

AP[®] United States History SCORING GUIDELINES

Document-Based Question

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

Maximum Possible Points: 7

Points	Rubric	Notes
A: Thesis/Claim (0-1)	<p>Thesis/Claim: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>Responses earn one point by responding to the question with a historically defensible thesis that establishes a line of reasoning about change or continuity in ideas about American independence from 1763 to 1783. Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “From 1763 to 1783 colonial ideas about American independence changed from just questioning British policies to calling for revolution.” • “Bolstered by Enlightenment ideals and social pressures, colonists began the road to independence after 1763, transforming their ideals from subjects to citizens.”
B. Contextualization (0-1)	<p>Contextualization: Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, 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. This point is not awarded for merely a phrase or reference.</i></p>	<p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Enlightenment ideas • Discussion of factors separating Patriots and Loyalists • Shifts in British policies and changes in the mercantile system after the end of the French and Indian War (Seven Years’ War) in 1763

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C: Evidence (0-3)	<p>Document Content: Uses the content of at least three documents to address the topic of the prompt. (1 point) <i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.</i></p> <p>OR</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points) <i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p>	<p><i>See document summaries page for details.</i></p> <ul style="list-style-type: none"> • Doc 1: Teapot, 1766–1770 • Doc 2: Virginia Resolves, 1769 • Doc 3: Samuel Adams, <i>Rights of Colonists as Men</i>, 1772 • Doc 4: Quaker address to Pennsylvania Assembly, 1775 • Doc 5: Janet Schaw, <i>Journal of a Lady of Quality</i>, 1775 • Doc 6: Charles Inglis, <i>The Costs of Revolution</i>, 1776 • Doc 7: Thomas Paine, <i>American Crisis</i>, 1776
	<p>Evidence beyond the Documents: Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Common examples of evidence might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Articles of Confederation (1781) • Boston Massacre (1770) • Boston Tea Party (1773) • Boycotts / non-importation movements • Declaration of Independence (1776) • Alexander Hamilton • Reaction to Proclamation Line (1763) • George Washington
D: Analysis and Reasoning (0-2)	<p>Sourcing: 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. (1 point)</p>	<p><i>See document summaries page for examples of possible explanations of the relevance of sourcing.</i></p>
	<p>Complexity: 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. (1 point)</p> <p><i>A response may demonstrate a complex understanding in a variety of</i></p>	<p>Responses earn one point by demonstrating a complex understanding of the extent of change in ideas about American independence by using evidence to corroborate, qualify, or modify their argument.</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include:</i></p> <ul style="list-style-type: none"> • Explaining how ideas stayed the same in some places and among some groups, but changed for

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<p><i>ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p>others</p> <ul style="list-style-type: none"> • Explaining similarities between the change in ideas about American independence and changes that took place during the French Revolution, the Haitian Revolution, or the United States Civil War • Examining how changes in ideas related to economic changes in the period
<p>If response is completely blank, enter - - for all four score categories A, B, C, and D</p>	

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Document Summaries and Possible Sourcing

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

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SCORING NOTES

Introductory note:

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

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

A. Thesis/Claim (1 point)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about change or continuity in ideas about American independence from 1763 to 1783. (1 point) Thesis statements need to demonstrate some degree of specificity regarding either change or continuity to earn a point.

Examples of acceptable thesis:

- “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.”
- “From 1763–1783, ideas of American independence changed from the colonies blindly accepting the tyranny of the British by religious rights of divine kings to believing in natural rights of individuals against British rule.”

Examples of unacceptable thesis:

- “The extent of change in American ideas about American independence from 1763 to 1783 was a great change. As feelings of wanting independence from Britain intensified, so did means of seizing freedom. The American people’s feelings did not remain static and only became stronger.” *(This response does not truly address the change in ideas that is the focus of the prompt. It makes an argument for “great change” and their “feelings did not remain static”; however, the “means of seizing freedom” doesn’t qualify as making a claim about ideas.)*
- “During the time period of 1763-1783, the change in ideas about American Independence has evolved due to the fact that they can become a new Country. Many Acts that Britain has given to the colonist would help them-the Colonist-strive to be an independent Country.” *(This thesis does not make a claim about how ideas did or did not change over time.)*

B. Contextualization (1 point)

Responses earn one point by describing a broader historical context relevant to the topic of the prompt (1 point). The context can be from before, during, or continue after the period 1763-1783 as long as the response accurately and explicitly connects the context to changes in ideas about American independence. This point is not awarded for merely a phrase or a reference.

Examples of context might include the following:

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- Enlightenment ideas moved through trans-Atlantic exchanges and popularized concepts of natural rights, republican ideologies, the rejection of inherited authority, and social contract theory.
- The legacy of the English Civil War influenced ideas of the rights of English people and British traditions of liberty and self-rule.
- Shifts in British policies and changes in the mercantile system after the end of the French and Indian War (Seven Years' War) in 1763 resulted in the end of salutary neglect, the acceleration of taxation, and the imposition of other acts on the North American colonies.
- The formation of the Stamp Act Congress (1765) and later the committees of correspondence or shadow governments in the colonies by the early 1770s furthered resistance to British policies and were precursors to the First and Second Continental Congress.
- Pacifist and separatist religious ideologies persisted in the colonies, which created opposition to engaging in a revolutionary movement or bloodshed.
- The experiences of American Indians and enslaved African Americans during the Revolution differed from that of the British colonists.
- Support in Great Britain for engaging in a war in order to retain the British North American colonies dwindled and some degree of sympathy existed in Great Britain for the colonial independence movement.
- Revolutionary ideas were adapted and changed in the United States Constitution.

Example of acceptable contextualization:

- “1763 marked the end of the French and Indian War as well as ‘salutary neglect,’ where Britain greatly increased its economic and political power over the states compared to pre-1763. Although Britain won the Seven Years War, nine years of warfare against the French and Indians greatly reduced Britain’s wealth. Consequently, for the first time, Britain taxed the states solely for revenue, which went against the idea of mercantalism [sic] British was keeping since its arrival in the Americas and the founding of the states.”

Example of unacceptable contextualization:

- “Before this time period Britain had control over the colonies. This upset the Americans and led to movements of patriotism and discussion of independence from Britain.” (*The argument and reasoning of this response are too vague and too general to provide a context for an understanding of ideas about independence.*)

C. Evidence (3 points)

a) Document Content – Addressing the Topic

Responses earn one point by using the content of at least three documents to address the topic of the prompt. (1 point) Responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Examples of acceptable use of content from a document to address the topic of the prompt:

- “This is further emphasized through patriotic thinkers such as Samuel Adams (Doc 3). He believed that men were free and not subjects to any king.”

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- “In addition to Adams, Paine also shared similar believes [sic]. His message was that Britain should not have the right to tax the colonist or bind them in any way (Doc 7).”

Examples of unacceptable use of content from a document to address the topic of the prompt:

- “Another idea that would persuade independence was the use of intimidation (Doc 5). Janet Schaw would threaten people if they did not agree to support the Patriots.” (*This statement misinterprets the content of the document.*)
- “Another argument made about the idea of American independence was that Britain was hindering the economy of the U.S (Doc 6). Charles Inglis argues that Britain is taxing the colonist out of their profits.” (*The statement misconstrues the content of the document in trying to address the subject of the question.*)

OR

b) Document Content – Supporting an Argument

Responses earn two points by using the content of at least six documents to support an argument that responds to the prompt. (2 points) To earn two points, responses must accurately describe the document’s content; they cannot earn a point by merely quoting or paraphrasing the documents with no connection to the topic of the prompt.

Examples of acceptable use of content from a document to support an argument:

- “While Document 2 shares similar aspects to Doc. 4 in that the Virginia HOB [House of Burgesses] wants to remain loyal to ‘his majesty’, it reveals that the HOB committee wants some aspects, like the right to tax. To remain under their control and not British govt. This portrays the change from wanting to remain loyal to wanting some control.”
- “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.”

