning with the 2016 AP U.S. History Exam.

UNITED STATES HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing time: 40 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

1. Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

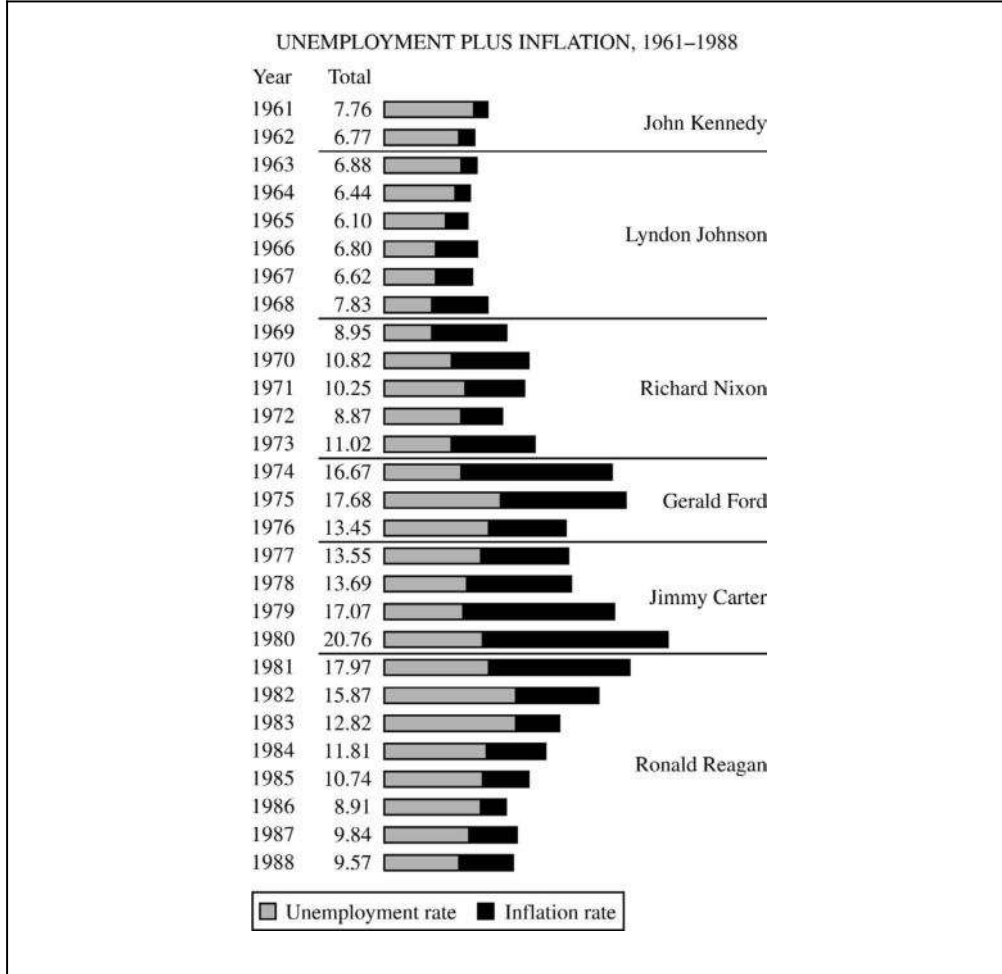
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Background Information

The graph below is for background information. Analysis of it is not required and will not count toward the required number of documents.



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Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Franklin Roosevelt's rapid conversion from Constitutionalism to the doctrine of unlimited government is an oft-told story. . . . I am here concerned . . . by the unmistakable tendency of the Republican Party to adopt the same course. The result is that today *neither* of our two parties maintains a meaningful commitment to the principle of States' Rights. Thus, the cornerstone of the Republic, our chief bulwark against the encroachment of individual freedom by Big Government, is fast disappearing under the piling sands of absolutism. . . .

The root evil is that the government is engaged in activities in which it has no legitimate business. As long as the federal government acknowledges responsibility in a given social or economic field, its spending in that field cannot be substantially reduced.

Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

We now have several decades of experience with governmental intervention. . . .

Which if any of the great "reforms" of past decades has achieved its objectives? . . .

A housing program intended to improve the housing conditions of the poor, to reduce juvenile delinquency, and to contribute to the removal of urban slums, has worsened the housing conditions of the poor, contributed to juvenile delinquency, and spread urban blight. . . .

The greater part of the new ventures undertaken by government in the past few decades have failed to achieve their objectives. The United States has continued to progress; its citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged. . . . All this has been the product of the initiative and drive of individuals co-operating through the free market.

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Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

This letter is written to you by a law abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats. I am a widow who lives alone, works every day, pays taxes and lives by the rules. I get very little from my taxes when I can no longer walk on the streets and when I am afraid in my own home. . . . Sorry this letter is not typed. My typewriter was stolen.

Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

We must reverse the trend America finds herself in today. Young people between the ages of twenty-five and forty have been born and reared in a different world than Americans of years past. The television set has been their primary baby-sitter. From the television set they have learned situation ethics and immorality—they have learned a loss of respect for human life. They have learned to disrespect the family as God has established it. They have been educated in a public-school system that is permeated with secular humanism. They have been taught that the Bible is just another book of literature. They have been taught that there are no absolutes in our world today. They have been introduced to the drug culture. They have been reared by the family and the public school in a society that is greatly void of discipline and character-building. These same young people have been reared under the influence of a government that has taught them socialism and welfarism. They have been taught to believe that the world owes them a living whether they work or not.

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Document 5

Source: 1980 Republican Party Platform.

Overseas, our goal is . . . to preserve a world at peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually . . . dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years: our ambassadors murdered, our embassies burned, our warnings ignored, our diplomacy scorned, our diplomats kidnapped. The Carter Administration has shown that it neither understands totalitarianism nor appreciates the way tyrants take advantage of weakness. The brutal invasion of Afghanistan promises to be only the forerunner of much more serious threats to the West—and to world peace—should the Carter Administration somehow cling to power.

Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

I am pleased that God blessed me with the privilege of being a woman. I have never been envious of the role of men but have had respect for both sexes. There's no doubt that there has been discrimination against women, but that is past history, just as discrimination against blacks is past history in the US. . . .

Just what were we women to be liberated from? These women [feminists] were calling for liberation from the things women like me love most—our husbands, our children, our homes. My cry became: "God, liberate us from the Liberators!" . . .

We believe that the mothers of this and other nations must stand up for the protection of our homes and our children. In no way are we extremists, unless we be guilty of extreme devotion to our husbands, our children, and our homes. It is our sincere belief that if we do not unite against the threats to the home, if we retire to the convenience and security of our houses and do not speak out, then it will not be long until we, the "keeper at home" (Titus 2.5) will not have a home to keep!

Excerpt from "Women Who Do and Women Who Don't Join the Women's Movement" by Teddi Holt and edited by Robyn Rowland, Copyright © 1984 by Teddi Holt. Reproduced by permission of Taylor & Francis Books U.K.

END OF DOCUMENTS FOR QUESTION 1

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Scoring Guidelines and Notes for Document-Based Question 1

Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts
POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.	Targeted:	8.2 III
	Causation	8.3 II
POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.		9.1 I
	Additional Skills:	
POL-3.0 Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.	› Argumentation	
	› Analyzing Evidence: Content and Sourcing	
CUL-1.0 Explain how religious groups and ideas have affected American society and political life.	› Contextualization	
	› Synthesis	
CUL-3.0 Explain how ideas about women’s rights and gender roles have affected society and politics.		

Scoring Guidelines

Maximum Possible Points: 7

Please note:

- ◆ Each point of the rubric is earned independently, e.g. a student could earn the point for argument development without earning the point for thesis.
- ◆ Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for the contextualization point could not be used to earn the point for synthesis or the point for sourcing the documents.

A. Thesis and Argument Development (2 points)

Targeted Skill: Argumentation (E1, E4, and C1)

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

1 point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

0 points Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

B. Document Analysis (2 points)

Targeted Skills: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)

1 point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

1 point Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

0 points Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

C. Using Evidence Beyond the Documents (2 points)

Targeted Skills: Contextualization (C3) and Argumentation (E3)

Contextualization

1 point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.

Evidence Beyond the Documents

1 point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.

Scoring Notes:

- ♦ *This example must be different from the evidence used to earn other points on this rubric.*
- ♦ *This point is **not** awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.*

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

1 point Extends the argument by explaining the connections between the argument and one of the following:

- a. A development in a different historical period, situation, era, or geographical area

- b. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.

On Accuracy: *The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.*

On Clarity: *These 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 and skills described above.*

Scoring Notes

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis and Argument Development (2 points)

a) Thesis

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point).

An acceptable thesis would make a historically defensible claim that explains the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989. Claims might stress one of a number of possible intellectual, political, social, or economic strands that contributed to the emergence of the conservative movement. Such emphases might include:

- ◆ Reactions against big government
- ◆ Opposition to the women's movement or to movements for lesbian, gay, and bisexual rights
- ◆ The rise of the evangelical movement
- ◆ The belief in a free-market economy
- ◆ Calls for law and order, and resistance to perceived judicial activism
- ◆ Concerns about economic stagnation, inflation, and interest rates
- ◆ Anticommunism
- ◆ Anti-tax movement
- ◆ Apprehensions about social changes

- ♦ Defense of perceived traditional values
- ♦ Emphasis on personal freedom
- ♦ Escalating militancy of the civil rights movement
- ♦ Concerns about the credibility of the national government
- ♦ Perceived failure of U.S. foreign policy, military weakness
- ♦ Perceived failure of social welfare programs

An unacceptable thesis would:

- ♦ Fail to make a historically defensible claim about the rise of conservatism in this period
- ♦ Fail to explain reasons why a new conservatism rose to prominence
- ♦ Simply restate or rewrite the prompt
- ♦ Fail to address all parts of the question

Examples of acceptable thesis:

- ♦ “The most important factors that contributed to the birth of the new conservative movement were a desire for more reliance on free-market capitalism, a society oriented toward traditional morals and values, and a government that was strong on both foreign and domestic policy.”
- ♦ “Many claim that the new conservatism rose to prominence in the U.S. between 1960 and 1989 because of the instability of the economy. However, three more important causes were the left activist influence on politics, the break-up of the traditional family life, and the effects of the counter-culture within society. Therefore, the rise of the new conservatism resulted from the desire for a return to structure and order.”

Examples of unacceptable thesis:

- ♦ A thesis with insufficient specificity that does not make a historically defensible claim, other than a vague and generic assertion: “The period of time from the 1960s to the 1980s saw the rise of a political movement known as the new conservatism. The movement grew due to social, economic, and political tides which existed during the Cold War era.”
- ♦ A thesis that simply addresses the characteristics of conservatism but fails to explain the causes for the emergence of a new conservatism within the time period: “Conservatives wanted smaller government, lower taxes, and stronger foreign policy.”
- ♦ A thesis that only addresses one reason for the rise of new conservatism, while the prompt calls for more than one reason: “The political right feared the rise of feminism during the 1970s, which led to the emergence of a new conservatism.”

b) Argument Development

To earn this point, responses must move beyond a single sentence or a listing of facts in support of the thesis or argument; they must explain the relationship of historical evidence to a complex and cohesive thesis or argument and do so throughout the essay (1 point). Evidence can be related to the argument

in ways such as contradiction (e.g., using evidence to address a possible counterargument to the main argument in the essay), corroboration (e.g., combining multiple pieces of evidence to support a single argument), or qualification (e.g., use of evidence to present an argument that is subsequently made more complex by noting exceptions).

