

# AP United States History

## Scoring Materials for Digital Exam Practice

**Please note:** the digital exam practice resource was developed for students to complete technology checks, experience the digital platform, and practice answering exam questions, including each type of multiple-choice and free-response question they will encounter on exam day.

This digital exam practice is not a full-length exam, and it does not represent the complete scope of content and skills that students will see on the actual AP exam. This digital exam practice includes only content that would typically be taught in the first half of the school year, following the unit sequence in the AP United States History Course and Exam Description. For more information on the 2021 Exam format, please visit: [apcentral.collegeboard.org/pdf/ap-2021-exam-formats.pdf](https://apcentral.collegeboard.org/pdf/ap-2021-exam-formats.pdf)

AP Exams are scored differently than traditional high school or college exams. When an AP Exam is administered, psychometric analysis determines the score ranges corresponding with each AP Exam score (5, 4, 3, 2, and 1) based on a composite score scale that combines and weights the different exam parts. Earning 40-50% of the available points can result in a score of 3 or better on many AP Exams. However, because the number of points corresponding with each AP Exam score can vary on different exams, students and teachers should not use the results of the digital exam practice to predict performance on the 2021 AP Exam.

## Multiple-Choice Answer Key

Multiple-Choice Question	Answer
1	A
2	B
3	D
4	B
5	C
6	A
7	A
8	B
9	D
10	C
11	A
12	D

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

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

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**(A)** Briefly describe the historical situation in which the excerpt was produced. **1 point**

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

- In 1787, when this document was written, America was governed under the Articles of Confederation which were very weak. The weakness of this government was made clear by a rebellion in Massachusetts. American leaders were calling for changes to strengthen the government.

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**(B)** Briefly explain how ONE specific event or development in the period between 1754 and 1775 led to the historical change suggested by the author. **1 point**

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

- British attempts to tax the colonists, like the Stamp Act, led many people in the colonies to question the authority of the British government and to demand representation. These ideas continued to develop and eventually led to the debates about how best to form a republican government noted by Benjamin Rush.

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

- Anger over the Intolerable Acts
- The motivation for the Boston Tea Party
- The end of salutary neglect
- Impact of the Seven Years War

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**(C)** Briefly explain how ONE specific historical event or development from the period between 1776 and 1800 could be used to support Rush's interpretation. **1 point**

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

- Benjamin Rush believes the revolutionary mindset will continue until the United States Government is established and perfected. This mindset brought about the change from the weak Articles of Confederation to the present Constitution. This need for a

perfected government could continue indefinitely, so in Rush’s opinion, the American Revolution mindset may continue as long as there is room for government to improve.

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

- 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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**Total for question 1 3 points**

**Question 2: Short Answer Map****3 points****General Scoring Notes**

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

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**(A)** Briefly describe a relevant social context for the development depicted in the map. **1 point**

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

- An important social context for understanding the increase in cotton spinning depicted on the map is slavery. Enslaved African Americans produced the cotton on plantations in the southern states.
- The growth of textile mills provided opportunities for young women to work away from home. Young women from farms often worked in the mills before marriage, providing helpful income for their families.

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**(B)** Briefly explain how ONE specific historical event or development contributed to the changes depicted in the map. **1 point**

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

- The invention of the cotton gin greatly increased the speed that cotton could be cleaned. This new technology led to a major increase in the production of cotton in the South making the growth of mills possible.

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

- The trade between the upper South and lower South increased the number of enslaved people available for plantations.
- Francis Cabot Lowell introduced new methods of production.
- Westward expansion made more land available for plantations.

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**(C)** Briefly explain ONE specific effect of the changes depicted in the map in the period from 1800 to 1848. **1 point**

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

- The southern dependence on enslaved labor to produce cotton for the growing textile industry led southern leaders to defend slavery from the growing abolish movement
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with claims that it was a positive social good that benefited the enslaved African Americans.

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

- The Market Revolution
- Increased development of transportation infrastructure
- Debates about the expansion of slavery in the West

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**Total for question 1 3 points**

**Question 3: Short Answer Visual****3 points****General Scoring Notes**

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

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**(A)** Briefly describe ONE perspective about politics in the 1830s expressed in the image. **1 point**

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

- Andrew Jackson's actions as president displayed a disregard for American institutions (e.g., the Constitution, court decisions, internal improvements, and/or the Second Bank of the United States).
- By exercising his veto power, Andrew Jackson treated the presidency as a monarchy.