Examples of unacceptable use of content from a document to support an argument:

- “Charles Inglis, a church minister, spoke about the massive debt the colonies would face following the revolution (Doc 6).” (*This statement merely addresses the content of the document, and doesn’t elaborate on how this document supports an argument for dissenters against independence.*)
- “Document 1 shows one of many small protests associated with the Stamp Act.” (*This statement merely addresses the content of the document, and doesn’t elaborate on how this document supports an argument for changing views toward independence.*)

c) Evidence beyond the Documents

Responses earn one point for using at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about changes in ideas about American independence from 1763 to 1783. (1 point) To earn this point, the evidence must be described with more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

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Examples of additional evidence might include the following, with elaboration:

- Articles of Confederation
- Battles at Lexington and Concord (1775)
- Boston Massacre (1770)
- Boston Tea Party (1773)
- Boycotts / non-importation movements
- Committees of correspondence
- Continental Army
- Daughters of Liberty
- Declaration of Independence (1776)
- Declaration of Rights and Grievances (1765)
- Enlightenment ideas: natural rights, social contract, republicanism
- First and Second Continental Congresses
- Benjamin Franklin
- French and Indian (Seven Years') War (1754–63)
- Alexander Hamilton
- Patrick Henry
- Homespun cloth and non-consumption
- Intolerable (Coercive) Acts (1774)
- Thomas Jefferson
- Liberty Tea
- Militias
- Olive Branch Petition
- Royal Proclamation of 1763
- Quartering Act (1765)
- Sons of Liberty
- Sugar (Revenue) Act (1764)
- Tea Act (1773)
- Townshend Acts (1767)
- George Washington

Examples of acceptable use of an additional piece of specific historical evidence:

- “Another example that shows Americans becoming more committed to self-government was the Boston Tea Party, which involved a group of Americans protesting against the unfair taxations of everything they need, so they emptied boxes of teas into the river to show their protest against the Tea Act, which tax people for tea.”
- “Beyond the documents, the Olive Branch petition was proposed by the colonies as a last ditch effort to spare change without the expense of war. The petition affirmed the colonies’ loyalty to the king while also suggesting reforms. Despite such attempts for peace, King George III promptly rejected the negotiations, sparking the potential for war to an elevated degree.”

Examples of unacceptable use of an additional piece of specific historical evidence:

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- “Soon after colonists recognized that England was giving them salutary neglect, after Common Sense was written and revealed other factors, finally in July 1776 the colonist had achieved their independence and achieved their freedom and has the room to preserve their happiness.” (*Salutary neglect is misunderstood and Common Sense is not used in a way that allows it to relate to an argument about the question of changes in ideas.*)
- “Britain’s handing of a monopoly to the Dutch East India Company on tea to the colonists culminated in the events of the Boston Tea Party.” (*This mention of an outside fact does not use evidence in any way relating to an argument about changing ideas about independence.*)

D. Analysis and Reasoning (2 points)

a) Sourcing

Responses earn one point by explaining how or why the point of view, purpose, historical situation, and/or audience of at least three documents is relevant to an argument about the extent of change in ideas about American independence from 1763 to 1783. (1 point)

Example of acceptable explanation of the relevance of the document’s point of view:

- “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.”
- “Thomas Paine, with the American Crisis, articulated the revolutionary sentiment of many Americans as they went through the early years of the revolution.”

Example of unacceptable explanation of the relevance of the document’s point of view:

- “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.” (*Though Schaw’s point of view is identified as a Scot, there is no relevance for ideas about American independence associated with it.*)
- “Sam Adams was a loyalist who wanted to promote peace with the king and he supported the Olive Branch petition.” (*This statement incorrectly identifies Sam Adams as a Loyalist.*)

Example of acceptable explanation of the relevance of the purpose:

- “The purpose of his speech [Document 3, Samuel Adams] was to encourage colonists to realize that if they do not like the unfair policies being imposed on them by a small country in a land far away, that they had a write [sic] to leave that government and create a new one.”
- “As the author [Thomas Paine]...his purpose for emotional writing was to cast GB [Great Britain] in a very negative light and regard them as evil.”

Example of unacceptable explanation of the relevance of the purpose:

- “Although the cost of war would be high, Inglis argued for an independent economy as a necessity of life.” (*This statement incorrectly states the purpose by arguing that Inglis desired an independent economy when in fact he was arguing against leaving the British Empire.*)
- “This includes the Quakers whose purpose was to bring peace back to the country (Doc 4).” (*While this statement says “purpose”, it does not explain the significance of the purpose in relation to the document. It merely gives a general summary of the content of the document.*)

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Examples of acceptable explanation of the relevance of the historical situation of a document:

- “One such act is the Stamp Act, which put a tax on newspapers, tea pots, and more. In (Document 1), it is very clear that Patriots want no more taxes at all because they aren’t being represented. They want actual representation, not virtual representation.”
- “The teapot was made during the period when Britain taxed the colonists and shows how the American public became more united by opposing these taxes.”

Example of unacceptable explanation of the relevance of the historical situation of a document:

- “The Stamp Act was one of the many reasons the colonists wanted to gain independence. When the colonists rebelled against this act, the British government passed the Intolerable Acts. This made matters worse. The acts forced the colonists to rebel and form a group of rebels called the Patriots or the Sons of Liberty.” (*This statement incorrectly links the Stamp Act protest to causing the Intolerable Acts, and as a result a strong movement for independence after the Stamp Act. Also, it then incorrectly links the formation of the “Patriots” and “Sons of Liberty” to the Intolerable Acts.*)

Examples of acceptable explanation of the relevance of the audience:

- “For example, document 2 addressed the King, and asked him peacefully to look into the issue of unfair taxes and to reconsider his decisions on them. The document used very respectable words: such as [“] humble, dutiful, and loyal address [“] to show that they do not want independence, they merely want their deserved rights and that they are not trying to go against the king.”
- “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.”

Examples of unacceptable explanation of the relevance of the audience:

- “Addressing Loyalists, Thomas Paine stated that tyranny must be fought against.” (*The audience is incorrect and the relevance of the audience is not identified.*)
- “As can be seen her [sic] audience were loyalist or people undecided on who to support.” (*This does not explain the connection between the audience and the argument.*)

b) Complexity

Responses earn one point by demonstrating 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 of change in ideas about American independence from 1763 to 1783. (1 point) A response may demonstrate a complex understanding in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- Explaining both similarities and differences, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

Ways of demonstrating complex understanding for this prompt might include:

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- Explaining how ideas stayed the same in some places and among some groups, but changed for others
- Explaining similarities between the change in ideas about American independence and changes that took place during the French Revolution, the Haitian Revolution, or the United States Civil War
- Examining how changes in ideas related to economic changes in the period

Examples of acceptable demonstration of a complex understanding:

- “In the very beginning of colonial independence many colonies addressed grievances peacefully, believing reconciliation through a formal document of suggestions was possible. Originally anger had arisen amongst the colonies through the passage of the Stamp Act, which was a direct tax on the colonists. . . . This act was latered [sic] followed by other forced acts, such as the Townshend Acts, . . . , and the Tea Act. All of which increasingly agitated the colonists because of the lack of colonial representation in the passage of them. . . . However, as the years continued and more acts were passed a sense of a separate colonial community arose among the colonists as they all targeted the common goal of ‘natural and individual rights.’ Many incidents began to occur, wherein the colonists displayed their resentments, such as the Boston Tea Party, the Boston Massacre, and the acts committed by the Sons of Liberty. . . . However, there was also an increment of the colonial population that disagreed with the new colonial agenda. Some of whom were loyalists who stayed loyal to British reign.” *(This response explores the nuance of the issue with change over time, and makes relevant and insightful connections within and across periods. Also, it qualifies its argument by taking into consideration that some were loyal to the British and not all were Patriots.)*
- “...there were a variety of groups who had different opinions on the War for Independence. There was patriots who favored independence, loyalist how wanted to stay under British rule, and those in the middle who wanted to stay with Britain but make changes to their legislation. This split is similar to the War of 1812 opinions of war. There was the group who believed we should defend ourselves from the British navy and impressment. Also, the War Hawks and expansionists who favored the War of 1812 and hoped to gain territory. There was also a group, known as the Federalist who opposed the war. They even started the Hartford Convention in opposition to the war. However this was seen as treasonist [sic] and caused their party to die.” *(This response makes relevant and insightful connections to a later period to corroborate its argument about social divisions and the change in ideas about independence.)*

Examples of unacceptable demonstration of a complex understanding:

- “In the Virginia Resolves in 1769, the Virginia House of Burgesses stated that their rights as Americans were being violated. . . . This can also be connected to Thomas Paine’s Common Sense which was writing by the colonists saying that they are going to rebel. . . .” *(This response equates and compares the Virginia Resolves with Thomas Paine, but fails to explain how the ideas changed over time or qualify how they weren’t exactly the same. It then moves on to the Sam Adams document in the same fashion. The response deals with the issues simplistically throughout the essay, without showing complexity in the relationship of the arguments.)*
- “This drastic change in attitude towards a leader is not uncommon. The French Revolution also shows a country unhappy with their ruler. Like the colonists, the French overthrew their king.”