Unacceptable argument development would include:

- ♦ Responses that do not develop a cohesive essay
- ♦ Responses that simply parrot the documents or list the documents in order
- ♦ Responses that fail to organize documents in any meaningful way
- ♦ Responses that do not reconnect the evidence of the essay back to a thesis or argument

Example of illustrating contradiction with historical evidence:

- ♦ “The main reasons for a rise of conservatism, according to conservatives such as Friedman, were the need for greater individual freedom. However, some religious conservatives did not agree. Falwell (Document 4) and the Moral Majority saw the problem as immoral behaviors and selfishness encouraged by the media. They called for less individual freedom and more respect for authority.”

Example of illustrating corroboration with historical evidence:

- ♦ “The conservative movement arose due to a backlash against the prevalence of liberals and the counter-culture in the period. Holt (Document 6) attacks the rise of feminism; similarly, Jerry Falwell argues that young people have been taught moral ambiguity and introduced to a “drug culture” (Document 4). Other conservatives complained about anti-war and civil rights protests in the 1960s.”

Example of illustrating qualification with historical evidence:

- ♦ “Although the biggest reason for the rise of the conservative movement was public opposition to the expansion of the federal government, conservatives made an exception in this position by advocating more spending on the U.S. military in fighting the Soviet Union.”

B. Document Analysis (2 points)

a) Document Content

Responses earn one point by utilizing the content of at least six of the documents to support the stated thesis or a relevant argument (1 point). Responses cannot earn a point by merely quoting or paraphrasing the documents with no connection to a thesis or argument. (*See the document summaries section below for descriptions of document content.*)

Example of acceptable utilization of content to support a thesis or relevant argument:

- ♦ Supporting the argument that the new conservatism arose due to reactions against liberal departures from the Constitution: “Beginning in 1960, Republican candidates began to stress the liberal encroachment of all our civil liberties. Goldwater, a Republican senator, acknowledged that Democrats like Roosevelt had defied the constitution that Americans held dear.”

Example of unacceptable utilization of content of a document to support a thesis or relevant argument:

- ♦ Misreading the document and failing to connect it to the essay's argument that "traditional values" were a cause for the rise of new conservatism: "Teddi Holt was a homemaker and a member of the growing organization ERA (Equal Rights Association) for women. She held the point of view that women needed to speak out against loss of values and discrimination."

b) Significance of Point of View, Purpose, Context, and/or Audience

Responses earn one point by explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents (1 point). (See the document summaries section below for description of point of view, purpose, historical context, and audience for each document.)

Example of acceptable explanation of the significance of the author's point of view:

- ♦ Explaining how the author's point of view affected the specific language of his or her arguments: "Milton Friedman refuted the idea that welfare programs help solve the problems they are aimed at (Doc 2). As a conservative economist, Friedman makes a case for why capitalism and markets are better than welfare spending."

Example of unacceptable explanation of the significance of the author's point of view:

- ♦ Noting the author's point of view but not explaining its significance for interpreting the document. This often amounts to restating the information in the attribution line; for example, "The Republican Party Platform (Document 5) obviously expresses the conservative view of one political party in that year's presidential election."

Example of acceptable explanation of the significance of the author's purpose:

- ♦ Stating explicitly how the author's purpose in creating the document impacts its content and/or affects its usefulness as a source of historical information; for example, "Jerry Falwell (Document 4) attacks the moral decay and de-emphasis of American exceptionalism as the leader of the 'Moral Majority,' for the purpose of inspiring political action to correct the potentially corrupting influences of the media on children."

Example of unacceptable explanation of the significance of the author's purpose:

- ♦ Attributing a purpose or motive to an author but failing to explain its significance, often simply restating the author's argument; for example, "The purpose of the letter to Rockefeller (Document 3) is describing the crime and poverty faced by law-abiding citizens of New York in 1971."

Example of acceptable explanation of the significance of the historical context of a document:

- ♦ Pointing out how contemporaneous developments not specifically described in a document affect the content or source reliability of that document; for example, "A major issue of Carter's presidency was the Iran hostage crisis, where Iranian students stormed the U.S. embassy and took hostages. Carter's lack of response made the U.S. look diplomatically and militarily weak. In the 1980 Republican platform (Doc. 5), the authors allude to the humiliation of the hostage crisis and vow never to show that kind of weakness."

Example of unacceptable explanation of the significance of the historical context of a document:

- ♦ Misattributing the source or content of a particular document or documents to the wrong historical context. The misattribution would often be grounded in an erroneous understanding of chronology; for example, “The context of Document 1 is due to Goldwater’s attempt to use this as a platform for his losing presidential campaign against Johnson’s Great Society.”

Example of acceptable explanation of the significance of the audience:

- ♦ Explaining how the audience affects the document’s content or language; for example, “Writing as the leader of the movement ‘Mothers on the March,’ Teddi Holt (Document 6) creates a sense of community with other ‘mothers’ in her writing by asking them to stand up for their homes and their children.”

Example of unacceptable explanation of the significance of the audience:

- ♦ Making various inferences about the intended audience of individual documents based on parts of the documents’ content but without clearly and explicitly stating how the intended audience affects the document’s content; for example, “Falwell (Document 4) is a television evangelist who tells his audience that television introduces children to drugs and permissive values.”

C. Using Evidence Beyond the Documents (2 points)**a) Contextualization**

Responses earn a point for contextualization by explaining the broader historical events, developments, or processes immediately relevant to the question (1 point). To earn the point, the essay must situate the thesis, argument, or parts of the argument by accurately and explicitly connecting the rise of new conservatism to broader political, social, or other processes in the U.S. during this time period.

Examples of acceptable contextualization:

Events, developments, or processes that could be explained as immediately relevant to the rise of new conservatism include:

- ♦ Reactions against the perceived permissiveness of the 1960s and 1970s, including the counterculture, antiwar protest movement, feminism, and the sexual revolution
- ♦ The Cold War and the ongoing thread of anticommunism in the post–Second World War United States
- ♦ Reactions against the perceived excesses of government interventions in the economy and society, such as New Deal or social welfare programs, or the Johnson administration’s Great Society agenda
- ♦ Concerns about United States economic stagnation, combined with belief in free-market solutions
- ♦ Concerns about increased crime and the perceived need for greater law and order
- ♦ Population movements out of cities into suburbs and out of the North and East into the South and West

- ♦ Reactions against the successes of the civil rights movement and desegregation; move of white Southerners to the Republican Party as part of the “Southern Strategy”
- ♦ Reaction against Supreme Court rulings, expanding the rights of the accused
- ♦ Perceptions of military weakness following the Vietnam War and a desire to strengthen the United States military
- ♦ Emergence of charismatic politicians such as Ronald Reagan

Example of unacceptable contextualization:

- ♦ Setting a historical context outside the time period of the question: “The new conservatism began to rise during the Eisenhower Administration and McCarthy’s attacks on Communists in government.”
- ♦ Attempting to outline a historical context for the rise of conservatism but failing to connect conservatism explicitly to that context; for example, “The rise of the Cold War led many Americans to become more patriotic and defensive of American values and spend more on the military. Conservatives rose to object to perceived attacks on capitalism by liberals and leftists in the 1960s and 1970s.”

b) Evidence Beyond the Documents

Responses earn a separate point for providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument (1 point).

Examples of specific evidence that could be used to support the stated thesis or a relevant argument could include:

- ♦ Antiwar protests
- ♦ Assassinations of John F. Kennedy, Martin Luther King Jr., Robert F. Kennedy, and Malcolm X
- ♦ Black Power movement
- ♦ Civil Rights Act (1964)
- ♦ Debates over nuclear weapons
- ♦ Deregulation of industry
- ♦ Détente
- ♦ Environmental Protection Agency (EPA)
- ♦ Equal Rights Amendment (ERA)
- ♦ Reagan’s description of the Soviet Union as an “evil empire”
- ♦ Iran-Contra
- ♦ Iranian Hostage Crisis
- ♦ Kent State shootings
- ♦ Nixon’s “Law and Order” campaign
- ♦ Mayaguez Incident

- ♦ New Federalism
- ♦ Organization of Petroleum Exporting Countries (OPEC) oil embargo
- ♦ Panama Canal Treaty
- ♦ Pentagon Papers
- ♦ Reagan's economic policies (Reaganomics)
- ♦ *Roe v. Wade*
- ♦ SALT II treaty
- ♦ Silent Majority
- ♦ Stagflation
- ♦ Strategic Defense Initiative (SDI)
- ♦ Supply-side economics
- ♦ Three Mile Island accident and response
- ♦ Urban riots of the 1960s
- ♦ Vietnam War
- ♦ Voting Rights Act (1965)
- ♦ War on Poverty
- ♦ Watergate
- ♦ “Whip Inflation Now” effort

Example of providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- ♦ “The legalization of interracial marriage by the Supreme Court and the increase in numbers of openly gay people, as well as the association of the youth counterculture with experimentation with drugs and sex, provided conservatives like Falwell with evidence of changing social morals. ”

Example of improperly providing an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument:

- ♦ Outside the time period of the question, not connected to a specific argument about the rise of conservatism: “The actions of Presidents Truman and Eisenhower created a sense of social security that Americans had come to rely upon.”

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a. Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Possible connections might include: comparing the rise of the New Right to earlier political coalitions such as the one that formed around the New

Deal, comparing the rise of the New Right to the contemporary rise of the New Left, continuing the story of the rise of the New Right to include the Contract with America and the Republican recapture of control of the House of Representatives, and linking the rise of the New Right in this period to the later emergence of the Tea Party.

Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- ◆ “The rise of a new outlook in response to the troubles of society is similar to what happened during the Second Great Awakening. During that time, many religious people in America were unsatisfied with the way their society had developed. Thus, in both periods, societal developments reinvigorated religious thinking and helped the U.S. return to past ideals.”

Example that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- ◆ Does not fully explain the way the events in the two periods are similar: “The rise of conservatism during this period mirrored that which arose during the changing social conditions and rapid influx of immigrants during the Gilded Age.”
- b. Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the main focus of the question (such as political, economic, social, cultural, or intellectual history). Examples of acceptable themes and/or approaches to history would be a thesis stressing political and economic causes leading to the emergence of a new conservatism and then introducing the element of cultural causes in the conclusion (Synthesis proficiency C5). These connections must consist of more than just a phrase or reference.

Examples of acceptable synthesis by connecting the argument to different course themes and/or approaches to history that are not the main focus of the question:

- ◆ Examines the issue from perspective of theme of identity, not just politics: “Although political and social factors were important to the rise of conservatism, the movement can be seen as creating a new form of identity similar to that of ethnic groups that advocated for rights in the 1960s.”

Example that did not appropriately connect the argument to course themes and/or approaches to history that are not the main focus of the question:

- ◆ Does not explain how the approach was different from the main focus of the question: “Although the new conservatism mostly arose due to reaction against liberal social programs, it also benefited from public disappointment with politicians in general.”

Document Summaries

The following pages present the DBQ documents along with the key aspects of each that students might offer in support of their arguments. Also provided are some of the major subjects, concepts, themes, or processes mentioned in the course that students might use to contextualize their arguments.

Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Summary of key points explaining content of source or argument made by the author:

- ◆ Concern that the Republican Party is adopting the same philosophy as FDR's New Deal
- ◆ Neither current political party is the true party of states' rights
- ◆ Individual freedom is being usurped by "Big Government"

Examples of author's point of view:

- ◆ The author is a conservative politician.
- ◆ He is an advocate of states' rights and limited federal power.

Examples of author's purpose:

- ◆ The author's purpose is to advocate for a smaller federal government and to defend states' rights to make decisions for themselves at a time when the federal government was expanding its authority.
- ◆ He is also criticizing the expansion of unwarranted governmental powers and making a case for his upcoming campaign for the presidency.

Examples of historical context:

- ◆ This document was written in 1960, at a time of expanding federal power.
- ◆ In particular, federal power was increasingly being used to protect the civil rights of African Americans, and arguments for states' rights were used as defenses of racial segregation.

