



# Scoring Guidelines

## Part B: Short-Answer Question with Secondary Source

1. “Of all the amusements that bedazzled the single working woman, dancing proved to be her greatest passion. After a long day laboring in a factory or shop, young women dressed themselves in their fanciest finery, put on their dancing shoes, and hurried out to the neighborhood hall, ballroom, or saloon equipped with a dance floor. . . . By the 1910s, over five hundred public dance halls opened their doors each evening throughout greater New York. . . . “New ballrooms and dance palaces offered a novel kind of social space for their female patrons, enhancing and legitimizing their participation in a public social life. The commercial culture of the dance halls meshed with that of working-class youth in a symbiotic relationship, reinforcing emergent values and ‘modern’ attitudes.”

Kathy Peiss, historian, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York*, 1986

“As strikers thronged the public streets of New York City [in 1909], demonstrated in parades and mass meetings, and picketed in front of factories, they challenged established assumptions about the identity and appearance of political actors and access to public space. These working-class, largely immigrant women comprised a subordinated group long denied an active voice in recognized political forums. By occupying the arena of labor politics through a mass strike, they demanded a voice.”

Nan Enstad, historian, *Ladies of Labor, Girls of Adventure: Working Women, Popular Culture, and Labor Politics at the Turn of the Twentieth Century*, 1999

Using the excerpts above, answer (a), (b), and (c).

- (A) Briefly describe ONE important difference between Peiss’ and Enstad’s historical interpretations of women’s emergence in the public sphere at the turn of the twentieth century.
- (B) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss’ argument.
- (C) Briefly explain how ONE specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad’s argument

## 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 reasoning processes 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.

## Scoring Guidelines for Part B: Short-Answer Question with Secondary Source

3 points

**Learning Objectives:** **Unit 6, Learning Objective I** **Unit 7, Learning Objective G**

- (A)** Describe one important difference between Peiss's and Enstad's historical interpretations of women's emergence in the public sphere at the turn of the twentieth century. **1 point**  
**3.C**

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

- Peiss argues that pursuits of entertainment in dance halls by working class women created new, legitimate social spaces for women, however Enstad argues that working women's participation in labor politics gave them a new voice and place in the public sphere.
- Peiss links the growth of women in public social life to a commercial culture that provided opportunities for women to enter the public sphere while Enstad argues that women became political actors who demanded a public voice.

- (B)** Explain how one historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Peiss's argument. **1 point**  
**3.D**

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

- Like the dance halls, department stores and amusement parks became aspects of the commercial culture that represented new opportunities for women to enjoy public places as legitimate participants.
- The concept of the New Woman became a cultural phenomenon, as the older idea of separate spheres diminished. The idea of the New Woman supported a more public role for women in the early 1900s.
- The growth of cities and urban America gave young women more opportunities to leave rural America and participate in the developments described by Peiss.
- New technologies such as electric lighting made possible new public spaces for personal freedom for women.

- (C)** Explain how one specific historical event, development, or circumstance from the period 1880–1929 that is not specifically mentioned in the excerpts could be used to support Enstad's argument. **1 point**  
**3.D**

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

- Women's participation in the suffrage movement, settlement house work, temperance organizing, and the Progressive movement all contributed to modern attitudes about women and increased their roles in the public sphere.
- The ratification of the Nineteenth Amendment to the Constitution gave women the vote and a voice in politics.
- Women were the main participants in the New York shirtwaist strike of 1909. During this strike women made public demands like those described by Enstad.
- Women organized or participated in labor unions such as the International Ladies' Garment Workers' Union (ILGWU) which is an example of their growing voice in the public sphere.
- Working-class women had key public roles in the successful Lawrence (Massachusetts) textile strike of 1912, this demonstrates that women became active political voices through labor movements.

**Total for Part B (Question 1) 3 points**

## Document-Based Question

1. Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

### Document 1

Source: Treaty concerning the Cession of the Russian Possessions in North America by his Majesty the Emperor of all the Russias to the United States of America, June 20, 1867.

His Majesty the Emperor of all the Russias agrees to cede to the United States, by this convention, immediately upon the exchange of the ratifications thereof, all the territory and dominion now possessed by his said Majesty on the continent of America and in the adjacent islands, the same being contained within the geographical limits herein set forth. . . .

The inhabitants of the ceded territory, according to their choice . . . may return to Russia within three years; but if they should prefer to remain in the ceded territory, they, with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States, and shall be maintained and protected in the free enjoyment of their liberty, property, and religion. The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country. . . .

In consideration of the cession aforesaid, the United States agree to pay . . . seven million two hundred thousand dollars in gold.