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(The parallel of ideas between the French Revolution and American Revolution is not defined along lines of ideas that both revolutions represent but rather of feelings of unhappiness.)

- “The ideas of the independence movement are quite drastic. This is similar to the rights of enslaved African Americans during the Civil War. At first, abolitionists wanted freedom for slaves because it was morally right. But then, freedom looked good for other reasons. Abolitionists realized that free blacks can help the economy, they could work for pay, which would allow them to spend money and help businesses. Abolition movements changed drastically, it was no longer a moral effort, but an economic effort to help everyone.” *(This response presents an underlying fallacy: that abolitionists moved from wanting emancipation for moral reasons to wanting it for economic reasons.)*

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Mandatory ①	Circle one 2 or 3
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During the colonial period, the American colonists constantly pushed for more control over their own affairs. However, their ~~own~~ feelings with regards to Britain changed from wanting ~~more~~ representation in Parliament to fighting ~~for their own independence~~ to create their own nation. Therefore, ideas about American independence changed very much from 1763 to 1783.

In 1763, the French and Indian War had just ended. Britain was facing a huge debt, and they decided to alleviate some of it by imposing taxes on the American colonists. One of these was the Stamp Act, which placed a tax on all paper goods, from playing cards to marriage licenses. It was met with a huge backlash from the colonists. The teapot shown in Document 1 shows just how far-reaching the protests were. One side of the teapot says, "No Stamp Act", and the other side says, "America, Liberty Restored." Curiously, it was made in England. The creator of this teapot believed that a repeal of the Stamp Act signified American Independence.

Landowners in Virginia shared this sentiment. The House of Burgesses was the first representative assembly in America. In "The Virginia Resolves," written in 1769 to the king of England, they argue that it is the House's right to impose taxes ~~on~~ on the colonists of Virginia. They claim that America's rights have been violated, however they still express their loyalty to the king. They refer to him as, "the Father of all his people, however remote from the seat of his Empire..." (Doc 2) In 1769, the House of Burgesses was still a long way from the ideas of revolution that would develop over the next few years.

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Mandatory

①

Circle one

2 or 3

Samuel Adams is one of the men responsible for popularizing those revolutionary ideas. In his "Rights of the Colonists", he says that, "in case of intolerable oppression," all men have the right "to leave the society they belong to, and enter into another" (Document 3). Adams is implying that the colonists are being oppressed by Britain, and it is their natural right to claim independence. The ideas of natural law and consent of the governed expressed in this document are clearly influenced by the Enlightenment. The Enlightenment was an ideological movement that started in Europe and then spread to America. The ideas of men like Locke and Montesquieu inspired Americans and enhanced their ideas of independence.

The colonies were not as united as they seemed, however. As war approached in 1775, many Americans did not have strong ideas of independence from Britain. The Quakers, who were a religious group that dominated Pennsylvania, took a stance against revolution. In an address to the Pennsylvania colonial assembly, Quaker leaders stated that they were "against all combinations, insurrections, conspiracies, and illegal assemblies" and hoped "to maintain the fidelity we owe to the King and his government." (Doc 4). A Scottish woman visiting her brother in North Carolina, Janet Schaw, observed the Patriots as being violent and ruthless. (Doc 5). ~~In reality only about a third of the colonists actively supported the revolution when it broke out.~~ ^{maintaining our own nation} Another concern among colonists was the cost of ~~war~~. Charles Inglis, an American minister, feared that "every article of commerce, every necessary of life, together with our lands, must be heavily taxed to defray that expense!" (Doc 6). To these people, it seemed much

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easier to remain loyal to Britain than to fight for independence.
The patriots were victorious in the end. Even though only about a third of Americans supported the ~~war~~ ^{revolution} when it broke out, they succeeded in winning independence for the United States of America.
~~These ideas were not~~ Our ideas of independence had not finished changing yet, though. While creating our new government, the founding fathers constantly argued over the division of federal and state powers. The disagreement over where ideal independence rests has continued to this day.

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

Mandatory

1

Circle one

2 or 3

Women did not get the right to vote nationwide until 1920. However, market revolution from 1800 to 1850 marked a turning point in women's lives by changing their role in society and opened the possibilities of changes yet to come.

The market revolution started in Britain and then spread to the United States. It gave rise to factories and new working conditions never seen before in American society. A driving force of the market revolution was the development of new technologies in the textile industry. Generally young, unmarried women could get jobs working in the textile mills. At a time when almost all Americans lived on farms, this was a very unique employment opportunity. It exposed women to city life and gave them many new experiences. However, they were still expected to get married quickly and then settle down and care for the house and children.

During the time period of 1800 to 1850, women also became involved in reform movements. They championed the causes of temperance, education, and the abolition of slavery. The combined influences of opportunities to work outside of the home and their involvement in improving other areas of society inspired the women's rights movement. Although it took a long time to make more obvious advances, the market revolution got the ball rolling towards women's liberation.

World War II's effect on women is very similar in theme to the market revolution's. With much of the male population away fighting the war, women stepped in to take their place in the work force. They were employed in all sorts of jobs that had never

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been available to women before, and the ~~economic~~ economic advancement was once again paired with social and political advancement.

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Europeans arrived in the New World hoping to trade with the Natives as part of the Columbian exchange, but instead also found plentiful land and large amount of natural resources. England sent the Virginia Company to colonize in hopes of gold for England, and so Jamestown was founded in 1607. Jamestown then introduced cash crops such as Tobacco which wasn't gold, but did become popular in the Old World and so more colonies were created to aid England as a part of mercantilism. Meanwhile, other people left England as part of religious persecution, such as the Pilgrims or Puritans. The colonies then existed as a supplementary resource for England's financial and political gain. Yet things began to change after the French and Indian war when after racking a large debt, England decided to impose taxes on American colonists along with taking away self-governance (or otherwise known as self-governance between the colonies). The colonies then became enraged and demanded no taxation without representation. Originally Americans did not want independence, but simply wanted to self-govern and have some representation and democracy however that ideal changed with acceleration of events as Americans changed their ideals about American independence from 1763 to 1783 to better reflect their motivations to become independent and sovereign.

In the beginning, the colonies had to create self-sufficient governments to take care of themselves, and so they even created early constitutions (as the Mayflower Compact represented the first contract signifying self-government) and then they assembled the Virginia House of Burgesses as a very

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early draft of government and assembly for the colonies. When England began to impose Acts such as the Stamp Act, Sugar Act, Molasses Act, Declaratory Act, and Townshend Act it felt that the colonies were being treated as inferior and underrepresented as their civil liberties were being taken away and they just wanted their way of living to go back. So, the Virginia House of Burgesses created the Virginia Resolves (Doc #2) as a way to declare their duties ~~to~~ for England to "Empire" taxes on the inhabitants of... his... colony". They had written this document to bring attention to England of some of their grievances and mistakes of imposing taxes as the people might become more disgruntled and "those Dangers and Miseries which will ensue"; also they began warning England in hopes that they will revert back. However, they did not want independence yet, and this was further explained in Doc 1 with a treatise created by an arist in hopes to also bring attention to this issue and restore Liberty in America. This was an act of protest, made in England, as perhaps some British citizens also felt it was unfair to impose taxes in America which did not let them have a voice in the government, as taxes should be imposed on people who participate in government. But this was simply a sign of protest, and the idea of independence had not yet crossed anyone's mind.