Examples of audience:

- ◆ The intended audience was fellow conservatives and the voting public.

Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

Summary of key points explaining content of source or argument made by the author:

- ◆ Few examples from history or past experience of government intervention in the economy working; intervention actually makes things worse.
- ◆ The country has made improvements, but it was the product of individuals operating in the free market.

Examples of author's point of view:

- ♦ The author is a conservative economist, an advocate of free-market policies.
- ♦ He intends to criticize government economic programs and to argue that economic gains of the 20th century came from free-markets.

Examples of author's purpose:

- ♦ The purpose of this document is to critique government programs to support the economy and to advocate for free-market-based economics.

Examples of historical context:

- ♦ This document was written after three decades of the relative dominance of the New Deal political order, which established a variety of government programs to support individuals and to regulate economy.
- ♦ It offers an alternative way to regulate the economy through the money supply, and challenges Keynesian economics.

Examples of audience:

- ♦ The audience is fellow conservatives, economists, and the reading public.

Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

Summary of key points explaining content of source or argument made by the author:

- ♦ Law abiding citizens are discriminated against.
- ♦ Individuals who live by the rules are the ones that receive nothing from the rules.

Examples of author's point of view:

- ♦ The author claims to be a law-abiding female widow afraid to leave her home, who blames drug addicts and welfare cheats for urban problems and crime.
- ♦ She adopts the language of being discriminated against to describe position.

Examples of author's purpose:

- ♦ The purpose of this document is to request government assistance against urban danger, criticize perceived permissive liberal policies that favor law-breakers, and attack the perceived failure of the liberal state.

Examples of historical context:

- ♦ Long-term increase in crime that accelerated in the late 1960s and early 1970s
- ♦ Urban unrest of late 1960s
- ♦ Changes in inner cities such as "white flight" and influx of African Americans to formerly all-white neighborhoods
- ♦ Calls by politicians for "law and order"

Examples of audience:

- ♦ This letter is addressed to New York Governor Nelson Rockefeller, a liberal Republican, and other political leaders who may be able to help.

Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

Summary of key points explaining content of source or argument made by the author:

- ♦ Dangerous trends in America are taking place.
- ♦ There is a fundamental change in morals from previous generations.
- ♦ Individuals believe that they are owed something from the government, even if they don't contribute anything.

Examples of author's point of view:

- ♦ The author is a leader within the conservative evangelical Christian movement.
- ♦ He argues that modern young people have lost traditional Christian morality.

Examples of author's purpose:

- ♦ The purpose of this document is to critique the current moral standing of the United States, criticize the perceived erosion of traditional values in light of new technology and modern values, and motivate political action by the Christian right.

Examples of historical context:

- ♦ This document was written at the moment of the evangelical Christian movement becoming involved in politics and aligning itself with the Republican Party, and the break of evangelicals with Jimmy Carter (supported by many in 1976).
- ♦ It was the aftermath of counterculture in mass media.

Examples of audience:

- ♦ The intended audience is fellow conservative evangelicals and the general public.

Document 5

Source: 1980 Republican Party Platform.

Summary of key points explaining content of source or argument made by the author:

- ♦ The Republican Party's goal is to keep America strong.
- ♦ Carter's administration has caused embarrassment for the U.S. around the world and has made America weak.

Examples of author's point of view:

- ♦ The author is part of the Republican party leadership and presumably supportive of nominee Ronald Reagan.
- ♦ There are attacks on the Carter administration and the document is supportive of vigorous projection of United States power in the world.

Examples of author's purpose:

- ♦ The purpose of this document is to advocate United States strength in the world, criticize the Carter administration's foreign policy, and articulate

popular positions that will result in the election of Republican candidates in the 1980 elections.

Examples of historical context:

- ♦ This document was written during Ronald Reagan's 1980 presidential campaign against Jimmy Carter.
- ♦ Other recent events include Iranian hostage crisis and the Soviet invasion of Afghanistan.

Examples of audience:

- ♦ The intended audience is Republican Party members, the voting public, and the news media.

Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

Summary of key points explaining content of source or argument made by the author:

- ♦ Discrimination did exist in the past, but is no longer occurring for women or blacks.
- ♦ Women should defend husbands, children, and homes.
- ♦ Feminists are wrong in their belief that women should abandon traditional values.

Examples of author's point of view:

- ♦ The author is a conservative woman an opponent of women's rights movement.
- ♦ She is a defender of women as homemakers, mothers, and wives.

Examples of author's purpose:

- ♦ The purpose of this document is to articulate conservative women's reasons for opposing feminism (e.g., the Equal Rights Amendment) and defending traditional values.

Examples of historical context:

- ♦ The increase in numbers of married women and mothers in the paid workforce
- ♦ Decade after the emergence of the women's rights movement
- ♦ Aftermath of the failure of the Equal Rights Amendment
- ♦ Rise of evangelicalism
- ♦ Conservative strength in national elections since 1980

Examples of audience:

- ♦ The intended audience is conservative women — perhaps attendees of "Mothers on the March" gathering.

Student Responses

Sample 1A

Mandatory

1

Circle one

2 or 3

During the mid 20th century, the power of the federal government increased hugely. During the New Deal and WWII, government capabilities and spending increased. This was an expression of liberal social tendencies, seen in more welfare and entitlement programs and more executive powers. Although the rise of new conservatism came partly through economic conservatism, many people were also reacting against political excess and liberal social culture.

One of the major goals of LBJ's presidency was the Great Society. That was his plan for increasing social welfare programs to benefit the least privileged members of society. ~~The~~ The Great Society included Medicare, Medicaid, Housing for Urban Development (HUD), and federal spending for education. This was a major increase

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

in national spending, ~~because~~ This angered
economic conservatives who felt that that
was the wrong way to solve issues. Milton
Friedman refuted the idea that welfare
programs help solve the problems they are
aimed at (Doc 2). As an economist, he is
clearly conservative, showing his preference for
capitalism rather than welfare spending. ~~Many~~
Many people agreed with his ideas, a sign of growing
opposition to liberal government. Another indicator
of this is the letter to Rockefeller, which
shows the writer's disgust with not being
given government support while "dope addicts"

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

do (Doc 3). This idea of those struggling in the lower class ~~state~~ without benefits while other people live off of benefits was a major irritant for ~~the~~ both economists and average citizens.

Another issue that people reacted against was the increase of ~~the~~ executive powers during LBJ's presidency. In 1964, Johnson convinced the ~~goverment~~ Congress to pass the Gulf of Tonkin resolution, which allowed the president to take any military action he deemed necessary to protect citizens. The executive branch is loath to give up

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

power, so this allowed the president to have less regulation by Congress. The Federal government also used its power over the states during the civil rights movement by passing the Civil Rights Acts of 1957, 1960, and 1964, ~~which~~ the latter which installed federal voting places in the states, to prevent the states from using other means to stop African-Americans voting. In Barry Goldwater's eyes, this violated the principle of states' rights (Doc 1). ~~The federal government~~ Goldwater frames the issue as an abandonment of traditional American ideals, especially personal liberty, to convince others that the government

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

was encroaching too far into the states' abilities.

The combination of big spending and big growth convinced ~~most~~ many people that the government was going too far, leading them to join the conservative movement.

Nixon, the next President, had opposite economic goals, but a similar approach to executive power. Although he did try to decrease welfare spending, he was unable to eradicate it completely. Also, the major scandal of his presidency, Watergate, made many people distrust the executive. Nixon and LBJ both had "imperial presidencies."

Mandatory

1

Circle one

2 or 3

where the power of the government is increased, especially in the executive branch, after giving LBJ the power of the Gulf of Tonkin Resolution, tried to take it away from Nixon in the War Powers Act, which would require the President to inform Congress in military matters. This negative reaction to the imperial presidency was also shared by the American public.

Concurrent with Nixon's presidency was the Women's Rights Movement. Women were seeking equal economic and social ~~opportunities~~ opportunities as men. ~~the~~ The Roe v. Wade

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

decision, which legalized abortion, and the proposed Equal Rights Amendment, a proposed amendment banning discrimination based on gender, were both goals for many feminists at the time. However, not all women were in the feminist movement. Many agreed with televangelist Jerry Falwell, ~~who~~ who criticized modern culture's ^{"loss} ~~lack~~ of respect for human life," a reference to the Roe v. Wade case. Falwell, as an Evangelical Christian, believed that life began at conception and that abortion was equivalent to murder. This point of view was common among

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

Evangelical Christians and Catholics, who began to support more and more conservative ideologies. Also, ~~some~~ some women felt that they did not need the economic liberation of the ERA, such as Teddi Holt. Holt was content to be a housewife and did not feel that she experienced any discrimination (Doc 6). Conservative women such as Holt were frustrated with the feminist movement's disdain for traditional gender roles and worked against them for that reason.

~~Even though the~~ After Nixon, the imperial presidency was reduced by Ford and

Circle the question number that you are answering on this page.

Mandatory

①

Circle one

2 or 3

Carter, but many people felt that they only reduced its effectiveness. The major issue of Carter's presidency was the Iran Hostage Crisis, where Iranian students ~~stormed~~ stormed the embassy and took hostages. Carter's lack of response and inability to rescue the hostages made the US look diplomatically and militarily weak, an affront to the nation. In the 1980 Republican platform, they allude to the humiliation of the hostage crisis and vow never to show that kind of weakness (Doc 5). This frustration with the weakness

Circle the question number that you are answering on this page.

Mandatory

①

Circle one

2 or 3

pushed many people into conservatism.

Although the conservative movement started as an economic movement, the confluence of social issues & political excess, ~~at~~ combined to make the rise of new conservatism so widespread. ~~Conservatives~~ Effective conservative politicians, especially Reagan, combined those who were reacting against big government spending, failure of government to keep to its ^{reg} guidelines, and radical social movements into one group. Because of the major events of the time period, more people were trying to find a way away from ~~the~~ the US's former mistakes.

Sample 1B

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

Between 1960 and 1989, the political policies of the US changed drastically to what is now known as the new conservatism. This new conservatism attempted to rectify the lack of trust citizens had in American big government and reform. From Kennedy to Reagan, political policies shifted to a new conservatism because citizens did not trust big government. ~~The failure of the government~~ ^{and} the failure of the government both domestically and internationally ~~caused~~ ^{caused} American citizens to vote for more conservative ideas.

By the 1960s, World War II had been won, America had fought in Korea and the nuclear arms race had developed between ~~the~~ the US and the Soviet Union. The government during this time period had been relentless in keeping American citizens safe and the economy from failing. However as Barry Goldwater expounded in "The conscience of a conservative," the government had ~~become~~ become relentless in too many areas that had no need of the government's assistance. Goldwater expresses his and many of Americans' concerns that individual rights were being swept under the rug (DoCl).

Mandatory

1

Circle one

2 or 3

As American citizens saw the increase of government in their daily lives, it became evident that the government had failed to make the interference in their daily lives worthwhile.

In "Capitalism and Freedom," Milton Friedman expresses that while government was everywhere in social and economic policies, they had not achieved much. Friedman speaks to the idea that American citizens were better off without the interference of government (Doc 2).