## Document 2

Source: Josiah Strong, *Our Country: Its Possible Future and Its Present Crisis*, 1885.

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet today on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history—the *final competition of races, for which the Anglo-Saxon is being schooled*. . . . Then this race of unequalled energy, with all the majesty of numbers and the might of wealth behind it—the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization—having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth.

## Document 3

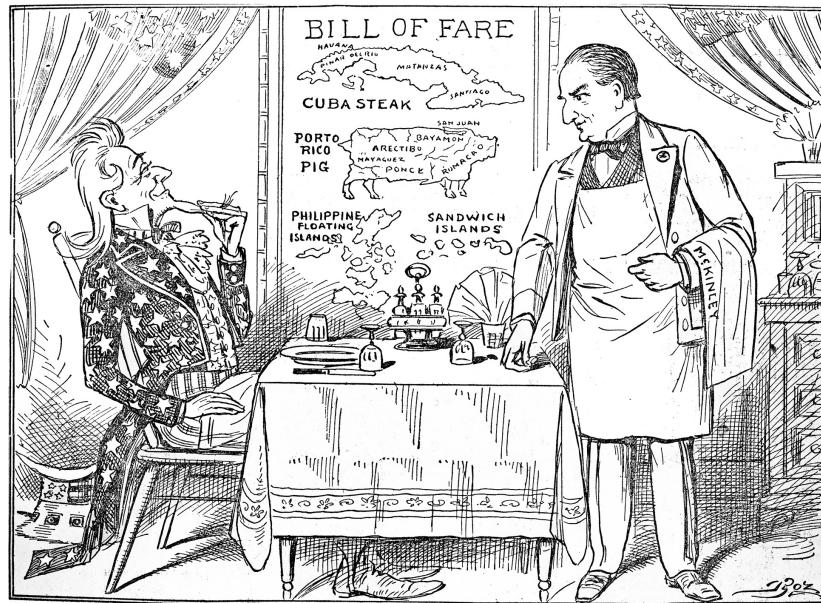
Source: Captain Alfred Thayer Mahan, *The Interest of America in Sea Power, Present and Future*, 1897.

To affirm the importance of distant markets, and the relation to them of our own immense powers of production, implies logically the recognition of the link that joins the products and the markets,—that is, the carrying trade; the three together constituting that chain of maritime power to which Great Britain owes her wealth and greatness. Further, is it too much to say that, as two of these links, the shipping and the markets, are exterior to our own borders, the acknowledgment of them carries with it a view of the relations of the United States to the world radically distinct from the simple idea of self-sufficingness? . . . There will dawn the realization of America's unique position, facing the older worlds of the East and West, her shores washed by the oceans which touch the one or the other, but which are common to her alone.

Despite a certain great original superiority conferred by our geographical nearness and immense resources,—due, in other words, to our natural advantages, and not to our intelligent preparations,—the United States is woefully unready, not only in fact but in purpose, to assert in the Caribbean and Central America a weight of influence proportioned to the extent of her interests. We have not the navy, and, what is worse, we are not willing to have the navy, that will weigh seriously in any disputes with those nations whose interests will conflict there with our own. We have not, and we are not anxious to provide, the defence of the seaboard which will leave the navy free for its work at sea. We have not, but many other powers have, positions, either within or on the borders of the Caribbean.

## Document 4

Source: *The Boston Globe*, May 28, 1898.



WELL, I HARDLY KNOW WHICH TO TAKE FIRST!  
Courtesy of the Library of Congress #LC-USZ62-91465

## Document 5

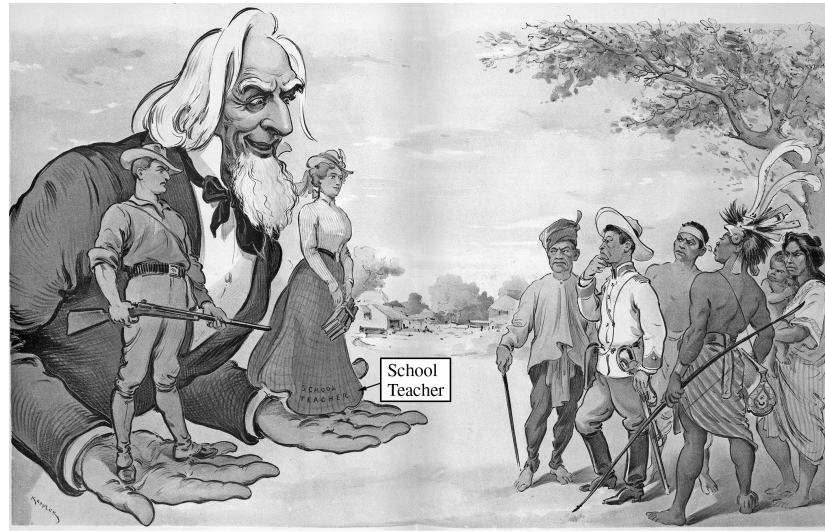
Source: John Hay, United States Secretary of State, The Second Open Door Note, July 3, 1900.