Things further escalated with the diffusion of Enlightenment ideas from Europe to America. Some argue

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That it was these enlightenment ideals that first planned and supported the movement for independence. Samuel Adams introduced The Rights of the Colonists #Doc 3 as a way to show that these colonists had a right to participate in the government. Adams ~~introduced~~ discussed the idea of "in case of intolerable oppression... to leave the society they belong to, and enter into another" as they had "not to be under the will... only to have the laws of nature for their guide" this had inspired the ideas in some radical colonists that if they didn't like the current government or society, they had the right to leave and to be under authority that did include their voice, concerns, and rights. This could have later evolved to the idea that they had the right to overthrow the government for the greater good of the people. This idea can also be seen in the French Revolution with the peasants overthrowing the aristocratic French royals and demanding representation in their government through self-sufficient councils and not in a time of starvation and death. This was around the time that colonists began to get fed up and require independence. In #Doc 4, even the Quakers began to get fed up. The Quakers are not usually known for being very anti-war and pacifist against violence and slavery, and yet they made a plea to the Pennsylvania Colonial Assembly that they had to declare against England ~~as they~~ they had to maintain peace and did not want to go to war with England and they would have rather

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remain loyal to the crown, as they publically declared they were against all illegal assemblies and conspiracy against England. The Quakers had made this address, as they had begun to realize that tensions were rising and they all pacifist and anti-war. They were concerned that as civil rights or a Revolution could disrupt the natural balance. But this turned proved the point that ideas were changing and people began to view England as corrupt and in need to be replaced with a fair and representative government. The ideals of America changed at this time to reflect patriotism and a distinction between the colonies and America and so colonists began to hold "illegal assemblies" to figure out how they can fight against England and the idea of becoming independent appeared.

This led to a clear distinction between colonists with some being known as patriots and others loyalists. In #5, Janet Shaw was documenting the culture of the patriots and their foes (the loyalists, who remained loyal to the king and did not want independence). The loyalists and patriots divide in America led to some tension within the colonies, patriots defined the loyalists as they were seen as traitors, and so as discussed by Shaw, the patriots supported one another if they joined their cause and ~~insured~~ ensured that fellow patriots' property and lives were safe. However those known to be loyalists ended

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up heavy featured and armed (like British soldiers) and were attached against their crops, property, animals, and even slaves. Schaw had written no journal to express her frustrations against the loyalists, as did many people in the colonies. The idea of American independence and revolution became incredibly prevalent as citizens were now supporting the ~~the~~ cause, and even women had begun to boycott British goods and create their own products.

Finally, things had escalated and the American Revolution became official in 1776 with the declaration of independence as they detailed their grievances against England and how they had wanted independence and self-government. Doct # 6 had an Anglican church minister become concerned about the cost of the revolution, since American economy was isolated and was previously dependent on England's trade along with other trade with other countries. American ~~the~~ economy was agriculture and commerce, and Inglis ~~had~~ was concerned that it will not support the debt of the Revolution. He had wrote that in response to his fear that America was not financially prepared to make a large debt of war, as they were never a fully recognized or a country. People could have gotten discouraged and worried about the debt which pushed their confidence about the war down. Yet, that changed in Doct # 7 with Thomas Paine encouraging Americans to continue

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Support and fight against England, the recognized first American ~~colony~~. Felt as they had made a mistake going from not wanting independence to paying a war for independence as indicated in the line "these are the times that try men's souls" however Thomas continued to stay positive and claim that Tyranny was not easy able to be conquered, but independence is valuable and so to rally the colonists emotion up to become dedicated to the cause, he explained how England ~~from~~ tyranny "has declared that she has a right (not only to tax)..." but to also bind and restrict them and their independence and freedom. These enlightenment ideals later fueled the line that caused Americans to continue the fight against England and later won the revolution ~~and~~ ~~to~~ to prove everyone that it was the spirit, luck, and resources to go against England and win their independence. In fact, the American Revolution inspired many other revolutions, like the French, as well as the Haitian slave revolt against the tyranny of Napoleon and France. The same enlightenment ideals that supported America's case for war supported various Latin American revolutions for independence against European countries, and as so, America provided support and aid as seen with Panama's independence from Columbia and Roosevelt's foreign policy to help

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to help other countries who needed democracy and
aid as America became the defender of democracy
and supported revolutions who do so, as it was their
banding principles to resist against the authority
who has little to no interest in you.

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America had begun to industrialize with new inventions such as the cotton gin, Whitney's interchangeable parts and new forms of transportation. The market revolution impacted everyone from the rich to poor class, as well as minorities and children and women were one of the minorities who had been impacted by the Market Revolution. As the result of the market revolution within the period 1800 to 1850, women had entered the workforce in large numbers and had also begun to challenge the traditional roles of women as to society through assembly and early creations of reforming groups.

The Market Revolution occurred alongside the Industrial Revolution (shortly after the American Revolution). The Industrial Revolution introduced new inventions that helped produce and speed up the efficiency of manufacturing, as with the interchangeable parts originally applied for creating guns, now applied to every industry. The cotton gin also made collecting cotton faster, and other new inventions combined with the building of factories as now it made it easier with looms to collect cotton and make fabric without having to send off to the cotton in the past made. As efficiency grew, so did the demand of the labor workforce. To provide incentives to join the labor workforce, manufacturers had introduced systems

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(also known as the Lowell system) that provided a place for the women to live, food, and even social events for the women. Women joined the Lowell system in large numbers and began to participate in the textile mills and factories. Long workdays kept them busy, but this was the first time in history that women entered into the labor union as women were expected to stay at home, clean, and raise the kids as part of republican motherhood (as women were expected to raise their children to be active and good citizens and members of our society). Yet, women joined the workforce at early ages (other women worked ~~at stores~~ as secretaries or teachers). This uprise of women working led to some controversy and as the cult of domesticity began to rise with advertisements and books highlighting and glorifying the household life for women to persuade them to stay home and take care of the house and kids. Yet, with ~~the~~ large amounts of women working in the labor field, also led to a larger sense of community as women were still working together for long hours. There was also a larger sense of dysfunction, as more people led to deteriorating conditions and working became very suddenly unhealthy and dangerous (with deaths of women and children working at factories or textile mills). Women began to challenge the traditional roles of women by doing the labor here (originally seen traditionally

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as a very masculine and "head of the house" role. But women began to challenge traditional roles even further with the creation of labor unions. Although labor unions were also created by men, the fact that some women demanded reform and change to the conditions of and treatment of the labor force has marked a turning point in women's history in the US. ~~Women still stayed the same as~~ women assembled and created unions in protest and demanded for better changes and this eventually along with the Second Great Awakening led to multiple reform movements that all featured women as prominent roles. Women had begun to advocate reform movements with labor unions, as well as ~~against~~ for prohibition, abolitionists, better treatment of the mentally ill, disabled, and prisoners, and ultimately the reform movement for women's suffrage. Women began to feel empowered and wanted to see change in our society, and as many of the church members were women, they had joined and began to advocate for reform. This eventually eventually led to women's involvement again in the late 1900s (1960s-1990s) with women again challenging traditional roles through the sexual movement and feminist

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movement, and they further challenged the roles of women with the introduction of flappers in the Roaring 20s who wore short dresses, drank, smoke, and cursed very much in contrast against women of the earlier traditional roles. Women even then back in the Revolutionary era had challenged husband's roles and helped with the reform movements as they were a prominent force in buying British goods.

indent
→ ~~What~~ What had the same for women as a result of the market revolution, was that they were still not allowed to vote (despite having a prominent role in the economy as a labor force and with politics in reform movements) and women advocated for suffrage even early as Jane Adams with her "remember the ladies" line. Yet, what had changed was the large number of women in the workforce and the growing prominence of them in reform movements. The market revolution offered an opportunity for women to work, and as a result they were also able to get some pay instead of being cooped up at their house all day. The market revolution also introduced the idea of consumerism in women as, it would be their duty to take care of the house and to buy products for the family. The market revolution was a positive turning point for women's history, and it eventually led to the advocacy for women's suffrage in 1920 with the 19th amendment.