During the 1960s and 70s, Americans saw their military defeated in Vietnam and watched their president resign because the corruption of his presidency had been revealed. After the Watergate scandal, Nixon's resignation, and Ford's immediate pardon of Nixon, Americans began to lose faith in their government. While liberal policies for welfare continued to be passed, middle class America felt abandoned. As a New York woman wrote in 1971 to her governor, America was again becoming a welfare state where the unemployed could live on government money while middle class Americans

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

were still working to make ends meet (Doc 3).
Another critic of welfare America was Jerry Falwell who in "Listen, America," expressed the trends of laziness in America today. He believed the government had taught citizens that if you do not work, they will still make a living (Doc 4). Many dissenters of the welfare state were unhappy with the involvement of American government in this time period. Not only did domestic policies fail, but the international crises of the 1970s were enough to drive Americans to be more conservative. For many Americans, the Carter administration was the last straw. With a failing economy and hostages trapped in the middle east, the Carter administration in the eyes of many had failed to protect the American beliefs. This lack of faith in government caused many Americans to dismiss the liberal ideas, like welfare, that were reminiscent to the 1930s with the New Deal, and in turn adopt a New Conservatism with a less extensive government. This American belief in New Conservatism is exemplified with the election of Reagan in 1980. The

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

Republican platform on which Reagan ran
voiced the ideas of many Americans.

The past Administrations of the late 20th
Century had failed because of Presidents
like Carter. The shattering results, the party
spoke of persuaded many to embrace the
New Conservatism with Reagan (Doc 5).

From the 1960s to the late 1980s,
Conservatism gained increasing popularity
as Americans watched the government
fail domestically and in foreign affairs
causing many to look for a new more
conservative policies to run America.

Sample 1C

Circle the question number that you are answering on this page.

Mandatory

①

Circle one

2 or 3

New Conservatism is an idea of how the state and federal governments should operate. New Conservatism is an idea that the federal government should not regulate people's lives, but state governments should have more power to protect citizens. There are many reasons why ~~some~~ ~~the~~ certain people and a portion of the public support this. The reasons are that the free market brings good changes to society, people demand safety from their local governments, and ~~the~~ ~~past~~ ~~federal~~ ~~government~~ officials have brought bad changes, and most of these officials who were seen as bad presidents were liberals.

The free market is where the federal government does not regulate the economy. Milton Friedman says in Capitalism and Freedom in 1962 "...citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged... All of this has been the product of the initiative and drive of individuals co-operating through the free market." New conservatism supports this because the federal government is not involved and there appears to be improvement within society. That is what new conservatives want.

Another reason why new conservatism rose is because it provided a means of safety. New conservatism gave state governments more authority and the ability

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

to protect its citizens, Barry Goldwater says in The Conscience of a Conservative in 1960 "The result is that neither of our two parties maintains a meaningful commitment to the principle of States' Rights." This speaks out against the old parties and clears the way so we can introduce new conservatism. New conservatism gives states their rights, and that provides protection for people, another need. In a letter to Nelson Rockefeller, Republican Governor of New York on ~~February 6, 1971~~ February 6, 1971 "I am a law-abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats... I am afraid in my own home... Sorry this letter is not typed. My typewriter was stolen." ~~Jerry Falwell says in Listen America!~~

*The writer asks for protection that new conservatism can provide to the governor and the governor can then provide it to the state.

The last reason new conservatism rose is because past liberal presidents have failed. Jerry Falwell says on his show Listen America! in 1980 "These same young people have been reared under the influence of a government that has taught them socialism and welfareism. They have been taught to believe that the world owes them a living whether they work or not." The people do not want kids to hear this message, so they will dislike the old political liberals. Another way old politicians and presidents were discredited

Circle the question number that you are answering on this page.

Mandatory

①

Circle one

2 or 3

was in the 1990 Republican Party Platform. The Platform reads "Overseas, our goal is... to preserve a world of peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually... dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in ~~the~~ modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years..." By making the liberal President Carter look bad, new conservatism appears as an even better idea.

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This document-based question asks students to explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989. Students must read a set of historical documents and then write an essay that contains a plausible thesis, analyzes the documents and explains their relevance to the question, places the documents and the debate into wider historical context, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Period 8 (1945 to 1980) and Period 9 (1980 to the present), the themes of Politics and Power (POL) and Culture and Society (CUL), and the historical thinking skills of causation, contextualization, argumentation, analyzing evidence: content and sourcing, and synthesis.

Sample: 1A

Score: 6

A. Thesis and Argument Development (2 points)

a) Thesis (1 point)

The response definitively states its thesis at the end of the first paragraph, making a claim that “Although the rise of new conservatism came partly through economic conservatism, many people were also reacting against political excess and liberal social culture.”

b) Argument Development (1 point)

The response makes a cohesive argument that is corroborated with historical evidence. The essay is arranged chronologically and traces both causes and conservative reactions in a clearly elucidated manner. It moves from LBJ’s social programming and rise in executive power to Nixon’s use of power and the rise of feminism. It finishes with a look at how the mistakes of the Carter administration gave rise to Reagan’s presidency. Evidence from within and outside the documents is used to corroborate each argument.

B. Document Analysis (2 points)

a) Document Content (1 point)

The response earns one point for utilizing content from all six documents in support of the argument:

- ◆ Documents 2 and 3 are used on page 2 to accurately support conservative opposition to social welfare programs.
- ◆ Document 1 is used correctly on page 4 to advance the argument that conservatives viewed the expansive federal government as encroaching on states’ rights.

- ♦ Documents 4 and 6 are used on pages 7 and 8 to show opposition by evangelicals and some women's groups to the rising feminism movement in America.
- ♦ Document 5 is used on page 9 to back the assertion that conservatives were opposed to the weak handling of diplomacy by Carter.

b) Significance of Point of View, Purpose, Context, and/or Audience (1 point)

The response earns one point by explaining significance in support of the argument (for at least four of the documents):

- ♦ On page 2, the significance of Friedman's point of view in document 2 is explained in reference to his role as a conservative economist.
- ♦ On page 4, the significance of the historical context of Goldwater's statement is established with the discussion of the federal civil rights laws passed.
- ♦ On page 7, the significance of Jerry Falwell's POV in document 4 is explained by connecting his beliefs "as an Evangelic Christian" to the issue of *Roe v. Wade*.
- ♦ On page 8, the significance of Holt's point of view in document 6 is established with reference to conservative women.
- ♦ On page 9, the significance of the historical context for document 5, the Republican Party platform of 1980, is established with the introduction of the Iran Hostage Crisis.

C. Using Evidence Beyond the Documents (2 points)

a) Contextualization (1 point)

In the introductory paragraph, the essay establishes the contextual backdrop to the question's topic of a post-1960 rise in conservatism, maintaining that "During the New Deal and WWII, government capabilities and spending increased." It then links this element to the larger theme of expansion of "liberal social tendencies" in later years, as seen in social welfare programs and increasing executive power.

b) Evidence Beyond the Documents (1 point)

The essay introduces a number of pieces of evidence outside the documents and links them to the causes for the rise of conservatism. In paragraph two, the essay introduces Medicare, Medicaid, and HUD as examples of rising national spending. Expanding federal power is bolstered by the outside evidence of the Gulf of Tonkin Resolution and the civil rights acts.

Evidence for the rising feminist movement, such as the discussion of the ERA amendment and *Roe v. Wade*, is seen on page 7.

D. Synthesis (0 points)

The response makes no attempts to connect the argument to a development in a different period, situation, or geographical area (Synthesis proficiency C4), or a course theme and/or approach to history that is not the focus of the essay (Synthesis proficiency C5). To earn the point, the student might have traced the analysis of conservatism in the period after 1992 or compared Reagan's rise in the U.S. to Thatcher's rise in Britain.

Sample: 1B**Score: 4****A. Thesis and Argument Development (2 points)****a) Thesis (1 point)**

The thesis is found in the opening paragraph. The student makes a historically defensible claim centering the rise of conservatism on both distrust of government and failures of recent administrations stating, “citizens did not trust big government and the failure of the government both domestically and internationally caused American citizens to vote for more conservative ideas.”

b) Argument Development (1 point)

The essay develops and supports a cohesive argument that the domestic and international failures of the government led to the rise of conservatism. While these failures are not treated discretely in the essay, the evidence of government failure is intertwined with the narrative throughout the essay, corroborating the argument and making an argument with historical complexity.

B. Document Analysis (0 points)**a) Document Content (0 points)**

While the documents in this essay are utilized correctly to support the stated thesis, the essay does not use document 6 at all. Therefore, the essay does not earn the point.

b) Significance of Point of View, Purpose, Context, and/or Audience (0 points)

- ♦ The essay explains the significance of Goldwater’s point of view in document 1 by saying, “Goldwater expresses his and many of Americans’ concerns that individual rights were being swept under the rug.”
- ♦ The essay uses the content of documents 2, 3, 4, and 5 correctly to support its thesis, but it does not explain the significance of the point of view, purpose, context, or audience for any of these documents, therefore earning no points.

C. Using Evidence Beyond the Documents (2 points)**a) Contextualization (1 point)**

In the second paragraph, the essay explains the rise of conservatism within the broader historical developments of the Cold War. The essay argues that “the government during this time period had been relentless in keeping American citizens safe and the economy from failing.” The response then ties the backlash to these policies as a cause for the rise of conservatism.

b) Evidence Beyond the Documents (1 point)

On the second page, the essay provides evidence beyond the documents to support its thesis. The essay explains, “After the Watergate scandal, Nixon’s resignation, and Ford’s immediate pardon of Nixon, Americans began to lose faith in their government.” That loss of faith is then connected to documents 3 and 4. The evidence the essay provides here is clearly beyond the documents and therefore it earns one point.

D. Synthesis (0 points)

The response makes no attempts to connect the argument to a development in a different period, situation, or geographical area (Synthesis proficiency C4), or a course theme and/or approach to history that is not the focus of the essay (Synthesis proficiency C5). It could have made a connection to developments in a different time period to earn the point.

Sample: 1C**Score: 1****A. Thesis and Argument Development (1 point)****a) Thesis (1 point)**

Though not elegantly stated, the thesis statement is found in the last sentence of the first paragraph, making a claim that provides several reasons for the growth of the conservative movement.

b) Argument Development (0 points)

The response does not frame the argument around any clear categories of analysis that are then corroborated or qualified with evidence. The essay simply presents the topics of the documents as its organizing framework and extensively quotes from the documents. There is not a sufficient amount of argument development throughout the essay to receive one point.

B. Document Analysis (0 points)**a) Document Content (0 points)**

The response did not receive the point for utilizing the content of six of the documents:

- ◆ The lengthy quotes in the response illustrate a student not taking ownership of the point or perspective of the document in order to back up his or her assertions.
- ◆ On the bottom of page 1, the response awkwardly, though correctly, presents an explanation of the states' rights point made by Goldwater.
- ◆ The attempt to clarify the Rockefeller document after the lengthy quote is nebulous and unclear; therefore this does not earn the point for usage.
- ◆ Document 6 is not utilized at all.

b) Significance of Point of View, Purpose, Context, and/or Audience (0 points)

The response does not receive the point for explaining the significance of point of view, purpose, historical context, or audience for four of the documents. The response makes no attempt to explain these issues for any of the documents.

C. Using Evidence Beyond the Documents (0 points)**a) Contextualization (0 points)**

The response primarily presents ideas that conservatives would support. It does not attempt to situate the topic of the question within any greater historical development, event, or process.

b) Evidence Beyond the Documents (0 points)

The response makes no attempts at introducing any evidence beyond the scope of the documents.

D. Synthesis (0 points)

The response makes no attempts to connect the argument to a development in a different period, situation, or geographical area (Synthesis proficiency C4), or a course theme and/or approach to history that is not the focus of the essay (Synthesis proficiency C5). It could have made a comparison to similar developments in a different time period to earn the point.

Long Essay Question 2

Note: As explained in the Preface, the instructions shown here are the ones that students will be given beginning with the 2016 AP U.S. History Exam.