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**(B)** Briefly explain ONE specific event or development that led to the perspective expressed in the image. **1 point**

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

- Jackson opposed the protective tariff, national bank, and federal financing of internal improvements.
- In 1832 Jackson vetoed a bill to recharter the Second Bank of the United States.
- In 1833 Jackson directed that federal deposits be removed from the Second Bank of the United States and placed in state banks (so-called pet banks).
- Jackson refused to uphold the Supreme Court's decision in *Worcester v. Georgia*.
- Jackson upheld the authority of the federal government during the Nullification Crisis (1832) through the Force Bill (1833).
- Jackson developed a political spoils system, using his position at the head of the executive branch to reward Democratic Party loyalists with government patronage jobs.

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**(C)** Briefly explain ONE specific effect of the political developments referenced by the image. **1 point**

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

- Jackson increased the power and authority of the presidency and executive branch relative to the other branches of government.

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- Jackson ignored court rulings and encouraged the forced removal of American Indian nations from their homelands in the Southeast (i.e., the Trail of Tears).
- Debates over the national bank and other economic issues increased partisanship and led to the formation of the Whig Party and the beginning of the Second Party System.

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**Total for question 1 3 points**



**Question 4: Document-Based Question, Ideas about American Independence**

**7 points**

**General Scoring Notes**

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

**Evaluate the extent of change in ideas about American independence from 1763 to 1783.**

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Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“The extent of change in American ideas about American independence from 1763 to 1783 was a great change.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• The response must provide a historically defensible thesis or claim that establishes a position on change in ideas about American independence from 1763 to 1783. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“From 1763 to 1783 colonial ideas about American independence did not change much because, throughout the period, many colonists continued to oppose the Patriot cause.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“The ideas about American independence changed greatly from 1763 to 1783. In the beginning, colonists only wanted representation and a say in the legislation of new laws, but by 1783 Americans wanted true freedom from British rule.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“From 1763 to 1783 colonial ideas about American independence changed from just questioning British policies to calling for revolution.”</i> (Minimally acceptable thesis/claim)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>• The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

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Reporting Category	Scoring Criteria	
Row B Contextualization (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
	<b>Decision Rules and Scoring Notes</b>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li>• <i>“As the American colonies were being constructed and an American government formed, its inhabitants began to seek independence from Great Britain. This period was called, the Enlightenment Era.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to change in ideas about American independence from 1763 to 1783.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Shifts in British policies and changes in the mercantile system</li> <li>• Discussion of factors separating Patriots and Loyalists</li> <li>• Enlightenment ideas</li> <li>• Legacy of the English Civil War</li> <li>• The experiences of enslaved African Americans during the Revolution</li> <li>• Support in Great Britain for engaging in a war in order to retain the British North American colonies</li> <li>• Revolutionary ideas were adapted and changed in the United States Constitution</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Prior to the fight for independence from 1763 to 1783, colonists were not properly forced to follow certain laws, such as the Navigation Acts, a restriction on colonial trade. Britain’s treatment towards the colonists is described as Salutary Neglect, which contributed to a sense of freedom and rights for the colonists.”</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

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Reporting Category	Scoring Criteria		
<p>Row C Evidence</p> <p>0-3 points</p>	<b>Evidence from the Documents</b>		
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents.</p>
	<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote, without an accompanying description, of the content of the documents</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe — rather than simply quote — the content from at least three of the documents to address the topic of the change in ideas about American independence from 1763 to 1783.</li> </ul> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>(Document 6) <i>“Inglis says that the American Revolution is going to be expensive, and he isn’t sure how the colonies will pay for it.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least six documents.</li> </ul> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>(Document 3): <i>“He claimed only man himself can direct his own actions and decisions, not the rule of any legislative authority or man (Doc. 3). These ideals, of course, contradict the essence of colonialism.”</i> (Uses evidence from document 3 to support an argument about changing ideas about independence)</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