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Independence from Britain was an idea that was not fully supported by Americans at the beginning of ^{the} 18th century; however, the desire to gain independence became the primary goal of the Americans as the British imposed more taxes on the Americans, which only benefited the mother country. This idea of independence soon became the only desire ~~and~~ ^{creating} an increase in nationalism and Patriotism as years progressed. The extent of change was from initially wanting to have representation in the Parliament to wanting full independence from Britain.

Americans wanted to have a voice in the matters discussed in ^{Parliament} ~~the~~ instead of virtual representation and they created the Stamp Act congress to address ~~that~~ ^{those} grievances. The Stamp Act was an attempt by the British to ~~put a tax~~ ^{create revenue} by taxing all printed material. But many Americans disliked this enforcement, as shown in source A's image of using a teapot made in England to show their anger for enforcing a tax by ~~writing~~ ^{inscribing} what Americans think of such a tax. This gesture ~~was~~ ^{had} an indirect effect on Britain because there was no violence or addresses made. This was the beginning of a ^{bloody} war for independence. ^{yet, the purpose of the teapot was to inform Americans that the British continued to live luxuriously, while limiting the freedom of Americans.} Additionally, ^(source B) Americans created the House of Burgesses to establish representation of the colonies, this was a bold move by the United States because it was one of the first establishments to create an ^{and truly engrave the idea of "no taxation without representation"} American presence in the world. By creating such an institution, the colonies were able to address their grievances to the Parliament, similar to the Olive Petition proposed by Franklin ^{addressing} ~~to~~ American grievances to the King. The purpose of this source was to establish a platform for Americans and inform the public, including Britain, that Americans were beginning to enter the political realm and represent their colonies. ^{and enforced the idea of} ~~consent of the governed~~

Although ~~the~~ ^{Americans} were slowly garnering support for the independence

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to the public. This idea of no reason to tax only angered colonists more, increasing anti-British sentiment. The purpose of this document was to create awareness of how America will benefit in trade, land, and every state of life if we break ~~away~~ ^{the with} Britain. Additionally, Thomas Paine ^{greatly} ~~to~~ influenced the American mindset to join the Patriotic movement. Not only in his writing in The American Crisis, but also in his common sense writing, convincing Americans to gain independence. The purpose of this was to create a negative reputation for Britain and portray them with evil things. The extent of American independence greatly altered as nationalistic sentiment increased and the influence of impactful figures like Thomas Paine.

Although independence was gained in America, the struggle to achieve it was far greater, ~~and to~~ ^{similar to} the Civil War struggle to establish the ideals of each ~~see~~ ^{region}. The extent of change was from wanting representation to ^{wanting to gain} full independence ^{from Britain} of America, and their unfair ^{attempts to control the colonies} ~~imposing of~~ taxes by imposing taxes.

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The market revolution was when the markets and industries started to have more influence on American lifestyle. Consumer production was growing and women began to have more influence in the era. Previously, they were simply ~~only~~ ^{only} in the domestic realm but they shifted to having ^{different aspects of} more influence in society. The few to no little opportunities grew for women in this revolution. Social influence affected the mindset for women and initiated a women's rights movement. Opportunities for women changed, but the idea of women being inferior continued.

This revolution facilitated a growth in industries, which ~~opened~~ ^{opened} up jobs and although women were mainly in service ~~jobs~~ ^{positions}, this was an improvement from previous cultures of ~~only~~ domestic work. Though the cult of domesticity ^{still} ~~is~~ existed, many women started to challenge this idea. Challenging such ideas developed the women's rights movement and their desire for social reform, like the civil rights movement and aiding immigrants with settlement houses. With industries increasing, consumers increased as well and the main consumer group was women. Separating themselves from lower classes created social divisions, but this spanned ^{that previously did not occur} a turning point in American history because they were influencing society. Opportunities to prosper and work in jobs other than domestic work greatly improved the women's lives during the 1800s.

Even though ~~that~~ opportunities for advancement existed, women continued to be inferior to men and still had the idea of the cult of domesticity. Working in service jobs met opposition from other members in society, especially the men, because they believed that women should ~~not~~ stay at home and take care of the children. The idea of excluding women also continued throughout history because men believed that the

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women did not have important contributions to society. ~~For instance,~~
The 15th Amendment granted suffrage to only males, excluding women
from political influence. But, working in ~~industries~~ ^{other than domestic roles} portrayed how
~~women~~ ^{women} can equally perform tasks that men do. Challenging the norm
and sparking movements for women reform, like ~~the~~ ^{Betty} Friedan's book sparked the
women's movement in the 1900s.
The market revolution was significant to women because it allowed
for women to be included in other spheres of the world. Opportunities
changed, but the inferior idea continued for ages.

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The Change in ideas about American independence changed very much from 1763 to 1783. Many things happened within these time periods.

Document 1 shows that the Stamp Act was taken away which caused Americas Liberty to be restored. There was more independence given to the people. The Source of Document 2 which is The Virginia House of Burgesses played a big role in ~~to~~ independence in 1769. It was their opinion to impose taxes on the inhabitants (Doc 2). The committee also had the privilege of the inhabitants of the colony to petition sovereign for Redress of Grievances. Lastly, it was also their opinion that "an humble, dutiful, and loyal Address, be presented to his Majesty, to assure him of our inviolable Attachment to his sacred person and government."

Samuel Adams believed all men had equal rights. Document 3 states "All men have a right to remain in a state of nature as long as they please". The colonists started to gain independence in 1772. They had the right to preform as they'd like. It states that "The natural liberty of man is to be free from any superior power on earth...."

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The authors of Document 4, the Quaker leaders, addressed that they were unhappy about the legislature of Great Britain. The people were persuaded into one religious society. It made the people unhappy and it "produced great discord and confusion!" The sincere concern for the peace and welfare of the country was voiced, and the people were united of the provinces.

The marital law was also a concern. The people didn't have the independence they wanted to marry whom they wanted. Janet Schaw was "a Scot visiting her brother, a merchant, in Wilmington, North Carolina." She was forced to join the Patriots and if she didn't they would cut up her corn, shoot her pigs, burn her houses, seize her Negroes, and tar and feather her. This was a very bad time of independence. It is believed that "this method has seldom failed". (Doc 5)

Document 6 shows that there was not much independence when it came to money. Charles Inglis, who wrote Document 6, was an Anglican church minister. He states that many people were in debt and didn't have the independence to do what they wanted.

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they had to follow what the government wanted.

The last Document, Document 7, talks about the American crisis. Thomas Paine was a very reliable source to write this because he was a leader of the army. He states that the army men had it rough with no independence. They had to do everything they could to get through.

All of these documents sum up the ideas about American independence from 1763 to 1783. Independence was very slim through these time periods, but as time went on, independence improved. It improved into what it is today.

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The market revolution marked a turning point in many women's lives. Many things changed and many things stayed the same.

Women began working outside of their home in factories. They still had to role of taking care of their children but it was a huge step to be able to work outside of their home. The women were assigned long hours of work with very little pay.

This soon led to women getting jobs that men would have. They were able to play a role in the military and work men jobs.

Women also got the right to vote after many long years. They still didn't have the same rights as men but they were slowly moving up in the world. Women began to ~~to~~ work in sewing factories making clothing and blankets. They no longer had to stay at home with their children and do the laundry and cleaning all day. They still had the role of caring for children and cleaning but they weren't forced to stay there all day long.

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As the years went on, women slowly got more freedom and were treated just as men were. Women today have the same rights as men and are treated just as fair. The market revolution increased and led up to how women live today.

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Following the increase in colonization from Great Britain, conflict arose as the British crown found it ~~more~~ increasingly difficult to control colonists actions overseas. Tensions ~~was~~ heightened as Great Britain fought to gain control and continue to profit off of colonies in the ~~the~~ New World; through military enforcement and taxation. Colonists became angered at Britain; ~~as they felt more united~~ and became unified under the idea of ~~they themselves~~ forming a new nation. Some colonists ^{wanted no change, and} chose to remain loyal to the British through a sense of duty and to avoid conflict. Majority of colonists though, had a radical change in the ideas of American independence. Eventually the "Patriots" or American radicals ~~was~~ acted upon their ideas, thus leading to the American Revolution.