Question 2 or Question 3 Suggested writing time: 35 minutes

Directions: In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

Scoring Guidelines and Notes for Long Essay Question 2

Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Targeted: Periodization Additional Skills: › Argumentation › Synthesis	3.1 I

Scoring Guidelines

Maximum Possible Points: 6

Please note:

- ♦ Each point of the rubric is earned independently, e.g. a student could earn the point for synthesis without earning the point for thesis.
- ♦ Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)**Targeted Skills: Argumentation (E2 and E3) and Periodization (D5 and D6)**

1 point Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

1 point Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

0 points Does not describe the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

Scoring Note:

- ♦ *If the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed in order to earn either point.*
- ♦ *If the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed in order to earn either point.*

C. Argument Development: Using Evidence (2 points)**Targeted Skill: Argumentation (E2 and E3)**

1 point Addresses the topic of the question with specific examples of relevant evidence.

1 point Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

0 points Does not address the topic of the question with specific examples of relevant evidence.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)**Targeted Skill: Synthesis (C4 or C5)**

1 point Extends the argument by explaining the connections between the argument and one of the following:

- a. A development in a different historical period, situation, era, or geographical area
- b. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These 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 and skills described above.

Scoring Notes

Note: Test-taker responses define the chronological beginning and end points for the essay; the focus of the response helps determine what information is considered appropriate.

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

An unacceptable thesis would:

- ♦ Fail to evaluate the extent to which the Seven Years' War was a turning point in American relations with Great Britain
- ♦ Fail to link the Seven Years' War to changes in relations with Great Britain
- ♦ Fail to address all parts of the question

Examples of acceptable thesis:

- ♦ “For some colonial groups, such as the elite, the Seven Years' War marked a major turning point in relations, while for others, such as the colonial common people, the relations with Great Britain remained much the same.”
- ♦ “This war, to a great extent, marked a turning point in the relationship between America and Britain due to the change in economic policies, restrictions on expansion, and the limited preservation of trade relations with England.”
- ♦ “The French and Indian war marked a major turning point in American relations with Great Britain, with changes such as increased British control and anti-British sentiment in the colonies, but also continuities such as a loyalty to Britain that remained largely untouched by the war.”

- ♦ “The assertion that the war marked a turning point in American relations with Great Britain is mostly valid in that political and economic control shifted, but the colonies’ loyalties tended to remain the same.”

Examples of unacceptable thesis:

A thesis that does not address relations between the colonies and Great Britain and/or does not *evaluate the extent to which* the war was a turning point:

- ♦ “The Seven Years’ War was a major event in the world’s history and it played an important role in shaping many nations.”
- ♦ “This war marked a turning point in the relationship between the British and the American colonists.”

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Note: In evaluation of a turning point, responses must discuss developments that preceded AND followed in order to earn either point.

a) Argument Development – Describes

Responses earn one point by *describing* the way in which American relations with Great Britain after the Seven Years’ War were different from and similar to American relations with Great Britain before the war (1 point).

Examples of acceptable descriptions of difference and similarity:

- ♦ The following is an example that focuses on differences: “Before the war the American Militias were responsible for colonial safety. After the war, however, the ‘safety’ of the colonists was in the hands of the oppressive British government and its troops.”
- ♦ The following is an example that focuses on similarities: “Both before and after the war, officials attempted to place taxes on colonial goods to finance the empire.”

Examples of unacceptable descriptions of difference and similarity:

Responses that only address the situation before or after the war; responses with confused chronology; responses that are too vague:

- ♦ The following is an example that confuses chronology: “The U.S. and Great Britain had been on bad terms ever since the American Revolution.”
- ♦ The following is an example that is too vague: “The way of life of the colonies remained the same because the British had neglected the colonies, allowing them to develop their own way of living and running things.”

b) Argument Development – Explains

Responses earn one separate point by *explaining the extent to which* American relations with Great Britain after the Seven Years’ War were different from and similar to American relations with Great Britain before the war (1 point).

Examples of acceptable explanations of the extent of difference and similarity:

- ♦ “Once Great Britain changed its economic policy in America from Salutary Neglect to rigid economic control, tensions began rising and the relationship between the colonies and the colonizers changed drastically.”
- ♦ “Discontent became a major change in Anglo-American relations with one another as protest grew to British involvement in American affairs and duties. Before the war Americans were ok with some taxes and controlled trade restrictions, but the sudden and seemingly illegal tax actions forced protests and traitorous talks, none of which had been prominent before the war.”

Examples of unacceptable explanations of the extent of difference and similarity:

- ♦ Explanations that do not clearly tie to a development before or after the war; explanations that do not explain the extent of change or continuity but simply note that there was or was not a change.
- ♦ The following does not clearly explain the extent of the similarities and differences: “Under the Quartering Act, colonists were forced to house such soldiers in their private homes; this angered the colonists greatly because salutary neglect had been completely diminished.”
- ♦ The following is vague and does not clearly explain the extent of change but merely describes it: “When the war began, colonists did take up arms to assist the British and protect their land, but it wasn’t until the war ended that relations began to change between the colonies and the motherland.”

C. Argument Development: Using Evidence (2 points)**a) Using Evidence – Examples**

Responses earn one point by *addressing* the topic of the question by referring to specific examples of relevant evidence (1 point). Responses can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

- ♦ British debt from the Seven Years’ War
- ♦ Colonial attitudes toward autonomy prior to the war
- ♦ Similar intellectual and religious attitudes between the colonies and Britain prior to the war
- ♦ Imperial policies in the wake of the Seven Years’ War
- ♦ Colonial resentments over treatment of colonial forces by British regulars
- ♦ British efforts to pacify and negotiate with American Indians
- ♦ Albany Plan of Union

Examples of unsuccessfully using evidence to address the topic of the question:

Evidence that is factually incorrect, confused about chronology, or not directly relevant to the question:

- ♦ The following is factually incorrect: “Before the war U.S. and Britain weren’t trading goods because British ships were seizing U.S. ships”

- ♦ The following confuses chronology: “Some examples of the harsher rules and taxes that were enacted after the war were the Navigation Acts ...”
- ♦ The *following* is not directly relevant to the question: “After the French and Indian War some peace was made between the Native Americans and Great Britain, opening up trade between them once again.”

b) Using Evidence – Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence to *fully and effectively substantiate a thesis or relevant argument* about the degree to which the Seven Years' War marked a turning point in American relations with Great Britain (1 point) Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the degree to which the war was a turning point.

Example of evidence that could be utilized to substantiate an argument:

- ♦ Evidence that could be used to argue the Seven Years' War was less important as a turning point in different areas: the attitudes of everyday colonists; trans-Atlantic exchanges throughout the period; longstanding trans-Atlantic belief systems including republicanism, natural rights, the Enlightenment, and the Great Awakening; unchanged labor systems, including slavery; the Zenger trial or other events illustrating a growth of distinct colonial identity well before the war; previous British policies of mercantilism.
- ♦ Evidence that could be used to argue the Seven Years' War was a major turning point in different areas: taxation and efforts of Britain to assert greater control over colonial affairs; British troops left in the American colonies, standing army, Quartering Act of 1765; passage of the Proclamation of 1763 to prevent movement of settlers across Appalachians; passage of the Sugar Act (Revenue Act) and Stamp Act to pay for war debt; renewal of enforcement of mercantilism.

Examples of unsuccessfully attempting to substantiate an argument with evidence:

Examples that lack explanation of how the evidence supports the argument that the war was or was not a turning point:

“The Seven Years' War marks a turning point because the colonists refused to agree to British demands.”

“The colonists protested British policies in events such as the Boston Tea Party.”

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Possible connections might include: comparing the role of the Seven Years' War as a historical turning point to that of other subsequent conflicts, such as the War of 1812.

Note: An essay that discussed the American Revolution in its main turning point argument would not also receive a synthesis point for doing so.

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- ♦ “The French and Indian War’s results were similar to what took place in the French Revolution later on, in that debt from the war helped cause colonial independence from Great Britain, while the debt from involvement in the American Revolution helped inspire the French Revolution.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- ♦ Responses that do not explain the connection between the two contexts in relation to the question. For example, the following response makes a comparison but does not explain how a conflict helped to inspire revolution in the other context: “The anger caused by Britain’s stronghanded actions left the land of the colonies fertile for the seeds of Revolution to grow in the same way they were in France, Haiti, and other soon to revolt countries of the time.”
- b. Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (Synthesis proficiency C5)

Possible connections might include: discussing the cultural, gender, or racial elements of a largely military and diplomatic story.

Example of synthesis by connecting the argument to a different course theme or approach to history:

- ♦ After analyzing the turning point from the perspective of political change: “While the Seven Years’ War changed political policies and attitudes, it also affected economic and commercial ties, as British taxation began to enforce mercantilist policies.”
- ♦ After looking at political issues: “Although the war marked a turning point in relations between white colonists and Great Britain, it also marked a turning point in the development of Native American identities.”

Example that did not accurately connect the argument to a different course theme or approach to history:

- ♦ Analyzes the turning point only for political issues, not for other themes: “The war caused changes to political beliefs for both colonists and British officials.”

Student Responses

Sample 2A

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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Prior to the onset of the Seven Years War, the colonies of the United States had experienced a laissez-faire relationship with their mother-country, Great Britain, in some aspects due to the policy of salutary neglect used by Great Britain. After the war, however, Britain changed its policies and began instituting stricter control over the colonies. This year to a great extent marked a turning point in the US's relationship with Britain due to the change in economic policies, the restricted expansion, and the limited preservation of trade relations with the mother country.

once Great Britain changed their economic policy in America from salutary neglect to rigid economic control, tensions began rising and the relationship between the colonies and the colonizers changed drastically. In order to preserve control over their colonial holdings and pay for the costs of the war in a mercantilist manner, Britain instituted a series of taxes in the colonies that racked up prices on the widely purchased and necessary goods. This act of economic control in the colonies led to an uproar, spreading the concern of "taxation without representation" because the colonies only had virtual representation in the House of Commons in England. These stringent taxes led to boycotts and riots which largely increased the tensions and worsened the relationship between these two geographic regions of the British Empire. This change displays the great extent to which the Seven Years War served as

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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a catalyst and turning point in American relations with Great Britain and displays the worsening relationship between the two.

Another change that resulted from the seven year war and exemplifies its role as the turning point in pre-revolutionary relations between America and Great Britain was the restrictions placed on colonists in regards to expansion. Prior to the seven year war, western expansion by the colonies was halted only by French territory, but after the ~~the~~ British victory in the war and the acquisition of the aforementioned territory, the colonists expansion was halted only by the Proclamation line of 1763, which served as a barrier in order to decrease the likelihood of conflicts with the native Americans. Upon hearing this proclamation, colonists resented the British decision, claiming the British government was not granting the colonists the same rights as British citizens in Great Britain, nor the Native Americans for that matter. The colonists felt that western expansion should not have been prioritized beneath the natives' territory and further exacerbated their relationship with Great Britain. By restricting the expansion of the colonies, Britain hoped to consolidate their control over their empire and keep the colonists under oppressive control of the British monarchy, however this served only to give the colonists another reason to consider revolution and marked a large turning point in American and British history.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one (2) or 3
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Despite all of the aforementioned economic and geographic policy changes instituted by Britain in America, however, the British continued their mercantilist view of the American colonies and preserved that aspect of economic policy during this turning point. Though the sentiments and ideologies of American colonists changed and resented the overbearing economic tactics of Britain as a mother country, they continued to trade with them and supply them economically simply because their economy depended upon the trade as well. The events of the Seven Years War set the stage for a major change within the colonies and served as the major turning point in relations with the British colonial empire, yet some aspects were preserved until the Revolutionary War and the formation of new trading alliances that accompanied the abandonment of mercantilism. Over all, the Seven Years War greatly served as a turning point because it changed the economic relations between the two areas so drastically that the colonists began to act out in a revolutionary manner, it restricted their expansion to the west which drove the colonists to rebel for their own rights, and it preserved mercantilism while still building the economic tensions that led to the onset of the revolutionary war era to follow.