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<b>Row C (Continued)</b>	<b>Evidence beyond the Documents:</b>		
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>	
	<b>Decision Rules and Scoring Notes</b>		
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about change in ideas about American independence from 1763 to 1783.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Articles of Confederation</li> <li>• Battles at Lexington and Concord (1775)</li> <li>• Boston Massacre (1770)</li> <li>• Boston Tea Party (1773)</li> <li>• Boycotts / nonimportation movements</li> <li>• Committees of correspondence</li> <li>• Continental Army</li> <li>• Daughters of Liberty</li> <li>• Declaration of Independence (1776)</li> <li>• Declaration of Rights and Grievances (1765)</li> <li>• Enlightenment ideas: natural rights, social contract, republicanism</li> <li>• First and Second Continental Congresses</li> <li>• Benjamin Franklin</li> <li>• Alexander Hamilton</li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Patrick Henry</li> <li>• Homespun cloth and nonconsumption</li> <li>• Intolerable (Coercive) Acts (1774)</li> <li>• Thomas Jefferson</li> <li>• Liberty Tea</li> <li>• Olive Branch Petition</li> <li>• Royal Proclamation of 1763</li> <li>• Quartering Act (1765)</li> <li>• Salutary Neglect</li> <li>• Sons of Liberty</li> <li>• Sugar (Revenue) Act (1764)</li> <li>• Tea Act (1773)</li> <li>• Townshend Acts (1767)</li> <li>• George Washington</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Articles of Confederation</li> <li>• Battles at Lexington and Concord (1775)</li> <li>• Boston Massacre (1770)</li> <li>• Boston Tea Party (1773)</li> <li>• Boycotts / nonimportation movements</li> <li>• Committees of correspondence</li> <li>• Continental Army</li> <li>• Daughters of Liberty</li> <li>• Declaration of Independence (1776)</li> <li>• Declaration of Rights and Grievances (1765)</li> <li>• Enlightenment ideas: natural rights, social contract, republicanism</li> <li>• First and Second Continental Congresses</li> <li>• Benjamin Franklin</li> <li>• Alexander Hamilton</li> </ul>
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<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li> <li>• To earn this point, the evidence provided must be more than a phrase or reference.</li> </ul>			

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Reporting Category	Scoring Criteria	
<p>Row D Analysis and Reasoning</p> <p>0-2 points</p>	<b>Sourcing</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for less than three of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li>“As Janet Schaw, a Scot visiting her brother in Wilmington, North Carolina reflects, any officer can enter a man’s plantation without being allowed to and he can threaten the plantation owner.”</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why — rather than simply identifying — the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the significance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>(Document 3): “Sam Adams had the point of view of a patriot and it was significant because it showed the radicalization of many colonists’ views stemming from direct and bloody confrontations involving quartered British troops in cities such as Boston.” (Identifies the point of view of Sam Adams as a patriot and explains its relevance to an argument about changing ideas on independence)</li> </ul> <p><b>Example of acceptable explanation of the significance of the audience:</b></p> <ul style="list-style-type: none"> <li>(Document 3): “Adams desires to confirm the ideas of the colonists who are fed up with British rule as well as advocate his desire to see American independence.” (Provides sourcing regarding the audience of the document relevant to an argument that addresses the political motivations for independence)</li> </ul> <p><b>Example of acceptable explanation of the significance of the purpose:</b></p> <ul style="list-style-type: none"> <li>(Document 3): “Adams aims to establish rule by the consent of the people, which is later written in the Constitution when the US wanted to ensure it does not become like Britain” (Connects the purpose of the document to an argument about changing ideas on government and independence)</li> </ul>	

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<b>Row D (continued)</b>	<b>Complexity</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
	<b>Decision Rules and Scoring Notes</b>	
		<p><b>Responses that earn this point:</b> May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining nuance of an issue by analyzing multiple variables.</li> <li>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>• Explaining relevant and insightful connections within and across periods.</li> <li>• Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>• Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul> <p><b>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• The response argues that there was a significant increase in the desire among colonists for independence from Britain for ideological and economic reasons. It then corroborates that argument with evidence about how support increased for similar reasons across the colonies by providing examples from New England, the mid-Atlantic, Chesapeake and the South.</li> <li>• The response uses evidence to argue that there was a considerable growth in support for independence among a portion of the population. It then qualifies that argument with evidence about the reaction of African Americans, Native Americans, and loyalists to these growing calls for independence, concluding that the change in ideas about independence was not universal.</li> <li>• The response argues that calls for independence intensified in the period from 1763 to 1783, but then modifies that argument by providing evidence that American colonist had valued the idea of independence long before the political disputes began with Britain after 1763, concluding that the political break with Britain was more of a product of the continuity of ideas about independence rather than changes after 1763.</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		