~~A large~~ Colonists held British citizenship, a large majority being born on British soil. Due to this many had a sense of loyalty to the British crown, and found it ~~still~~ foolish to disrupt peace with war. In 1769 the Virginia House of Burgesses sought to relieve anti-British sentiments in the colonies. ~~the~~ (Doc. 2)

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Virginia

The House of Burgess was an imitation of the House of Burgess in Great Britain. The British sympathizers hoped to dissuade colonists from rebelling. Many others chose to take on this same view to preserve peace. In 1775 Quaker leaders addressed the colonists in Pennsylvania to prevent rebellion in order to keep peace in the region. Pennsylvania at that time was largely populated by Quakers, whose main priority in their religion was to preserve peace in all of man (Doc 4). Though some held this view it was often silenced by the Patriot movement throughout the colonies.

A major change in the ideas of American independence, was the ^{reac} sudden anger towards Great Britain in the period of 1760s- through 1770. They believed they were being unfairly treated and overto by the British Parliament. Around 1770 anti-British sentiments became obvious in colonial lifestyle as ~~the~~ ^{the} colonists expressed it through written propaganda like branding the phrase "No Stamp Act on household items ^{such as} ~~the~~ teapots. (Doc 1)" This was a direct response to the increase of taxation by the British.

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With the introduction of the Stamp Act, which forced colonists to purchase British made stamps on paper products, came backlash from the colonists. They created the Stamp Act Congress in protest. The anger towards the British crown only increased, as they believed taxation without representation was unlawful. They wanted the right to leave the society they belonged to, and enter into another. (Doc 3) As the feelings of oppression increased so did the colonists' attitude towards their right of freedom; they began to view themselves as an independent country.

As the Patriots' power increased, so did their anger to any and all things British. They wanted to ultimately eliminate British sympathizers in the colonies. Threats were issued in that they told British loyalists they would "cut up your corn, shoot your pigs, burn your house, seize your Negroes and ..." (Doc 4) ^{Said} ~~Issued~~ in 1775 there is a view of those ~~anti~~-Loyalists that the Patriots' views were becoming more extreme.

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~~Patriots sought to strike fear in any~~
~~that opposed.~~ This quote shows the
point of view of an outsider, a Scot,
who viewed the colonists as ~~that~~
nothing but bullies striking fear into
all that opposed them.

As the Revolution came near it
became evident that the ~~colonists~~
Patriots saw only one outcome of
their cause, war. They ~~believed~~ ^{knew} the
tyrants they faced "would... not be
easily conquered..." (Doc 7). Patriotist
Thomas Paine played an important role
in influencing the American colonists with
writings like The American Crisis, and
most importantly Common Sense. He
guided the colonists to believe there
was only one way out of the
oppressive nature of the British, a
bloody revolution. The colonists would
fight and they would later win
the war that they believed in.

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~~Though the colonists were divided by Patriots and Loyalists~~

During the era of the American Revolution, colonists were divided between Patriots and Loyalists. The colonists shifted from being at peace with British rule to extreme anger and opposition. Their defiance brought on a hunger for war, which they would eventually declare. This era officially shaped America's ideology of independence which we still hold today. It shaped the writing of the Constitution to protect these ideas.

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~~Throughout America's short history a woman's role ^{was} has often been oversteered by the men in power. Women had little rights, ~~only expected to stay at~~ and when the Market Revolution~~

In America's early written history women played a small role. ~~For~~ With the rise of the Market Revolution America changed before the people's eyes, shifting away from an agriculture based society to one that focused on trade and industrialization. Women's roles changed ~~to~~ ^{to} during ~~and after~~ the era of the Market Revolution. ~~Little~~ ^{legally} changed ~~to~~ in the case of women's rights. However women began to play a much ~~larger~~ ^{larger} role in the political process, influencing history in ~~large~~ ^{market} itself, after the fall of the Revolution.

Before the market Revolution ~~it was~~ most women were wives who lived on small farms, with the duty of raising a family. The ~~idea of domesticity~~ had arisen in the American Revolution guiding women to take on the →

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"Republican Motherhood" had arisen during the Revolution guiding women to stay home and teach their sons, who would be future leaders. As the Market Revolution gained momentum the "cult of domesticity" became the main role of women everywhere. They were ~~not~~ expected to stay home and look after the house as their husbands went out to work in the newly built factories. During the Market Revolution they played their part in the background their roles still tied to the home. However ~~after the war~~ during the reaction after the market Revolution this changes drastically.

After Scars during the Market Revolution with an unstable economy involving a Panic, the American government began to seek Reform. They wanted to improve America as a whole morally thus the arrival of the 2nd Great Awakening. Here powerful women began to voice their opinion as the moral center of the home. They felt that they should lead the movements of

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reforms in asylums, temperance, and education. Here female political figures became prevalent in American history, changing the course for women.

After the Market Revolution, factories continued to increase in America. To speed up productivity of products, businesses sought out workers. Women got their first jobs outside of the home in ^{the} groups of factories. Immigrant women found responsibility and independence by making their own living without a man. The female population as a whole saw the opportunity to gain independence through jobs.

Though little changed in the role of women during the Market Revolution, they experienced extreme changes after. Through participation in reform movements and gaining factory work, women gained a new sense of responsibility. With this independence led way to the growth of the Feminist Movement in the 19th century.

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The Suffragettes would fight for voting rights at the Seneca Falls Convention, bringing in the creation of the 19th amendment.

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USHDBQ_13

The period of 1763 to 1783 was a contentious time in American history, for ~~changing ideas~~ ^{a combination} the introduction to Enlightenment ideas from Europe and the end of "salutary neglect" ~~ended~~ ^{changed} colonial life forever, for there was now a growing demand for independence. Ideas about American independence changed in that colonists now called for changes ~~to~~ in regards to Britain's tyrannical oppression and taxation. On the other hand, some colonists did not change their ideas in favor of independence, remaining loyal to the British crown. Thus, the ~~amount~~ extent of change in ideas about American independence ~~to~~ ^{from} 1763 to 1783 was limited for some colonists ^{calls for indep. interests} ~~wanted~~ to end British tyranny, ^{and to free} while others wanted to remain ^{a loyal} ~~part~~ of the British empire.

The political landscape was changing following the French and Indian war's end in 1763, for Britain ended its long policy of "salutary neglect" and once again began to enforce the Navigation Acts of the late 17th century. The British began imposing taxation ~~on~~ on the colonists on imported goods, eventually enfeebling them to the brink of revolution. This idea is illuminated through ^{has the} ~~the~~ American teapots that ~~have~~ inscriptions "No Stamp Act" and "America, Liberty Restored" (DOC 1). The point of view of ~~the~~ the maker of these pots would certainly have opposed the

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British, for they taxed the colonists stamps without representation in parliament. The attitude displayed on this got clearly signals a change in ideas, for it is obvious that independence was ~~an~~ ^{a growing concern} ~~the~~ ^{of} the craftsman. Additionally, Samuel Adams argued that people have the right to change a government that ~~is~~ ~~oppress~~ displays "intolerable oppression" (DOC 3). Adams's sentiments are of a patriot point of view, for he, along with many others, disapproved of Britain's tyrannical rule over the colonies. His claim that people can reform or create a new government if the old one is oppressive illustrates a clear change in the ~~ideas~~ ^{ideas} regarding independence. This differs from a loyalist point of view. Furthermore, Janet Schaw ~~was~~ described ~~as~~ a ~~an~~ colonial officer demanding her and her brother to support the cause of the Patriots, or else there would be consequences. The purpose of this recollection is to show the ~~an~~ passionate effort of patriots to rally support for the cause of independence. By threatening harm if there was ~~discent~~ ^{discent}, this officer clearly was motivated by ^{increasingly necessary} thoughts of independence. Also, Thomas Paine proclaimed that America must resist Britain on the basis that "Tyranny, like hell, is not easily conquered" (DOC 7). His point of view is that Britain's government is evil and must be ~~over~~ defeated in order for

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Colonists

A to achieve prosperity. This need for radical change in government proves that the concern for independence was an important idea that ~~developed~~ ^{increased in importance} during this time. Lastly, Paul Revere's ~~was~~ illustration of the bloody Boston Massacre in the early 1770s rallied anti-British sentiments to fuel the patriot cause. His work was clearly partisan and succeeded in gaining overwhelming support for the colonists, who were depicted as vulnerable and abused by the Red Coat soldiers. The idea of independence definitely intensified during this era.