To the Representatives of the United States at Berlin, London, Paris, Rome, St. Petersburg, and Tokyo Washington, July 3, 1900

In this critical posture of affairs in China it is deemed appropriate to define the attitude of the United States as far as present circumstances permit this to be done. We adhere to the policy . . . of peace with the Chinese nation, of furtherance of lawful commerce, and of protection of lives and property of our citizens by all means guaranteed under extraterritorial treaty rights and by the law of nations. . . . We regard the condition at Pekin[g] as one of virtual anarchy. . . . The purpose of the President is . . . to act concurrently with the other powers; first, in opening up communication with Pekin[g] and rescuing the American officials, missionaries, and other Americans who are in danger; secondly, in affording all possible protection everywhere in China to American life and property; thirdly, in guarding and protecting all legitimate American interests; and fourthly, in aiding to prevent a spread of the disorders to the other provinces of the Empire and a recurrence of such disasters. . . . The policy of the Government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

**Document 6**

Source: *Puck*, a satirical magazine, November 20, 1901.



It's "Up To" Them.  
Uncle Sam (to Filipinos.)—You can take your choice;—I have plenty of both !  
Courtesy of the Library of Congress #LC-DIG-ppmsca-25583

## Document 7

Source: President Theodore Roosevelt, Fourth Annual Message to Congress, December 6, 1904.

There are kinds of peace which are highly undesirable, which are in the long run as destructive as any war. Tyrants and oppressors have many times made a wilderness and called it peace. Many times peoples who were slothful or timid or shortsighted, who had been enervated by ease or by luxury, or misled by false teachings, have shrunk in unmanly fashion from doing duty that was stern and that needed self-sacrifice, and have sought to hide from their own minds their shortcomings, their ignoble motives, by calling them love of peace. . . .

It is our duty to remember that a nation has no more right to do injustice to another nation, strong or weak, than an individual has to do injustice to another individual; that the same moral law applies in one case as in the other. But we must also remember that it is as much the duty of the Nation to guard its own rights and its own interests as it is the duty of the individual so to do. . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and . . . the exercise of an international police power.



## 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 reasoning processes described below.

## Scoring Guidelines for Document-Based Question

7 points

**Learning Objectives:** **Unit 7, Learning Objectives B** **Unit 7, Learning Objectives C** **Unit 7, Learning Objectives O**

Reporting Category	Scoring Criteria	
<p><b>Row A</b> Thesis/Claim (0-1 points)</p> <p><b>6.A</b></p>	<p><b>0 points</b></p> <p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>The intended thesis or claim is not historically defensible</li> <li>The intended thesis or claim only restates or rephrases the prompt</li> <li>The intended thesis or claim does not respond to the prompt</li> <li>The intended thesis or claim offers no indication of a line of reasoning</li> <li>The intended thesis or claim is overgeneralized</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>American imperialism contributed to calls for isolationist policies after World War I</i></li> </ul> <p><b>Do not establish a line of reasoning, although the claim is historically defensible</b></p> <ul style="list-style-type: none"> <li><i>There were two causes for the expanded role of the United States in the world</i></li> </ul> <p><b>Restate the prompt or is overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"Due to this, America began to embark on an imperialistic mission in the latter half of the 1800's in the name of economic, social, and political 'necessities'"</i></li> <li><i>"Different causes and events had a major importance in expanding the role of the US in the world"</i></li> </ul>	<p><b>1 point</b></p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p> <p><b>Decision Rules and Scoring Notes</b></p> <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 about the causes of the expanding role of the United States in the world in the period from 1865 to 1910. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of 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 with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"This change in foreign policy was caused by the need for new markets to expand [the] US economy and by imperialist sentiment. However, the most important cause of this change in the US's role can be attributed to nationalist and Darwinist sentiment because it was driven emotionally, and therefore was a stronger motive"</i></li> <li><i>"While some historians may argue that the US desire to expand its role in the world was due to the fact that the US felt it was its duty to civilize nations and act as a global police, the most important reason for America expanding its role in the world can be attributed to its competition with Europe over global influence, its desire to expand its economy through trading opportunities, and the U.S. ideal of manifest destiny"</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"In expanding its role in the world, the United States sought economic opportunity through international business relationships, political opportunity to police the world, and they sought to cultivate other societies to better spread the American culture"</i></li> <li><i>"The country was doing this for a few reasons, such as expanding its territory, (manifest destiny or imperialism) preserving its national interests such as trading with China, and helping other nations"</i></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>