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**Document Summaries**

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Teapot, 1766–1770	<ul style="list-style-type: none"> <li>Inscribed on one side is “No Stamp Act,” and on the other is “America, Liberty Restored.”</li> </ul>	<ul style="list-style-type: none"> <li>Importance of growing American trade and commerce with Britain (situation)</li> <li>British manufacturers capitalized on/profited from Stamp Act crisis (purpose)</li> <li>Consumers in Britain and colonies (audience)</li> </ul>
2. Virginia Resolves, 1769	<ul style="list-style-type: none"> <li>Declares autonomy of the Virginia legislature, together with loyalty to the British crown.</li> </ul>	<ul style="list-style-type: none"> <li>Concepts in the resolves spread to other colonies, which adopted similar resolutions; longstanding autonomy of colonial legislatures (situation)</li> <li>Other British North American colonial assemblies; the British Crown and Parliament (audience)</li> </ul>
3. Samuel Adams, Rights of Colonists as Men, 1772	<ul style="list-style-type: none"> <li>Declares the sovereignty of man over governments.</li> <li>Law of nature supersedes any manmade laws.</li> </ul>	<ul style="list-style-type: none"> <li>Political leader, Patriot, member of Sons of Liberty (point of view)</li> <li>Apply Enlightenment ideas to support the growing calls for colonial independence (purpose)</li> <li>The growth in the trans-Atlantic exchange of concepts of republicanism (situation)</li> </ul>
4. Quaker address to Pennsylvania Assembly, 1775	<ul style="list-style-type: none"> <li>Quaker leaders encouraged other Quakers not to join agitation against the British government.</li> <li>Divine Right of Kings</li> </ul>	<ul style="list-style-type: none"> <li>Pacifism among some Quakers (situation)</li> <li>Apply pacifist principles to revolutionary situation; prevent war with and declaration of full independence from Britain (purpose)</li> </ul>
5. Janet Schaw, Journal of a Lady of Quality, 1775	<ul style="list-style-type: none"> <li>Claims that if landowners do not support the Patriots the Patriots threaten them with violence or destruction of property.</li> </ul>	<ul style="list-style-type: none"> <li>Upper-class woman critical of the treatment of Loyalists, of the Revolution, and of Loyalists who submitted to Patriots (point of view)</li> <li>Challenge idea that independence movement had broad popular support; depict movement as unwelcome to colonists (purpose)</li> <li>Loyalists found their interests threatened (situation)</li> </ul>
6. Charles Inglis, The Costs of Revolution, 1776	<ul style="list-style-type: none"> <li>Argues that the American Revolution is likely to be costly, and it is not clear how the colonies will pay for it.</li> </ul>	<ul style="list-style-type: none"> <li>Undermine the independence movement (purpose)</li> <li>Growing economic instability in the colonies; Anglican Church sympathetic to Britain (situation)</li> </ul>
7. Thomas Paine, American	<ul style="list-style-type: none"> <li>Argues that the Revolutionary situation elicits great efforts by</li> </ul>	<ul style="list-style-type: none"> <li>Supporter of the Patriot cause and the Revolution (point of view)</li> <li>Make an emotional appeal to the colonists whose support for the Revolution was faltering (purpose)</li> </ul>



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Crisis, 1776	men and women who support independence.	<ul style="list-style-type: none"><li>• Losses suffered by the Continental Army had begun to undermine military enlistment (situation)</li></ul>
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**Question 5: Short Answer Data/Chart****3 points****General Scoring Notes**

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

- 
- (A)** Briefly describe ONE specific historical event or development that contributed to the change depicted in the graph. **1 point**

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

- Deadly diseases like smallpox spread from Europe to the Americas.
- Large numbers of European colonist arrived and disrupted native ways of life.

- 
- (B)** Briefly explain ONE specific historical effect of the change depicted in the graph on North American society from 1492 to 1750. **1 point**

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

- The major drop in the Native American population made it much easier for Europeans to colonize New England. The small native population around Massachusetts Bay couldn't do much to slow the grow of the colony.
- English colonist initially enslaved Native Americans to provide labor in the colonies. However, the population decline brought on by European diseases significantly limited this practice, leading the Europeans to turn to other sources of labor like Africa.