Although many colonists sought freedom from Britain's monarchy, many remained loyal to King George ~~III~~ and his subjects. Loyalists were not the majority, but they could be found in colonies such as Georgia, Virginia, and New York. These loyalist sentiments were displayed in the Virginia Resolves of 1769, for they expressed ~~the~~ concern to remain loyal through certain diction referring to the king as "his Majesty" (DOC 2). These resolves were written from a loyalist point of view, for they did not want independence. ~~they wanted~~ ^{they wanted reconciliation} This showed that not everyone had changes in ideals toward independence at this time. In addition, Quaker leaders pledged loyalty to the king, saying, "the fidelity we owe to the king and his government" (DOC 4). The purpose of this address was to convey a message of

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royal support and a wish for peace between Great Britain and its colonies. This also shows that some people wished to remain under British rule in the colonies. Further, ~~John~~ Charles Inglis reiterated the belief that the United States economy could not support a war against Britain for revolution. The purpose of this statement is to explain to the patriots that the idea of independence is unachievable alone, for the colonies would not be able to pay for war and sustain their economy during a war against Britain. ~~He~~ He is also an Anglican minister, which would give him a direct tie to Britain, for his faith was the church of England. Many people did not want independence and preferred to stay loyal during this time.

This turbulent time in history is similar to another development in history: The French Revolution. Just like the buildup to the American Revolution, ideas about independence grew from a hatred of oppressive tyranny. Also similar to the Americans, the French rallied together to overthrow the monarchy and a republic was established. In conclusion, the extent of change was limited in regards to ideas about American independence, for some had increasing thoughts of independence, while others wanted to stay loyal to Britain.

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(2) or 3

The turn of the 19th century brought upon great hopes for the future, which were realized during the Market Revolution, which saw ~~together~~ the growth ^{of industry} and expansion ^{of territory} for the United States. The lives of ^{many} women changed during the first half of the 1800s, as many women became social reformers ~~and~~ fought for change and others ~~found~~ ~~the~~ got jobs in factories. On the other hand, many women did not experience change during the Market Revolution, for many still did not have jobs and ~~the~~ The Cult of Domesticity was strong. Thus, the Market Revolution marked a turning point in American history to a limited extent, for some women ~~became~~ ~~social reformers~~ ~~and~~ ~~got~~ ~~involved~~ ~~in~~ ~~reform~~ ~~movements~~ and other got jobs, while many still remained tied to the Cult of Domesticity and the right of suffrage was still not achieved.

The Market Revolution opened up new opportunities for many Americans, especially in the Northeast and Midwest. The growth of industry in the North ~~helped~~ prompted a need for labor, especially in textile mills. Women often ~~got~~ became employed in such mills, such as the famous Lowell ~~girls~~ Girls did in Massachusetts. This new-found opportunity for employment empowered women, for now they ~~are~~ were not completely dependent on their husbands for income.

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This empowerment illustrates a clear change for women as a direct result of the opportunity for labor created by the Market Revolution. This need for labor was also felt in the south, but instead of women working in the fields, African-Americans did. ~~They~~ As many northerners despised slavery, efforts for abolition rose up and were often aided by brave women. These women fought for the abolition of slavery, transforming their roles as social reformers. This was caused by the Market Revolution's increasing need for labor. Furthermore, other reform movements rose up during this time. ~~For instance, Dorothea Dix fought for better treatment for the~~ ~~other women fought for temperance, or the abolition of~~ However, ~~that~~ a large ~~amount of~~ change that developed during this era was the Movement of First wave Feminism. Led by Susan B. Anthony and others, women campaigned for education, including the right to vote. This rose up from the Market Revolution, along with the Second Great Awakening. Many women's lives changed during this time.

Although many women saw great changes during this time, many women's lives remained the same. For example, the Cult of Domesticity remained during this era, ~~for~~ the men often went to work and the women had to take care of the kids. As more and more jobs

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opened up as a result of the Market Revolution, many men were able to get work easier. This meant that the women were confined to the home often times, just like periods of the past. Additionally, women still could not vote during this time. Although many women campaigned for voting rights during this time, such as at the Seneca Falls Convention in 1848, women still had no legal right to suffrage. This kept women as second class citizens to men. This supports the idea that the Market Revolution was not a turning point because it did not bring women the right to vote, and it helped to keep the cult of domesticity alive and women in their homes.

This time of reform efforts by women, centered around equal rights and voting, is similar to the Women's Movement of Second Wave Feminism in the 1960s. ~~Women~~ Just like in the early 1800s, women of the 60s worked tirelessly for the civil rights of African Americans and increased liberties for women themselves. ~~They~~ They witnessed lots of change during this period as well, for increasing numbers of women were joining the work force, like during the Market Revolution, and demands

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For equality were prevalent. In conclusion, the
Market Revolution marked a turning point for women
lives in America to a limited extent, for many
became social reformers and ~~got~~^{found} work, while others
stayed restricted to the cult of Domesticity
and they still couldn't vote.

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Document-Based Question

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

Sample: A (Sample #74)

Score—Thesis/Claim: 1

The response earned a point for thesis. The response makes a historically defensible claim about how much change occurred and addresses how the change in ideas went “from wanting representation in Parliament to fighting to create their own nation.”

Score—Contextualization: 1

The response earned a point for contextualization. The response describes a broader historical context in the conclusion with relevant information. The response refers to the revolution succeeding and how the ideas of the revolution would continue in the formation of the government with issues “over the division of federal and state powers.”

Score—Evidence: 1

The response earned a point for using at least three documents to address the topic of the prompt. The response used the content of Documents 1–6.

The response did not earn a point for using the content of at least six documents to support an argument in response to the prompt. While the response uses the content of Documents 1–4 and 6 to support an argument, its use of Document 5 only briefly addresses the subject and does not provide any explanation of the content to support or connect to the argument being made. Also, it does not use Document 7, so it falls short of the requirement of using six documents in support of an argument.

The response did not earn a point for using at least one additional piece of specific historical evidence that relates to an argument about the question. No attempt is made to provide this evidence.

Score—Analysis and Reasoning: 2

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. The response explains the relevance of the historical situation of Document 1 by referencing the impact of the French and Indian War and needing to impose taxes because of the debt. In Document 2, the response explains the relevance of the King of England as the audience in relation to the wording used by the House of Burgesses. For Document 3, the response explains the relevance of Samuel Adams’s claim for natural rights in relation to the growing Enlightenment movement and spread of “ideas of men like Locke and Montesquieu.”

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response addresses a change over time in ideas by explaining how early actions “were still a long way from the ideas of revolution” but later there would be calls for independence. The response also shows a complex understanding of historical nuances, and qualifies the argument in the last body paragraph by addressing how “The colonies were not as united as they seemed.”

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Sample: B (Sample #69)

Score—Thesis/Claim: 1

The response earned a point for thesis. The response makes a historically defensible claim that establishes a line of reasoning about changing ideas from, “to self govern and have some representation [...] to better reflect their motivations to become independent and sovereign.”

Score—Contextualization: 1

The response earned a point for contextualization. In the introduction, the response connects to the broader historical context when referencing the effects of the French and Indian War on the relationship between England and the colonies. It also makes a number of references to the foundation of the colonies and mercantilism. These describe several broader historical contexts relevant to the prompt.

Score—Evidence: 3

The response earned a point for using at least three documents to address the topic of the prompt. All documents are used to address the prompt.

The response also earned a point for using the content of at least six documents to support an argument in response to the prompt. The response uses content to support the argument with Documents 1–4 and 6–7. For example, when using Document 1, it uses the content of the document to illustrate how colonists reacted to new British policies and their desire to have representation (but not yet independence). Although the response misinterprets the position of the author in Document 5, it uses the other documents successfully to earn the point.