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b> <b>(0-1 points)</b>	<b>0 points</b>	<b>1 point</b> Describes a broader historical context relevant to the prompt
<b>4.A</b>	<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <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>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Must accurately describe a context relevant to the expanding role of the United States in the world in the period from 1865 to 1910</li> </ul>	
<b>Examples of unacceptable contextualization that do not earn this point:</b> <b>Do not provide context relevant to the topic of the prompt</b> <ul style="list-style-type: none"> <li>• <i>"The Civil War brought little meaningful change to the South as sharecropping replaced slavery"</i></li> </ul>	<b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>• The impact of the Civil War on the United States role in the world</li> <li>• International competition to establish colonies and maintain empires from 1865 to 1910</li> <li>• Increasing United States industrialization and desire to develop new markets for goods</li> <li>• The closing of the frontier in 1890</li> </ul> <b>Examples of acceptable contextualization:</b> <ul style="list-style-type: none"> <li>• <i>"In the aftermath of the war, internationally the world was changing, Europe was slicing up Africa, many countries started fighting for their independence, and the fight for influence and money ensued between the most powerful nations. During the time periods of 1865–1900, the US sought to keep up with Europe and expand its sphere of influence in the world under the leadership of Roosevelt, McKinley and other presidents"</i></li> </ul>	
<b>Additional Notes:</b> <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>		

Reporting Category	Scoring Criteria		
<b>Row C</b> Evidence (0-3 points)  <span style="background-color: #e91e63; color: white; padding: 2px;">1.B</span> <span style="background-color: #00897b; color: white; padding: 2px;">5.B</span> <span style="background-color: #ffc107; color: black; padding: 2px;">6.B</span> <span style="background-color: #ffc107; color: black; padding: 2px;">6.C</span>	<b>Evidence from the Documents</b>		
	<b>0 points</b>	<b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents
	<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn points:</b> <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 accompanying description, the content of the documents</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must accurately describe — rather than simply quote— the content from at least three of the documents to address the topic of the expanding role of the United States in the world in the period from 1865 to 1910</li> </ul>	<b>Responses that earn 2 points:</b> <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> <li>The six documents do not have to be used in support of a single argument, but they can be used across sub-arguments or to address counterarguments</li> </ul>	
	<b>Examples of acceptable use of the content of a document:</b> <b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b> <ul style="list-style-type: none"> <li><i>“Doc. 6 depicts Uncle Sam, its purpose showing the US having control over the country, trying to seem generous, when it actually isn’t”</i></li> <li><i>“Document 2 really demonstrates the effect of religious superiority, and the pride in racial heritage”</i></li> </ul>	<b>Examples of supporting an argument using the content of a document:</b> <ul style="list-style-type: none"> <li><i>“However, social causes were also a factor in the practice of American Imperialism. There was seen through the application of Social Darwinism to a global scale. Many felt that Anglo-Saxon, were a more fit race than any to expand, and Christianize and civilize the rest of the world (Doc. 2).” (Uses evidence from document 2—Strong’s assertions about the superiority Anglo-Saxons—to support an argument about a cause of American imperialism)</i></li> </ul>	

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Reporting Category	Scoring Criteria	
<b>Row C</b> <i>(continued)</i>	<b>Evidence beyond the Documents:</b>	
	<b>0 points</b>	<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
	<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn points:</b> <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>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to an argument about the expanding role of the United States in the world in the period from 1865 to 1910</li> </ul>	
	<b>Examples of evidence that are specific and relevant include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li style="width: 50%;">• Anti-Imperialist League; Peace Movement</li> <li style="width: 50%;">• Missionary work</li> <li style="width: 50%;">• Algeciras Conference, 1906</li> <li style="width: 50%;">• Social Darwinism</li> <li style="width: 50%;">• Berlin Conference, 1884–1885</li> <li style="width: 50%;">• Panama (Hay-Bunau-Varilla Treaty, 1903)</li> <li style="width: 50%;">• Burlingame Treaty, 1868</li> <li style="width: 50%;">• Panama Canal</li> <li style="width: 50%;">• Chinese Exclusion Act</li> <li style="width: 50%;">• Russo-Japanese War; United States mediation (Treaty of Portsmouth, 1905)</li> <li style="width: 50%;">• Gentleman’s Agreement</li> <li style="width: 50%;">• Spanish-American War</li> <li style="width: 50%;">• Root-Takahira Agreement, 1908</li> <li style="width: 50%;">• Filipino Insurrection, Emilio Aguinaldo</li> <li style="width: 50%;">• Dollar diplomacy</li> <li style="width: 50%;">• Venezuela Crisis</li> <li style="width: 50%;">• Annexation of Guam</li> <li style="width: 50%;">• “White Man’s Burden”</li> <li style="width: 50%;">• Platt Amendment/ Teller Amendment</li> <li style="width: 50%;">• William Seward (Seward’s Folly, Seward’s Icebox)</li> <li style="width: 50%;">• Annexation of Hawaii</li> <li style="width: 50%;">• Yellow Journalism (William Randolph Hearst, Joseph Pulitzer)</li> <li style="width: 50%;">• Insular cases</li> <li style="width: 50%;">• Theodore Roosevelt’s foreign policy; Big Stick diplomacy, jingoism</li> <li style="width: 50%;">• Roosevelt Corollary to the Monroe Doctrine</li> <li style="width: 50%;">• Treaty of Paris, 1899</li> <li style="width: 50%;">• Mexican Revolution</li> <li style="width: 50%;">• Manifest Destiny</li> <li style="width: 50%;">• USS Maine; The Maine</li> </ul>	