Sample 2B

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

Prior to the French and Indian War, the colonists lived by a policy of salutary neglect, in which the British let them go about their business. Not all acts were enforced, and the colonists were free to violate and pay as they pleased. However, in 1754, the war broke out. For 9 years, the British fought hard and exhausted their supplies. Therefore, when the war finally ended, they were in a lot of debt and turned to the colonies for economic gains.

Thus, the French and Indian War marks a huge turning point in American relations with Great Britain because it ended salutary neglect and began the strict enforcement of mercantilistic policies, leading to the Revolutionary War.

After the French and Indian War, the British became strict in regards to the navigation acts. These acts stated that colonists could only trade with the British and could only use British ships to transport goods. Because these acts were not enforced prior to the war, the colonists felt that their liberties were being taken away. Furthermore, after the war the British began to tax colonists more in order to make money to pay off war debt. For example, the stamp act was the first direct tax that

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

The colonists were forced to pay by the British. The colonists were of course unhappy with this, so they met to discuss such impositions by forming the Stamp Act Congress. This sign of unity amongst the colonists made the British see them as disloyal, so the King felt the need to increase Britain's presence in the colonies, heightening tension. Soon after, British soldiers were sent to monitor the colonies and prevent them from rebelling. Under the Quartering Act, colonists were forced to house such soldiers in their private homes; this angered the colonists greatly because salutary neglect had been completely diminished. As a result of the Quartering Act, the Boston Massacre took place, in which angry colonists attacked innocent soldiers. At this point the British saw the colonists as savages and more trouble was yet to come, paving a long path to the American Revolution.

Overall, the French and Indian War indirectly caused the American Revolution. The French and Indian War ended salutary neglect, increasing tensions between Great Britain and the colonists. As a result of

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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growing tensions, the Revolutionary War broke out, and colonists' lives were forever changed.

Sample 2C

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

② or 3

The Seven years war was a major event in the world's history and it played an important role in shaping relations between many nations. The seven years war played an especially important role in the history of the United States because it was, ~~the~~ technically speaking, the catalyst that sparked the American Revolution.

Before the seven years war the United States was just a group of about 13 British colonies. A general displeasure with the British government had already begun to rise among the colonies, but as a whole things seemed to be going well. When the war (also known as the French and Indian war) began, colonists did take up arms to assist the British and protect their land, but it wasn't until the war ended did relations begin to change between the colonies and the mother land.

After the war, Great Britain found itself in a large amount of debt that they couldn't afford to pay. The ~~only~~ best method to pay off their debt, they decided, was to tax the colonies, and since the colonies were the ones who benefited most from the war, it seemed like a fair plan. This plan, however, did not sit well with ^{the} colonists. They were ~~are~~ shocked by the fact that they were now being taxed by the British without having a say in the matter. Eventually relations ~~between~~ between the two nations worsened and the war for American independence began.

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
-----------------------	------------------------------------

As a whole, the ~~war~~ Seven Years War was a major turning point in relations between Great Britain and the United States. After this war a new nation was formed, a nation that will go on to be a major leader and trend setter for the global community.

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This long essay question asks students to evaluate the extent to which the Seven Years War marked a turning point in American relations with Great Britain. Students must write an essay that contains a plausible thesis, develops an argument, supports the argument with relevant evidence, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Period 3 (1754 to 1800), the theme of America in the World (WOR), and the historical thinking skills of periodization, argumentation, and synthesis.

Sample: 2A

Score: 5

A. Thesis (1 point)

A thesis that makes a claim addressing all parts of the prompt can be found in the sentences that conclude the essay. The student's thesis that the Seven Years' War was a turning point to varying degrees in specific political, economic, and social ways is one that can be proven or demonstrated with evidence throughout the essay.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

a) Argument Development – Describes (1 point)

The response describes ways in which developments before the war were similar to and different from developments after the war. For example, the essay contrasts the situation before the war, when colonists' westward expansion was blocked by French power, with the situation after the war, when the British government imposed the Proclamation of 1763.

b) Argument Development – Explains (1 point)

The response evaluates the extent to which developments before the war were similar to and different from developments after the war. The response argues that more similarities existed before and after the period in economic areas (British mercantilist policies) and social developments (the colonial desire to move westward) than in political areas, where changes were accompanied by riots and British reactions.

C. Argument Development: Using Evidence (2 points)

a) Using Evidence – Examples (1 point)

The response uses relevant evidence to address the question of how the Seven Years' War changed relations between the colonies and Great Britain. For example, the essay notes the use of virtual representation by Britain, the end of laissez-faire policies, and the growth of new trading alliances after the Revolution to support its claims that different changes took place at different rates.

b) Using Evidence–Effective Substantiation (1 point)

The response uses specific evidence to substantiate the argument that the Seven Years' War changed relations between the colonies and Great Britain to a different extent in several areas. Taxes and their resulting crises are used as evidence of greater political changes after the war; continuing trade and economic dependence are used as evidence for a smaller extent of economic change.

D. Synthesis (0 points)

The response does not extend the argument to make a connection to a different historical time period (Synthesis proficiency C4) or to look at the argument in light of a different theme or perspective on history (Synthesis proficiency C5). The response comes close in the third paragraph to extending the argument by examining it through a different theme (Identity), but it ultimately does not provide a specific way in which Native American experiences could be used to assess the extent to which relations changed between the colonies and Great Britain.

Sample: 2B**Score: 4****A. Thesis (1 point)**

The thesis asserts that the war “marks a huge turning point in American relations with Great Britain,” explaining specific ways that the war changed relations.

B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)**a) Argument Development – Describes (1 point)**

The response describes both similarities and differences in American relations with Great Britain from before to after the Seven Years' War. For example, the essay mentions that the navigation acts existed prior to the war and continued thereafter (a similarity between the periods), but they were only enforced by Great Britain after the war (a difference between the periods).

b) Argument Development – Explains (0 point)

The response does not attempt to explain the extent to which the situation before the Seven Years' War was different from or similar to the situation after the war. The essay goes into great detail in describing the results of British actions after the war that culminated in the American Revolution, but it does not describe the situation before or attempt to evaluate the degree of change.

C. Argument Development: Using Evidence (2 points)**a) Using Evidence – Examples (1 point)**

This response provides specific examples of how the Seven Years' War changed relations between the colonies and Great Britain. The change in enforcement of the navigation acts before and after the war is mentioned along with the end of the policy of “salutary neglect.”

b) Using Evidence–Effective Substantiation (1 point)

The response substantiates the argument that the war marked a major turning point by presenting the events following the war, such as the Stamp Act Congress and attempts to quarter troops, as important departures from the situation before the war.

D. Synthesis (0 points)

The response does not extend the argument to make a connection to a different historical time period (Synthesis proficiency C4) or to look at the argument in light of a different theme or perspective on history (Synthesis proficiency C5). Because the argument of the essay relies on connecting events to the American Revolution, it cannot earn a second point for synthesis by making that same connection.

Sample: 2C**Score: 2****A. Thesis (1 point)**

The response states that the Seven Years' War "was a major event in the world's history," "played an important role in shaping relations between many nations," and was "the catalyst that sparked the American Revolution," which addresses the extent to which the war was a turning point in the relations between the colonies and Great Britain.

At the end of the essay the response restates the thesis that the war was a "major turning point in relations between Great Britain and the United States" leading to the formation of a new nation.

B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)**a) Argument Development – Describes (1 point)**

The response describes similarities and differences in relations before and after the Seven Years' War. For example, the essay explains that colonial resentment over taxation helped to worsen tensions between the colonies and Great Britain (a difference in relations).

b) Argument Development – Explains (0 points)

The response does not attempt to explain the extent to which the situation before the Seven Years' War was different from or similar to the situation after the war. The student could have compared and contrasted social or political conditions to provide this explanation.

C. Argument Development: Using Evidence (0 points)**a) Using Evidence – Examples (0 points)**

The response does not provide specific examples of how the Seven Years' War changed relations between the colonies and Great Britain. Although the response makes a passing mention that British debt set off the chain of events that caused the war of independence, no specific evidence of what changed or what stayed the same before and after the war is discussed.

b) Using Evidence – Effective Substantiation (0 points)

Without any specific examples of how the Seven Years' War changed relations between the colonies and Great Britain, the response fails to fully substantiate an argument about the prompt.

D. Synthesis (0 points)

The response does not extend the argument to make a connection to a different historical time period (Synthesis proficiency C4) or to look at the argument in light of a different theme or perspective on history (Synthesis proficiency C5). Attempts could have been made to compare the war's effects to those of other wars in American or world history or to discuss social changes as opposed to political ones.

Long Essay Question 3

Note: As explained in the Preface, the instructions shown here are the ones that students will be given beginning with the 2016 AP U.S. History Exam.

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
 - **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
 - **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
 - **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
2. Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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Scoring Guidelines and Notes for Long Essay Question 3

Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*).

Curriculum Framework Alignment

Learning Objectives	Historical Thinking Skills	Key Concepts
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.	Targeted: › Periodization	5.1 I 5.2 II
NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.	Additional Skills: › Argumentation › Synthesis	
POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.		

Scoring Guidelines

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

A. Thesis (1 point)

Targeted Skill: Argumentation (E1)

- 1 point** Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- 0 points** Does not present a thesis that makes a historically defensible claim nor respond to all parts of the question.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Targeted Skills: Argumentation (E2 and E3) and Periodization (D5 and D6)

- 1 point** Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.
- 1 point** Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

0 points Does not describe the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

Scoring Note:

- ♦ *If the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed in order to earn either point.*
- ♦ *If the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed in order to earn either point.*

C. Argument Development: Using Evidence (2 points)

Targeted Skill: Argumentation (E2 and E3)

1 point Addresses the topic of the question with specific examples of relevant evidence.

1 point Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

0 points Does not address the topic of the question with specific examples of relevant evidence.

Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

1 point Extends the argument by explaining the connections between the argument and one of the following:

- a. A development in a different historical period, situation, era, or geographical area
- b. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

0 points Does not extend the argument by explaining the connections between the argument and the other areas listed.

Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.

On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These 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 and skills described above.

Scoring Notes

Note: Test-taker responses define the chronological beginning and end points for the essay; the focus of the response helps determine what information is considered appropriate.

Note: Student samples are quoted verbatim and may contain grammatical errors.

A. Thesis (1 point)

Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from across multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

Examples of acceptable thesis:

- ◆ “The Mexican-American War marked a turning point in the debate over slavery in the United States by unleashing a massive tension between the North and South on what land would be free and what land would be slave.”
- ◆ “The Mexican-American War marked a huge turning point in the debate over slavery because it brought to light the controversy of territorial self-determination and asked the question that would define America on a fundamental level: is this country one of slavery or one of freedom?”
- ◆ “The Mexican-American War was not a significant turning point in the debate over slavery because sectional divisions over the Mexican Cession did not increase until after the Compromise of 1850, a much more significant turning point.”

Examples of unacceptable thesis:

A thesis that does not address the debate over slavery and/or does not evaluate the extent to which the war was a turning point:

- ◆ “The Mexican-American War marked a turning point in the debate over slavery in the U.S.”
- ◆ “The addition of vast territories as a result of the Mexican-American War opened up tremendous lands to slave cotton production.”
- ◆ “The Compromise of 1850 with its controversial points, not the Mexican-American War, was the major turning point of 19th century.”

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Note: In evaluation of a turning point, responses must discuss developments that preceded AND followed in order to earn either point.

a) Argument Development – Describes

Responses earn one point by *describing* the way in which the debate over slavery that resulted from the Mexican–American War was different from and similar to the debates over slavery that preceded it (1 point).