The response also earned a point for using at least one additional piece of specific historical evidence that relates to an argument about the question. The response uses historical evidence such as the acts passed by Britain pertaining to the colonies, their assemblies, and the Declaration of Independence to support the argument.

Score—Analysis and Reasoning: 2

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. The response accurately explains the relevance of purpose with Documents 1 and 2, historical situation with Documents 3 and 7, and point of view with Document 4.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response corroborates its understanding by making connections to the French and Haitian Revolutions. The response also consistently uses the documents to corroborate the argument and to show a detailed understanding of change over time. For example, when transitioning from the first body paragraph to the second body paragraph, the response explains how, early on, colonists' actions were just protests about rights and not calls for independence, but with spreading Enlightenment ideals the arguments for independence increased.

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Sample: C (Sample # 84)

Score—Thesis/Claim: 1

The response earned a point for thesis. The introduction to the response makes a historically defensible claim that establishes a line of reasoning about how ideas changed from centering on representation to wanting to be independent.

Score—Contextualization: 0

The response did not earn a point for contextualization. The response makes a passing reference to Britain imposing taxes that “only benefited the mother country” in the introduction, and a passing reference to this struggle being similar to “the Civil War struggle.” This does not present enough of a connection from before, during, or after the period to show describe a broader, relevant historical context.

Score—Evidence: 2

The response earned a point for using at least three documents to address the topic of the prompt. The response uses the content of Documents 1, 3, and 7 in this way. However, it makes mistakes and misinterpretations with Documents 2, 4, and 6. The response interpreted Documents 4 and 6 as supporting a break with Britain, and argues in Document 2 that the House of Burgesses was created to respond to the Stamp Act crisis.

The response did not earn a point for using the content of at least six documents to support an argument in response to the prompt. As explained above, three of the documents were not used correctly to address the topic of the prompt. The response does use the content of Documents 3 and 7 to support the argument, but this falls short of meeting the requirements for the point.

The response earned a point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt. The response uses the Stamp Act Congress and acts/mercantilism as additional pieces of evidence to support the argument.

Score—Analysis and Reasoning: 0

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. The response does explain the historical situation for Document 3 and purpose for Document 7. However, the attempts at explaining the relevance of sourcing by using purpose with Documents 1, 2, and 6 are not successful because of incorrect statements. The response claims the purpose of Document 1 was to show how wealthy the British were becoming, and the purpose of Document 2 was to create a body to represent the colonies and this was their “beginning to enter the political realm.” The purpose of Document 6 is misinterpreted as promoting a break from Britain.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response does not consistently connect and analyze the relationships among the evidence or successfully use the evidence correctly to corroborate, qualify, or modify the argument.

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Sample: D (Sample 33)

Score—Thesis/Claim: 0

The response did not earn a point for thesis. The response argues that ideas “changed very much,” but merely identifies ideas as that “Many things happened within these time periods.” This is not specific enough to make a claim that establishes a line of reasoning.

Score—Contextualization: 0

The response does not earn a point for contextualization. The response does not make an attempt at relating the topic to broader historical contexts.

Score—Evidence: 0

The response did not earn a point for using at least three documents to address the topic of the prompt. The response misinterprets or has errors with many of the documents it uses in attempts at addressing the subject (Documents 1, 2, 4, 5, 6, 7).

For the same reason, the response did not earn a point for using the content of at least six documents to support an argument in response to the prompt.

The response also did not earn a point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt. There was no attempt at using a piece of historical evidence beyond the documents.

Score—Analysis and Reasoning: 0

The response did not earn a point for explaining the relevance of sourcing to an argument for at least three documents. There is an unsuccessful attempt at explaining point of view with Document 7 when the response connects reliability to the incorrect assertion that Thomas Paine was a leader of the army.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response does not consistently connect and analyze the relationships among the evidence or successfully use the evidence correctly to corroborate, qualify, or modify the argument. The response simply addresses the documents in the sequence that they appeared in the prompt without making connections (and is erroneous with many of them).

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Sample: E (Sample 81)

Score—Thesis/Claim: 0

The response did not earn a point for thesis. The response refers to “radical change in ideas,” but does not make a claim that offers a line of reasoning about the change in ideas. It simply says “radicals acted upon their ideas” but offers nothing to identify the changing ideas.

Score—Contextualization: 1

The response earned a point for contextualization. The response makes relevant connections to the broader historical context in the introduction with the growing tensions over trade and taxation, and the result of a growing sense of unity in the colonies. Also, in the conclusion, the response identifies a divide between the Patriots and Loyalists, while noting the ideas of the Revolution would “shape the writing of the Constitution.”

Score—Evidence: 1

The response earned a point for using at least three documents to address the topic of the prompt. The response used content from Documents 1, 3, 4, 5, and 7.

The response did not earn a point for using the content of at least six documents to support an argument that responds to the prompt. While the response did use content from the documents to support an argument, it misinterprets Document 2 as a Loyalist writing and does not use Document 6. As a result, it falls short of the requirement of six documents in this category.

The response did not earn a point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt. The response merely makes a reference to “Common Sense” and does so in connection to the document. It does not relate it to the argument as an additional piece of specific historical evidence.

Score—Analysis and Reasoning: 1

The response earned a point for explaining the relevance of sourcing to the argument for at least three documents. The response explains the relevance of the historical situation to the argument for Documents 1 and 3, and point of view to the argument for Document 5.

The response did not earn a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response does not consistently address the complexity of the argument in relation to changing ideas. It uses some evidence to address ideas in the first body paragraph, but other evidence is used more in relation to actions and feelings than a change in ideas over time. The response does offer a qualification to the argument that not all were in support of the independence movement, but part of the argument is supported with a misuse of a document.

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Sample: F (Sample 13)

Score—Thesis/Claim: 1

The response earned a point for thesis. The response makes a historically defensible claim that establishes a line of reasoning by stating that there was limited change: “Ideas about American independence changed in that colonists now called for changes in regards to Britain’s tyrannical oppression and taxation. On the other hand, some colonists did not change their ideas in favor of independences, remaining loyal to the British crown. Thus, the extent of change in ideas about American independence from 1763 to 1783 was limited for some colonists...”

Score—Contextualization: 1

The response earned a point for contextualization. The response describes the broader historical context of the period by connecting the Enlightenment and end of “salutary neglect” as a result of the French and Indian War to the topic. This is found in the introduction and opening of the first body paragraph.

Score—Evidence: 3

The response earned a point for using at least three documents to address the topic of the prompt. The response used content from Documents 1, 3, 4, 5, 6, and 7 correctly.

The response earned a point for using the content of at least six documents to support an argument in response to the prompt. The response provided explanation to support the argument and did not merely paraphrase or quote documents. For example, Document 3 addresses what Samuel Adams is arguing in the document and then goes on to add, “His claim that people can reform or create a new government if the old one is oppressive illustrates a clear change in the ideas regarding independence.” The response does misinterpret Document 2, but still earns the point for using the other six documents to support the argument.

The response earned a point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt. The response uses the historical evidence of the Boston Massacre and Paul Revere’s illustration to support the argument about intensifying ideas toward independence.

Score—Analysis and Reasoning: 1

The response did not earn a point for explaining the relevance of sourcing to the argument for at least three documents. The response makes references to point of view and purpose, but is not explaining the relevance of the point of view of the source to the argument. For example, with Document 7 the response merely states what Thomas Paine is saying in the document and not explaining the relevance of his point of view on this argument. It does the same with Document 2 and claims the House of Burgesses was written as a loyalist. The response does explain relevance of sourcing to the argument with Documents 3 and 6.

The response earned a point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response consistently explores the nuances of change over time, and makes relevant and insightful connections with the documents through corroboration and qualification. For example, it links Documents 1 and 3 with the connection of how there were changing ideas moving more toward independence in the time period. In the same paragraph, it also qualifies the extent of this by identifying that there were those who differed in their views toward the Patriot movement with Document 5.

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It also supports the argument from the thesis that some remained loyal with a qualification body paragraph that connects content from Documents 4 and 6.