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Reporting Category	Scoring Criteria	
<p><b>Row C</b> <i>(continued)</i></p>		<p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“Newspapers had risen in popularity among the public, a majority who could read, and many companies competed to attract the public’s attention. Yellow journalism created outrageous attitudes with dramatized accounts of Spanish mistreatment of the Cuban which motivated Americans to support a military intervention.” (Uses a piece of evidence beyond the documents to make a connection to a larger argument about the power of the media.)</i></li> </ul>
	<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>	

Reporting Category	Scoring Criteria	
<b>Row D</b> Analysis and Reasoning (0-2 points)	<b>Sourcing</b>	
<div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="background-color: #0070C0; color: white; padding: 2px 5px; border-radius: 3px;">2.B</div> <div style="background-color: #FF8C00; color: white; padding: 2px 5px; border-radius: 3px;">6.B</div> </div>	<b>0 points</b>	<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
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <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>		<b>Responses that earn this point:</b> <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>
<b>Identifies the point of view, purpose, historical situation, and/or audience, but does not explain how or why it is relevant to an argument</b> <ul style="list-style-type: none"> <li><i>“In document 1, the audience is the United States government”</i></li> </ul> <b>Summarizes the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b> <ul style="list-style-type: none"> <li><i>“The purpose of this document was to tell America why Russia was ceding its territory and giving permission”</i></li> </ul>		<b>Example of acceptable explanation of the significance of the author’s point of view:</b> <ul style="list-style-type: none"> <li><i>“The point of view of the artist is actually critical of America’s policy of imperialism, seeing it as a sign of America’s ego in its superiority and greed.” (Identifies the point of view of the cartoon as satirical of United States imperialism and explains its relevance to an argument about an attitude of superiority and greed)</i></li> </ul> <b>Example of acceptable explanation of the relevance of the document’s purpose:</b> <ul style="list-style-type: none"> <li><i>“Puck, being a satire magazine, likely published this cartoon with the purpose of showing the hypocritical nature of the Spanish-American War; it was fought to liberate Cuba but it ended with the oppression of the Philippines.” (Connects the purpose of the cartoon to the cause of expansion in Cuba and the effect of expansionism for the Filipinos)</i></li> </ul> <b>Example of acceptable explanation of the relevance of the historical situation of a document:</b> <ul style="list-style-type: none"> <li><i>“The cartoon is best understood in the context of the Spanish American War. The Spanish gave up its claims to Cuba and the Philippines, leaving the territory open for the US to take advantage of.” (Situates the document in reference to the Spanish-American War and the increased possibilities that became open to the United States abroad)</i></li> </ul> <b>Example of acceptable explanation of the significance of the audience:</b> <ul style="list-style-type: none"> <li><i>(Document 5): “As a confidential account, doc. 5 likely offers an honest telling of Adolphus’ motives and reveals that there were indeed political motives behind Adolphus’ actions.” (Provides sourcing regarding the audience of the declaration relevant to an argument that addresses the political motivations for the war)</i></li> </ul>

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Reporting Category	Scoring Criteria	
<b>Row D</b> (continued)	<b>Complexity</b>	
	<b>0 points</b>	<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
	<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>• Exploring different ways (e.g., via trade, via annexation) in which the role of the United States in the world expanded <i>(Explains nuance)</i></li> <li>• Explaining similarities both differences in the United States role in different parts of the world <i>(Explains similarities and differences)</i></li> <li>• Connecting to other time periods, such as efforts to establish United States international standing in the late 18th and early 19th centuries <i>(Explains relevant and insightful connections)</i></li> <li>• Confirming the validity of the response's argument by explaining how different documents corroborate the argument in spite of differing perspectives among the authors <i>(Explains relevant and insightful connections)</i></li> <li>• Qualifying or modifying an argument by considering evidence that shows the limits of the United States role in the world at this time <i>(Qualifies or modifies an argument by considering diverse or alternative views or evidence)</i></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>		