Examples of acceptable descriptions of difference and similarity:

- ♦ An example that focus on similarities: “Although the U.S. acquired more land after the war, the debate remained the same as before: how to admit the states and decide whether they would be free or slave.”
- ♦ An example that focus on differences: “The Mexican War did exacerbate sectionalism significantly. Before the war, the debate over the expansion of slavery and the balance of free and slave states had been somewhat settled by the Missouri Compromise. However, in the Treaty of Guadalupe – Hidalgo, the U.S. was granted vast new lands, including California and New Mexico. Debate immediately ensued over the state of slavery in the new lands.”

Examples of unacceptable descriptions of difference and similarity:

- ♦ Responses that do not address the situation before and after the war; responses that focus only on differences without address similarities or vice versa; responses with confused chronology; responses that are vague or not tied to the debate over slavery:
- ♦ The following response is not tied to the debate over slavery: “After the Mexican-American War, U.S. gained land in the southwest. Because this would upset the balance of slave and free states too much, the government decided to implement popular sovereignty.”
- ♦ The following response is an example of confused chronology: “After the Mexican-American War, the issue of slavery arose and led to the Missouri Compromise.”

b) Argument Development – Explains

Responses earn one separate point by *explaining the extent to which* the debate over slavery after the Mexican–American War was different from and similar to the debates over slavery that preceded it (1 point).

Examples of acceptable explanations of the extent of difference and similarity:

- ♦ In a response claiming that the war was not a turning point: “Long before the war, sectional conflicts could be seen in the Missouri Compromise, in which both North and South argued about the spread of slavery. After the war, these conflicts continued much as before, in episodes such as the Compromise of 1850 and the Kansas-Nebraska Act, which both addressed the issue of slavery. ”
- ♦ In a response claiming that the war was a turning point (and having already addressed the level of debate before the war): “After the Mexican-American War, the debate became over what to do with the newly acquired

territory and ultimately led to the creation of new parties. ... Though the United States was unwilling to admit it, the political aspect of the country was turning into one all about slavery. The demographic of political parties changed and foreshadowed the civil war.”

Examples of unacceptable explanations of the extent of difference and similarity:

- ♦ Explanations that do not clearly tie to a development before or after the war; explanations that do not explain the extent of change or continuity but simply note that there was or was not a change: The following merely describes change without addressing the extent: “When the war ended, the acquisition of new land led to debates over the status of slavery in those territories.”

C. Argument Development: Using Evidence (2 points)

a) Using Evidence – Examples

Responses earn one point by *addressing* the topic of the question with specific examples of relevant evidence (1 point). Responses can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

- ♦ Manifest Destiny
- ♦ Missouri Compromise (1820)
- ♦ Increasing fear of slave power
- ♦ William Lloyd Garrison, *The Liberator* (1830)
- ♦ Gag rule
- ♦ Frederick Douglass
- ♦ Annexation of Texas (1845)
- ♦ Opposition to Mexican–American War among northern Whigs
- ♦ Abraham Lincoln Spot Resolutions (1846)
- ♦ Wilmot Proviso
- ♦ Popular sovereignty
- ♦ Stephen A. Douglas
- ♦ Compromise of 1850
- ♦ California enters as free state
- ♦ Stricter fugitive slave law
- ♦ Popular sovereignty in Utah and New Mexico Territory
- ♦ Slave trade banned in Washington, D.C.
- ♦ Kansas–Nebraska Act (1854)
- ♦ Formation of Republican Party (1854)
- ♦ Bleeding Kansas (1855)
- ♦ *Dred Scott v. Sandford* (1857)

Examples of unsuccessfully using evidence to address the topic of the question:

Evidence that is factually incorrect, confused about chronology, or not directly tied to the question (i.e., not connected to the debate over slavery):

- ♦ The following use of evidence does not clearly connect to the debate over slavery: “The Missouri Compromise was an act that banned slavery in states above a certain parallel. The Kansas Nebraska Act allowed for popular sovereignty in those new states west of the Mississippi.”
- ♦ The following example confuses chronology and is factually incorrect: “Prior to the war, the issue of slavery in the states was settled by the Compromise of 1850, which banned slavery in Missouri.”

b) Using Evidence – Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence *to fully and effectively substantiate a thesis or relevant argument* about the degree to which the Mexican–American War marked a turning point in the debate over slavery (1 point). Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the degree to which the war was a turning point.

Examples of evidence that could be utilized to substantiate an argument:

Evidence that could be used to argue the Mexican–American War was not a turning point:

- ♦ Ongoing debates over slavery that continued before and after the war including William Lloyd Garrison, *The Liberator* (1830), and the passage of the Gag Rule prior to the war; prior expansion of slavery into the Texas territories and debates over this expansion, including debates over Texas annexation; possibly more significant turning points, such as The Compromise of 1850 or the Kansas–Nebraska Act.

Evidence that could be used to argue the Mexican–American War was a turning point:

- ♦ The increased debate over “free soil” and expansion of slavery; debates surrounding the Wilmot Proviso; the need for addressing the influx of new territories and the effect that had on increasing sectional debates over slavery; the changes to the party system, including the death of the Whigs and the rise of the Republican Party, much of it centered on issues of expansion of slavery into the territories acquired by through the Treaty of Guadalupe Hidalgo.

Examples of unsuccessfully attempting to substantiate an argument with evidence:

- ♦ Examples that lack explanation of how evidence supports the argument that the war was or was not a turning point: “The Compromise of 1850 was drafted that made more of the newly acquired states free, and to appease the South it created the fugitive slave law, which returned ‘escaped’ slave to their owners, but this was abused since many slaves captured and returned were actually free.”

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

- a. Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.

Possible connections might include: assessing the impact of the Mexican–American War and the debate over slavery on American Indian and Hispanic people living in the territory transferred from Mexico to the United States; concretely and explicitly linking the Mexican–American War and the debate over slavery to earlier imperial conflicts such as the Seven Years' War; concretely and explicitly linking the Mexican–American War and the debate over slavery to subsequent developments, such as the Civil War and Reconstruction.

Note: An essay that discussed the Civil War in its main turning point argument would not also receive a synthesis point for doing so.

Example of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- ♦ “The increased tensions over the debate over slavery that resulted from the Mexican-American War continued to show themselves in racial tensions in the Civil War and beyond. These tensions boiled up again in the 1960s as Southerners fought the expansion of rights to African Americans. While the Mexican-American War amounted to a great turning point in the debate over slavery, Johnson’s War on Poverty amounted to a turning point in the Civil Rights Movement.”

Example that does not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- ♦ Responses that do not address the connection between the two contexts in relation to the question. For example, in the following sample, the response does not connect the debate over slavery to the debate over imperialism but merely states that both wars resulted in acquisition of land: “This era is very similar to that of the very late 1800s in which the U.S. instigated a war with Spain in order to attain land, as done in Mexico during this period.”
- b. Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (Synthesis proficiency C5)

Possible connections might include: explicitly calling out the cultural, gender, or racial elements of a largely diplomatic/political development.

Example of synthesis by connecting the argument to a different course theme or approach to history:

- ♦ In an otherwise political essay: “The Mexican War created political imbalance because the balance between slave and free states from the Missouri Compromise ended. This loss of power in Congress resulted in an increase in the slaveowners’ oppression of their slaves. They were afraid

of also losing control of the social class structure seen in the South and the risk of losing their social and economic status. So the political crisis caused by the Mexican War also had a social element as well.”

Example that does not accurately connect the argument to a different course theme or approach to history:

- ♦ Students' failed attempts to link the central argument of the essay to a different course theme can take many different forms. They may not land on a central theme focus of analysis, may not include an alternate theme, or may not link an alternate theme well to the original theme in response to the prompt.

Student Responses

Sample 3A

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

During the 1840s the US was extending beyond its traditional east coast borders and embracing the idea of Manifest Destiny: that it was God's given right to expand from sea to shining sea. Thus this time period saw the acquisition of lots of new land both by peaceful & violent means, and this usage of his new land sparked a hot topic of debate. At the end of the Mexican American war in 1848, the US received the Mexican cession, which constituted much of the modern day American SW, however this victory celebration was soon short lived when the US plummeted into an era of intense sectionalism. ~~which~~ Throughout this period the Northern and Southern regions of the US remained fundamentally different and opposed to each other. However, the debate over what to do with the new land acquired from Mexico sparked intense political turmoil, marked a period of heightened animosity between the regions, and was the pre of the most important events leading the nation into the Civil war. Thus, the end of the Mexican-American war forever changed the course of American history.

First, the acquisition of the Mexican cession sparked heated political debate over how to handle slavery & the addition of these new

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

territories and states into the union. The ~~compromise~~ Missouri Compromise had been put in place in 1820 saying slavery couldn't extend past a certain point along an imaginary parallel dividing the nation. ~~where the border was~~ This first place up of sectionalism settled hate down until around 1845. When the US got all the new territory from Mexico, it didn't take action right away on deciding how to handle the admittance of new territories. This procrastination proved to be an issue when gold was found in California and the California gold rush of 1849. CA was soon populated enough to become a state, and would be a free one, but this infuriated southerners because it would upset the balance of free vs. slave states. This sparked intense political debate as how to remedy the situation and Henry Clay proposed the Compromise of 1850. This admitted CA in as a free state along w/ another slave state to keep the balance, called for a stricter fugitive slave act, and ended the slave trade in DC. This may have temporarily postponed the civil war, but as more states applied to be added to the union, problems kept arising — which can be seen in the issue over Kansas & Nebraska

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

and the presence of slavery in these states coming to a head with Bleeding Kansas. Congress was just as violent and incapable of compromise too and the coming of Charles Sumner epitomizes the political tensions that the issue of the expansion of slavery created. Thus, starting with the acquisition of the Mexican cession and only mounting with time & increased population in the territories, the issue of slavery created a dividing line amongst political leaders like no one before.

Secondly, after 1848, the Northern and Southern regions became more and more opposed to each other. Over time, the regions had become so different just due to the nature of their respective economies. The north was exponentially more industrial than the south, especially after the pre-antebellum era Market Revolution. The south was much less developed and ~~dependent~~ agriculture, which depended on slave labor, was the cornerstone of their society. Therefore, the south saw an attack/opposition to slavery as a direct threat & act of aggression towards them. This increased ~~among~~ internal animosity reached new heights with John Brown's raid on Harper's Ferry, ~~which~~ and his followers destroyed everything in their paths and caused massive destruction & violence. This was a turning point in the road to the Civil War because now

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or (3)
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The South felt as much the northerners only goal was to destroy them, when in actuality, this radical was just an example of radicalism. Nevertheless, the animosities continued to build, all stemming from the issue of the expansion of the institution of slavery, which had been sparked in 1850.

Despite extreme changes in the political and social climate of the US during this time, many aspects of the issue of slavery stayed the same. Slavery had been an institution in America since before the revolution and remained to be one until the end of the Civil War. In addition, during this time of sectionalism, the differences developed between the North and the South decades before became even more entrenched as neither side wanted to concede to the other. During Reconstruction, there were attempts made to "industrialize the South," but even today, the South remains fundamentally different from the North in its landscape, values and way of life. This ~~change~~ although it instilled a remarkable amount of change in American society, the divisions slavery created between the North and the South remained entrenched in the hearts of the people for years to come.

While certain aspects of Southern vs Northern life remained unchanged after the

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or (3)

settler period, ~~for~~ an overwhelming amount of things changed. As the era of Manifest Destiny wound down and the US was awarded the Mexican Cession, the country was at a crossroads, and had to decide how to handle the issue of slavery, one of the most divisive issues in history. Following the Civil War, the nation was never the same again, but the S vs N. issues still persisted throughout Reconstruction and beyond. This is much like the Civil Rights movement of the 1960s, while America went thru a drastic transformation and African-Americans received a great amount of advancements and improvement in their standing in society, issues of racism continue to persist today, especially with the ~~black~~ hand in hand with the issue of police brutality. As the saying goes, the more things seem to change, the more they stay the same.