- 
- (C)** Briefly explain ONE specific historical change in North American society from 1750 to 1848 that resulted from the population trend depicted in the graph. **1 point**

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

- With the growth of the European population and the decline of the Native American population, European cultural traditions came to dominate societies in the eastern portion of North America. For example, groups like the Cherokee adapted many aspects of the culture of the larger White population.
- The continuous decline of the Native American population from 1492 to 1750 weakened the ability of native nations to resist white encroachment. By the 1800s many Native American nations, like the Choctaw, were forced to move west.

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**Total for question 1 3 points**

**Question 6: Short Answer Secondary Source****3 points****General Scoring Notes**

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

- 
- (A)** Briefly describe ONE major difference between Crane’s and Zagarri’s historical interpretations of the immediate impact of the American Revolution on women. **1 point**

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

- One major difference between Crane’s and Zagarri’s historical interpretations on the impact of the Revolutionary War on women is the results of women’s political engagement post-revolution. Crane insists that the American Revolution reaffirmed and encouraged a patriarchal society. However, Zagarri suggests that the Revolution introduced several new political opportunities for women.

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

*NOTE: Credited responses for (a) must explicitly address the substance of both excerpts.*

- Crane argues that:
  - the American Revolution was not radical because it didn’t change women’s status in society.
  - gender roles for women remained unchanged after the American Revolution.
  - the ideals of the American Revolution were not applied to women.
- Zagarri argues that:
  - women’s social status and social influence improved after the American Revolution.
  - women were newly able to participate in the country’s politics.
  - women were more visible in civic life/public sphere/society.

- 
- (B)** Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Crane’s argument. **1 point**

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

- One event that undoubtedly supports Crane’s argument is the official commitment to the Declaration of Independence and the Articles of Confederation. These powerful

political documents were framed, written, and signed by male founding fathers, who also did not grant women the right to vote. This could very well be a signal of the lack of reform for women's rights.

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

- Women could not vote (except in New Jersey, which also eventually rescinded this right).
- Women were excluded from the rights stated for all men in the Declaration of Independence.
- Women could not participate in any of the political decision making after the American Revolution.
- Abigail Adams asked her husband John Adams to make sure that men “remember the ladies,” but women were not involved in political decision making.
- The idea of republican motherhood gave women authority in the private sphere but kept them confined to the private sphere.
- Married women did not have any recognized legal or property rights separate from their husbands.
- Women were not allowed to fight in the Continental Army – adhering to gender roles.

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**(C)** Briefly explain how ONE event, development, or circumstance from the period 1765 to 1800 that is not explicitly mentioned in the excerpts could be used to support Zagarri's argument. **1 point**

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

- An event that supports Zagarri's argument would be the new engagement of female activism through the boycotting of British imported products. This movement reveals a new option and opportunity for women to express their political beliefs without a direct influence in such matters through suffrage. Therefore, a significant development in women's rights may have occurred.

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

- Women participated in Revolutionary protest (e.g., boycotts, protests, crowds, homespun movement, nonconsumption, Daughters of Liberty, Edenton Tea Party, Ladies of Philadelphia).
- Women supported the Revolutionary effort (e.g., fundraising, camp followers, nurses, spies, cooks, Phillis Wheatley, Deborah Sampson, Molly Pitcher).
- Women such as Abigail Adams acted as informal advisors to presidents and political leaders.
- The idea of republican motherhood gave women a voice in the shaping of future republican citizens and an indirect role in public life.
- Women applied Revolutionary principles to post-Revolutionary United States society (e.g., Elizabeth Freeman (aka. Mumbet)).
- Mercy Otis Warren evoked patriotism in published works on political subjects.
- Judith Sargent Murray argued for women's equality and advocated women's education beyond domestic tasks.
- Academies for women offered new educational opportunities.
- Women were able to vote in New Jersey between the late 1790s and early 1800s.

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- Divorce laws in some states were liberalized after the American Revolution.
  - After the Revolution women were more apt to obtain custody of their children after divorce if the children were young.
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**Total for question 1 3 points**