## Document Summaries

Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
1. Treaty concerning Russian possessions, 1867	<ul style="list-style-type: none"> <li>Russia cedes territory in North America to the United States for \$7.2 million in gold</li> <li>Russians in the territory may return to Russia; Native Americans must remain and be subject to United States laws</li> </ul>	<ul style="list-style-type: none"> <li>United States efforts to acquire Alaska and to remove the presence of foreign powers in North America continued long-standing policies of western expansion across the continent (situation).</li> <li>Foreign nations viewed the United States as a more important international power as a result of the treaty (audience)</li> </ul>
2. Strong, Our Country, 1885	<ul style="list-style-type: none"> <li>Argues that, with the reduced amount of unoccupied territory in the world, races will soon compete for land</li> <li>Thinks Anglo-Saxon religion and culture have particular merit and deserve to control more land</li> </ul>	<ul style="list-style-type: none"> <li>Advocates of United States imperialism promoted ideas about racial competition and “Anglo-Saxon” superiority (point of view)</li> <li>Many Americans perceived themselves to be in competition with other countries around the world for the acquisition of colonial possessions (situation)</li> <li>Strong sought to impress on American leaders the need to acquire more lands and resources (purpose)</li> </ul>
3. Mahan, Interest of America in Sea Power, 1897	<ul style="list-style-type: none"> <li>Claims that Britain’s power and influence has been derived by its ability to support its international trade with a powerful navy</li> <li>Argues United States does not have sufficient naval power to assert its interests in the Caribbean or Central America, nor to protect its own seaboard</li> </ul>	<ul style="list-style-type: none"> <li>European endeavors in Latin America and in the Far East increased the need for the United States to extend its reach into the region to protect its growing economic interests (situation)</li> <li>Some military leaders advocated for the strengthening of domestic fortification and the enlargement of the navy to extend America’s influence abroad (point of view)</li> <li>Mahan attempted to influence United States political leaders to enlarge the United States Navy to extend its reach into Central America and the Far East (purpose)</li> </ul>
4. Boston Globe cartoon, “Hardly Know Which to Take First,” 1898	<ul style="list-style-type: none"> <li>Cartoon depicting President William McKinley as a waiter, offering Uncle Sam a menu of territories</li> <li>Uncle Sam is unsure which to capture first</li> </ul>	<ul style="list-style-type: none"> <li>The United States engaged with Spain in the Spanish-American War over control of islands in Spanish possession (situation)</li> <li>The cartoonist portrayed McKinley as serving the interests of United States imperialists by acquiring these lands in the Far East and Caribbean regions (point of view)</li> </ul>
5. Hay, Second Open Door Note, 1900	<ul style="list-style-type: none"> <li>Asserts that the United States seeks to achieve peace in China, preserve an independent China, protect all nations’ rights there, and ensure free trade there</li> </ul>	<ul style="list-style-type: none"> <li>The Boxer Rebellion was in progress with anti-Western attacks by Chinese on foreign delegations and missionaries in China. This note was an attempt to respond to these attacks and to protect United States economic interests (situation)</li> <li>United States had not been issued equal trade access, as had other European powers (through so-called “spheres of influences”), from the Chinese authorities. This was an attempt to assert United States’ equal rights to the markets of China (situation)</li> <li>The Note advocated that the United States intervene into the affairs of China in collaboration with the other European powers to put down the Boxer Rebellion (purpose)</li> </ul>

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Document	Summary of Content	Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:
<p>6. <i>Puck</i> cartoon, "It's 'Up to' Them," 1901</p>	<ul style="list-style-type: none"> <li>• Cartoon depicting Uncle Sam offering both soldiers and school teachers to indigenous Filipinos</li> <li>• Suggests United States was willing to use both military force and educational uplift to gain power abroad</li> </ul>	<ul style="list-style-type: none"> <li>• The United States sought to project power overseas by retaining the Philippines as a colony, provoking a Filipino independence movement and insurgency against United States occupation (situation).</li> <li>• The cartoonist depicted Uncle Sam as an Imperialist giving the Filipinos a choice as to how it would like to be conquered either through peaceful or military means (point of view).</li> </ul>
<p>7. Theodore Roosevelt, Fourth Annual Message, 1904</p>	<ul style="list-style-type: none"> <li>• Argues that those who oppose necessary action in foreign lands are timid and unmanly</li> <li>• Argues that sometimes peace results from engaging in necessary conflict</li> <li>• Argues nations must act to protect their rights and interests</li> <li>• Argues United States simply wants stability in Western Hemisphere; countries that behave well will not face United States interference, but those that behave poorly may require United States intervention</li> </ul>	<ul style="list-style-type: none"> <li>• The United States had previously engaged in direct intervention both with military and diplomatic force in numerous parts of Latin America (such as Venezuela, Panama, and elsewhere) for economic and diplomatic reasons and for future endeavors (situation).</li> <li>• Imperialists advocated for the expansion of United States influence in Latin America to protect United States interests from internal instability and foreign threats (point of view).</li> </ul>