Sample 3B

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

As America began to expand ^{its} borders it began to overstep its own boundaries. However the Manifest Destiny was still alive and Americans continued west, whether it was their land or next. This led to the conflict of the Mexican-American War which eventually resulted in the U.S. gaining Texas, California, New Mexico and additional land. While it did ~~increase~~ ^{increase} how the U.S. territory by ~~one~~ ^{two} third it also resulted in many conflicts due to the topic of slavery. As the U.S. entered the 1850s it ~~was~~ tension were rising between the North and South. Ultimately ^{this debate} it was one of the causes of the Civil War then playing a major point in the debate over slavery.

According to the Missouri Compromise the line between slave states and free states had been drawn. However, as the U.S. acquired the territory of California the topic of slavery became an issue again. Then came the Compromise of 1850 which allowed California to join the union as a free state, ^{though it was about the set slavery line,} and also the south as slave states.

However, it also included the strengthening of the Fugitive Slave Act which angered many Northerners as well as banning the slave trade in the nation's capital, though slavery was still legal. This was a temporary fix. Tensions increased even more with the Kansas-Nebraska Act which would allow Kansas to become a slave or free state based on popular sovereignty. This led to events like Bleeding Kansas. Another

Circle the question number that you are answering on this page.

Mandatory

1

Circle one

2 or 3

issued that stirred up resentments between the North and South was the results of the Dred Scott case, in which the Supreme Court stated that slaves were property and Congress could not ~~exceed~~ ^{exceed} their powers by removing property and that states would decide on its status. Events like these increased tensions that eventually accumulated to the Civil War.

As a result of the Mexican-American War, the new territories gained sparked many debates of over slavery. However, some things did remain the same. Slavery was still strongly supported in the South as well as deemed a necessity to the prosperity of the Southern economy. ~~But~~ Although there were also many changes. Tensions increased and popular sovereignty became the new method of deciding a state's status in the Union. Furthermore, the number of slave states and free states started to become unbalanced.

Though the Mexican-American War didn't directly affect the status of slavery, its results, as in the territories acquired, did become a turning point in the ratio of slave states to free states as well as escalate the tensions between the North and South. This was a pivotal aspect that led to the Civil War and the debate over slavery with the election of 1860.

Sample 3C

Circle the question number that you are answering on this page.

Mandatory 1	Circle one 2 or 3
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The issue of slavery has been a pivotal point of conflict in many countries for generations. While each struggle has been unique in its own way, they have all had several turning points ~~that~~ that changed their course forever. For America and the issue of slavery, one specific turning point occurred between the years of 1846 and 1848. The Mexican-American war brought about essential differences when the issue of how to deal with the new territory arrived, yet remained constant in the fact that the tensions between the North and the South were still ~~very~~ very intense.

First of all, the victory in the Mexican-American war left the United States with the issue on how to deal with its new territory. The ~~conflict~~ ^{compromise of 1850} to resolve this issue involved letting the states choose for themselves through the process of popular sovereignty. This brought about change because it meant that the states would get to make their own choices regardless of how this had been determined in the past. It also brought about a key difference ~~in~~ because it opened up the door to having an unequal amount of slave or free states depending on what the majority of people in each individual wanted. From the evidence ~~above~~ above, it is clear that the Mexican-American war caused significant differences in the debate over slavery during this time.

While there were many changes, the overall tension

Scores and Commentary

Note: Student samples are quoted verbatim and may contain grammatical errors.

Overview

This long essay question asks students to evaluate the extent to which the Mexican-American War marked a turning point in the debate over slavery in the United States. Students must write an essay that contains a plausible thesis, develops an argument, supports the argument with relevant evidence, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Period 3 (1754 to 1800), the themes of America in the World (WOR), American and National Identity (NAT), and Politics and Power (POL), and the historical thinking skills of periodization, argumentation, and synthesis.

Sample: 3A

Score: 6

A. Thesis (1 point)

The thesis is located in the last two sentences of a well-developed introduction. The thesis clearly demonstrates the long-term impact of the Mexican-American War in terms of the heightened tensions over the status of the newly acquired lands, and it evaluates the impact of the Mexican-American War on the sectional question.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

a) Argument Development – Describes (1 point)

This response describes both similarities and differences before and after the war. In terms of similarities, the essay notes that the economic base for both sections remained throughout the era, “slavery had been an institution in America since before the Revolutionary War,” and the southern agrarian economy and northern industrialization. Differences are addressed by the heated political debate sparked by the acquisition of the Mexican Cession.

b) Argument Development – Explains (1 point)

The response goes beyond mere description by explaining the impact of California’s entry into the Union on the political debate. The relatively sophisticated account of the failed attempt to “industrialize the South” provides a deeper explanation of the similarities: “the South was much less developed”... “and depended on slave labor as the cornerstone of their society. Therefore, the south saw an attack/opposition to slavery as a direct threat and act of aggression towards them.”

C. Argument Development: Using Evidence (2 points)

a) Using Evidence – Examples (1 point)

The response employs a plethora of accurate evidence: the Missouri Compromise, the Fugitive Slave Law, the Kansas-Nebraska Act, John Brown, Harper’s Ferry, and Manifest Destiny.

b) Using Evidence—Effective Substantiation (1 point)

Specific pieces of evidence were deployed accurately to support the thesis about the heightened political debate and the road to the Civil War. For example, the essay points to the admission of California as a free state, and how the Compromise of 1850 temporarily postponed the Civil War but did not alleviate sectional tensions.

D. Synthesis (1 point)

The response attempted linkage between the sectional tensions to the civil rights movement of the 1960s at the end of the essay is not fully developed. However, on page 4, the essay notes that in spite of the failed attempts to industrialize the South during Reconstruction, the sectional tensions born in the debate over slavery persist in the Southern “landscape, values and way of life.” This is a good example of synthesis by extending the argument to address a different historical period (Synthesis proficiency C4). The student establishes a connection between the acquisition of territory during the war and sectional differences that have persisted in U.S. history, explaining how the Mexican-American War marks a turning point in that larger story.

Sample: 3B**Score: 4****A. Thesis (1 point)**

The thesis is located in the introductory paragraph and clearly addresses the question with defensible claims. The thesis — that conflicts arose over slavery in the territories acquired through the Mexican–American War — is clearly identified as a major turning point in the debate over slavery.

B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)**a) Argument Development – Describes (1 point)**

This response does a solid job of describing the differences in the slavery debate that were a result of the Mexican–American War. The accurate employment of the Missouri Compromise, the Compromise of 1850, the Kansas–Nebraska Act, and *Dred Scott v. Sandford* clearly describe the differences. While the section on similarities is significantly shorter, it does provide sufficient information to earn the point. The essay states, “slavery was still strongly supported in the South as well as deemed a necessity to the Southern economy.”

b) Argument Development – Explains (0 points)

This response does explain the extent to which the debate over slavery changed after the Mexican–American War, and it employs accurate historical evidence to support its explanation. The claim that the Compromise of 1850 was a temporary fix and that heightened tensions spilled over into other regions and led to further conflict is well argued and supported. The essay fails to earn the point, however, as it fails to adequately explain the similarities in the debate from before to after the war. Its only point regarding similarities is that “slavery was still strongly supported in the South as well as deemed a necessity to the Southern economy.” To earn the point, the essay should have expanded on its description of the similarities it identified to explain how slavery was debated before and in a similar fashion after the war.

C. Argument Development: Using Evidence (2 points)**a) Using Evidence – Examples (1 point)**

This response contains relevant evidence in its argument, including the Missouri Compromise, the Compromise of 1850 the Kansas–Nebraska Act, Bleeding Kansas, *Dred Scott v. Sandford*, as well as the concept of Popular Sovereignty and the tension over the balance of slave and free state in the Union.

b) Using Evidence – Effective Substantiation (1 point)

The response uses the information well in order to fully and clearly substantiate its thesis. For example, the essay argues that “as the US acquired the territory of California the topic of slavery became an issue again.” The essay then accurately explicates the provisions of the Compromise of 1850 and connects several to the expanding debate over slavery. Other information is also employed in a fashion that indicates clear understanding, including the Missouri Compromise, the Compromise of 1850, the Kansas–Nebraska Act, Bleeding Kansas, *Dred Scott v. Sandford*, as well as the concept of Popular Sovereignty and the tension over the balance of slave and free state in the Union.

D. Synthesis (0 points)

The response does not succeed in extending the argument to address a different historical period (Synthesis proficiency C4). While a passing reference exists to the election of 1860 (erroneously written as 1960), due to the lack of explanation it does not achieve sufficiency for the synthesis point. Indeed, it appears to be simply a part of the essay’s conclusion. The essay makes no other discernable attempt at synthesis.

Sample: 3C**Score: 2****A. Thesis (0 points)**

While the intended thesis at the end of the introductory paragraph does clearly indicate that both differences and continuities will be discussed in the essay, there is no link in the introduction or thesis to the debate over slavery. The mention of “the issue of slavery” would indicate the existence of slavery, but is not the same as a discussion related to the debate over slavery. To earn the thesis point, the argument presented in the thesis would need a clear link to the question’s focus on the debate over slavery.

B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)**a) Argument Development – Describes (1 point)**

The response does describe the changes brought by the war, namely, the use of popular sovereignty in the Compromise of 1850. The essay states that “the states would get to make their own choices regardless of how this had been determined in the past,” as an indication of the change occurring and then continues by arguing that this “opened up the door to having an unequal amount of slave or free states.” The discussion of continuities is based on the ongoing tension between the North and South, as evidenced in the earlier Missouri Compromise. The student states that “this shows that the tension

remained the same because both the North and the South were already concerned about the equality in the Senate.” This description is enough to earn the point.

b) Argument Development – Explains (0 points)

While this response includes references to what changed (the introduction of popular sovereignty) and what stayed the same (tension between the North and the South), it did not earn this point because the discussion is largely descriptive. It does not thoroughly explain the extent to which developments that followed the war are different from and similar the developments preceding the war. The essay could potentially have earned the point by including and explaining examples of the resistance to both the Missouri Compromise and the Compromise of 1850.

C. Argument Development: Using Evidence (1 point)

a) Using Evidence – Examples (1 point)

The response provides clear understanding for the key examples included in the essay. The essay indicates that popular sovereignty permitted the states to “chose for themselves” and that this “opened the door to having an unequal amount of slave or free states.” The response also exhibits an understanding of the provisions of the Missouri Compromise and argues that this “clearly demonstrates how the attitudes of the North and South” were a continuity from the prewar to postwar period

b) Using Evidence – Effective Substantiation (0 points)

This response did not earn the point due to the minimal quantity of evidence provided. To fully and effectively substantiate the argument, a broad range of evidence relevant to the question is necessary. The essay could have earned the point by extending the discussion of popular sovereignty to the issues it caused in the Kansas and Nebraska territories, as part of the ongoing debate over slavery. The student could also have provided additional examples related to ongoing conflict between the North and South from both the prewar and postwar periods.

D. Synthesis (0 points)

This response makes an attempt to earn the point by extending the argument to a different time period; in this case, comparing the debate over slavery in the Mexican–American War to the American Revolution (Synthesis proficiency C4). However, it does not satisfactorily explain the conceptual linkage between the two events; the statement that “in both situations there was territory that was gained . . . and then debates and conflict over what to do with it” lacks thoroughness and specificity. If the response had included a discussion of the connections between acquisition of and debates over the administration of both the Mexican Cession and the Northwest Territory, then this essay might have earned the point.