## Long Essay Question

2. Evaluate the extent to which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

## 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 reasoning processes described below.

## Scoring Guidelines for Long Essay Question

6 points

Learning Objectives: Unit 3, Learning Objective J Unit 3, Learning Objective H Unit 3, Learning Objective L Unit 3, Learning Objective P

Reporting Category	Scoring Criteria	
<p><b>Row A</b></p> <p><b>Thesis/Claim</b></p> <p><b>(0-1 points)</b></p> <p><b>6.A</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</p>
	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>The intended thesis or claim is not historically defensible</li> <li>The intended thesis or claim only restates or rephrases the prompt</li> <li>The intended thesis or claim does not respond to the prompt</li> <li>The intended thesis or claim offers no indication of a line of reasoning</li> <li>The intended thesis or claim is overgeneralized</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>“The national government changed socially, politically and economically”</i></li> </ul> <p><b>Do not establish a line of reasoning, although the claim is historically defensible</b></p> <ul style="list-style-type: none"> <li><i>“The ratification of the Constitution brought a variety of changes to the United States government”</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>“The ratification of the Constitution transformed the national government politically”</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 about how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of 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 with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>“The ratification of the Constitution dramatically changed the function of the federal government by significantly increasing the scope and the distribution of its power. Despite this significant change in the scope and distribution of political power, a considerable amount of authority remained with the states after ratification”</i></li> </ul> <p><b>Establish a line of reasoning with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>“The ratification of the Constitution changed the function of the federal government by giving it the authority to levy taxes and to maintain an army”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>“The ratification of the Constitution transformed the national government from a confederation of states into a more centralized government.”</i> <i>(Minimally acceptable thesis/claim)</i></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>		

Reporting Category	Scoring Criteria	
<b>Row B</b> <b>Contextualization</b> <b>(0-1 points)</b>	<b>0 points</b>	<b>1 point</b> Describes a broader historical context relevant to the prompt
<b>4.A</b>	<b>Decision Rules and Scoring Notes</b>	
<b>Responses that do not earn this point:</b> <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> <b>Example of unacceptable contextualization that does not earn this point:</b> <b>Has no clear relevance to the topic of the prompt</b> <ul style="list-style-type: none"> <li>• <i>"Many Americans migrated to the West in the 1780s and 1790s"</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>• Must accurately describe a context relevant to the ways in which the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800</li> </ul> <b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>• The American experience under British government rule</li> <li>• The United States government under the Articles of Confederation</li> <li>• Economic instability of the 1780s and 1790s</li> <li>• The international crises of the 1790s, such as the French Revolution</li> </ul> <b>Example of acceptable contextualization:</b> <ul style="list-style-type: none"> <li>• <i>"Many Americans hesitated to expand the power and functions of the national government due to the earlier experiences of the American colonies under the powerful rule of the British government. The American colonies grew accustomed to a degree of political independence during the period known as salutary neglect. This changed after the French and Indian War when the British implemented a series of tax measures that the colonist viewed as unjust. Many colonists viewed the passage of laws like the Stamp Act and the Tea Act as an abuse of power leading to a cautious approach to government after independence"</i></li> </ul>	
<b>Additional Notes:</b> <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>		

Reporting Category	Scoring Criteria		
<b>Row C</b> <b>Evidence</b> <b>(0-2 points)</b>	<b>0 points</b>	<b>1 point</b> Provides specific examples of evidence relevant to the topic of the prompt	<b>2 points</b> Supports an argument in response to the prompt using specific and relevant examples of evidence
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="background-color: #e91e63; color: white; padding: 2px; text-align: center; width: 20px; height: 10px;">1.A</div> <div style="background-color: #00897b; color: white; padding: 2px; text-align: center; width: 20px; height: 10px;">5.B</div> <div style="background-color: #e67e22; color: white; padding: 2px; text-align: center; width: 20px; height: 10px;">6.B</div> </div>	<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence</li> <li>Provide evidence that is not relevant to the topic of 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</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must <u>identify at least two specific historical examples</u> relevant to ratification of the United States Constitution</li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li>Must <u>use at least two specific historical evidence examples</u> to support an argument regarding how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800</li> </ul>	
<b>Example of a statement that does not earn any points for evidence:</b> <b>Provides evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>"The 13<sup>th</sup> Amendment is an example of an increase in the power of the federal government because it abolished slavery"</i></li> </ul>	<b>Examples of evidence that are specific and relevant include the following (2 examples required):</b> <ul style="list-style-type: none"> <li>Anti-Federalists' role in the ratification debate</li> <li>Federalists' role in the ratification debate</li> <li>The role of the Federalist papers in shaping the republic</li> <li>Alexander Hamilton's role in shaping the republic</li> <li>John Jay's role in shaping the republic</li> <li>Thomas Jefferson's role in shaping the republic</li> <li>James Monroe's role in shaping the republic</li> <li>The passage of the Northwest Ordinance under the Articles of Confederation</li> <li>The influence of Shays' Rebellion on the framers of the Constitution</li> <li>George Washington's role in shaping the republic</li> <li>The resistance to federal power that occurred during the Whiskey Rebellion</li> </ul> <b>Example of a statement that earns 1 point for evidence</b> <ul style="list-style-type: none"> <li><i>"John Jay and Alexander Hamilton wrote many of The Federalist papers." (Cites evidence relevant to the topic but does not use that evidence to support an argument)</i></li> </ul>	<b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>"Alexander Hamilton's arguments in The Federalist papers were a key factor in the ratification of the Constitution and helped justify new and expanded functions of the federal government." (Uses evidence to support a possible argument about the political stabilization of the United States)</i></li> <li><i>"The concerns of the Anti-Federalists during the ratification debates led to the addition of the Bill of Rights. The addition of the Bill of Rights actually changed the role of the federal government by explicitly making federal authority a significant guarantor of individual rights." (Uses evidence to support an argument about a change in federal authority)</i></li> <li><i>"The suppression Whiskey Rebellion is an example of the increased power and authority of the federal government after ratification to collect taxes and maintain domestic order." (Uses evidence to support an argument about the increased authority of government after ratification)</i></li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul> <p>(For example, the whiskey tax as evidence of a change in the economic function of government and the proclamation of neutrality as evidence of change in the diplomatic function).</p>			

Reporting Category	Scoring Criteria		
<p><b>Row D</b></p> <p><b>Analysis and Reasoning (0-2 points)</b></p>	<p><b>0 points</b></p>	<p><b>1 point</b></p> <p>Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt</p>	<p><b>2 points</b></p> <p>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>5.B</b></p> <p><b>6.C</b></p> <p><b>6.D</b></p>	<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence an argument</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to explain how the ratification of the United States Constitution fostered change in the function of the federal government in the period from 1776 to 1800, although the reasoning may be uneven, limited or imbalanced.</li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>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>Example of unacceptable use of historical reasoning:</b></p> <p><b>Provides evidence but offers no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li><i>“The United States constitution, largely written by James Madison, describes the Senate and House of Representatives in article one”</i></li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Showing change in the United States national government from the period under the Articles of Confederation to the period under the Constitution</li> <li>Discussing continuity in United States national government—such as its relatively modest power—from the period under the Articles of Confederation to the period under the Constitution</li> </ul> <p><b>Example of acceptable use of historical reasoning</b></p> <ul style="list-style-type: none"> <li><i>“The United States national government changed after the ratification of the Constitution by assuming new functions and responsibilities for new issues, such as maintaining a national army.” (Indicates a change as a result of the Constitution)</i></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>Assessing both Federalist arguments in favor of the Constitution and Anti-Federalist arguments against it (<i>Explains nuance</i>)</li> <li>Explaining both continuities in government before and after the Constitution (such as many of the same leaders, the same context of economic crisis) and changes (such as the expansion of federal authority over taxes and the economy). (<i>Explains continuity and change</i>)</li> <li>Making comparisons with the ways that the functions of the federal government changed during the New Deal. (<i>Explains relevant and insightful connections</i>)</li> <li>Corroborating an argument about increased federal power with economic evidence (e.g., taxation), social evidence (e.g., regulation of the slavery in the territories), and evidence regarding America’s role in the world (e.g., Quasi-War). (<i>Corroborates an argument</i>)</li> <li>Arguing convincingly that the ratification of the Constitution did not significantly change social structures in the United States or that it reinforced the power of the elite. (<i>Qualifies or modifies an argument by considering diverse or alternative views or evidence</i>)</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>			