

2019

AP[®] CollegeBoard

AP[®] United States History

Sample Student Responses and Scoring Commentary

Inside:

Long Essay Question 4

- Scoring Guideline**
- Student Samples**
- Scoring Commentary**

© 2019 The College Board. College Board, Advanced Placement, AP, AP Central, and the acorn logo are registered trademarks of the College Board. Visit the College Board on the web: collegeboard.org.

AP Central is the official online home for the AP Program: apcentral.collegeboard.org.

**AP[®] UNITED STATES HISTORY
2019 SCORING GUIDELINES**

Question 4 — Long Essay Question

Evaluate the extent to which ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970.

Maximum Possible Points: 6

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>The thesis must make a historically defensible claim that establishes a line of reasoning about how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970.</p> <p><i>Examples that earn this point include:</i></p> <ul style="list-style-type: none"> • “The ideas about democracy such as the notion that everyone should be treated equally and the rights to assemble and petition greatly contributed to the African American Civil Rights movement from 1940–1970.” • “From 1940 to 1970, many ideas of democracy and equality were all a part to give way to equity during the Civil Rights movement, through the ideas that separate is not equal, voting rights, and tackling racism through non-violence & Black Power.”
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 a reference.</i></p>	<p>To earn the point, the response must accurately describe a context relevant to how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970.</p> <p><i>Examples of context might include the following, with appropriate elaboration:</i></p> <ul style="list-style-type: none"> • Earlier African American activism for greater rights and against vigilante violence between the 1910s and 1930s (beginning of what some scholars called a “long Civil Rights movement”) • African American movement to urban areas in the North and West during the Great Migration • African American participation in World War II • Decolonization in Africa and Asia after World War II • Cold War competition with the Soviet Union to win allies and to present itself as a model society

**AP[®] UNITED STATES HISTORY
2019 SCORING GUIDELINES**

Question 4 — Long Essay Question (continued)

C: Evidence (0–2)	<p>Evidence: Provides specific examples of evidence relevant to the topic of the prompt. (1 point)</p> <p><i>To earn the first point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i></p> <p>OR</p> <p>Supports an Argument: Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)</p> <p><i>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</i></p>	<p><i>Examples of evidence used might include:</i></p> <p><i>Groups:</i></p> <ul style="list-style-type: none"> • Congress of Racial Equality (CORE) • National Organization for the Advancement of Colored People (NAACP) • Southern Christian Leadership Conference (SCLC) • Student Non-Violent Coordinating Committee (SNCC) • Black Panthers • Nation of Islam • Dixiecrats • Tuskegee Airmen <p><i>People:</i></p> <ul style="list-style-type: none"> • John L. Lewis • Rosa Parks • Stokely Carmichael • Martin Luther King, Jr. • Malcolm X • Ruby Bridges • Emmitt Till • George Wallace • Marian Anderson <p><i>Events and Ideas:</i></p> <ul style="list-style-type: none"> • <i>Brown v. Board of Education of Topeka</i> (1954) • Civil Rights Act of 1964 • Voting Rights Act of 1965 • Freedom Rides • Montgomery (AL) bus boycott • Little Rock (AR) Central High School integration • Letter from Birmingham Jail • Greensboro Sit-ins • Southern Manifesto • Birmingham Children’s Crusade • Selma/Bloody Sunday • Black Power • Jim Crow/segregation • Double V Campaign • Civil disobedience • Redlining • Military desegregation
--------------------------	---	---

**AP[®] UNITED STATES HISTORY
2019 SCORING GUIDELINES**

Question 4 — Long Essay Question (continued)

<p>D: Analysis and Reasoning (0–2)</p>	<p>Historical Reasoning: Uses historical reasoning (e.g., comparison, causation, continuity and change over time) to frame or structure an argument that addresses the prompt. (1 point)</p> <p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i></p> <p>OR</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. (2 points)</p> <p><i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining a nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, 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><i>Examples of using historical reasoning to frame or structure an argument might include:</i></p> <ul style="list-style-type: none"> • Explaining how protests for voting rights such as the Selma march helped cause concrete changes in the law and voting practices • Explaining continuity by tracing the long-term strategies pursued by Civil Rights activists to oppose and end segregation <p>OR</p> <p><i>Ways of demonstrating a complex understanding of this prompt might include the following:</i></p> <ul style="list-style-type: none"> • Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of democracy in the Civil Rights movement differed in the North and in the South • Explaining both short- and long-term causes by, for example, addressing the immediate causes of the <i>Brown</i> decision and analyzing how the outcome of the decision evolved over subsequent decades • Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the Reconstruction era • Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how foreign relations during the Cold War affected how the United States government responded to the Civil Rights movement • Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering how ideas about Black nationalism and anti-imperialism influenced leaders of the Civil Rights movement
<p>If response is completely blank, enter - - for all four score categories: A, B, C, and D.</p>		

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Scoring Notes

Introductory notes:

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

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

A. Thesis/Claim (0–1 point)

Responses earn 1 point by responding to the prompt with a historically defensible claim that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Examples of acceptable theses:

- “The ideas about democracy such as the notion that everyone should be treated equally and the rights to assemble and petition greatly contributed to the African American Civil Rights movement from 1940–1970.” *(The response makes an evaluative and historically defensible claim that addresses the prompt and establishes a line of reasoning.)*
- “From 1940 to 1970, many ideas of democracy and equality were all a part to give way to equity during the Civil Rights movement, through the ideas that separate is not equal, voting rights, and tackling racism through non-violence & Black Power.” *(The response makes a historically defensible claim that addresses the prompt, identifies categories of analysis, and establishes a line of reasoning.)*

Example of unacceptable theses:

- “Ideas on democracy had a large impact on the African American Civil Rights movement.” *(This example largely restates the prompt. While it provides an evaluative adjective, the response does not establish a historically defensible claim.)*
- “During the latter part of the 1900s democracy and what side was correct led to or contributed to African American Civil Rights movement in the sense that it allowed for or encouraged individuals to fight for what he or she desires.” *(The response is too vague to make a historically defensible claim.)*

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

B. Contextualization (0–1 point)

Responses earn 1 point by describing a broader historical context relevant to the topic of the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the response must accurately describe a context relevant to how ideas about democracy contributed to the African American Civil Rights movement from 1940 to 1970.

Examples might include the following, with appropriate elaboration:

- Earlier African American activism for greater rights and against vigilante violence between the 1910s and 1930s (beginning of what some scholars called a “long Civil Rights movement”)
- African American movement to urban areas in the North and West during the Great Migration
- African American participation in World War II
- Decolonization in Africa and Asia after World War II
- Cold War competition with the Soviet Union to win allies and to present the United States as a model society

Example of acceptable contextualization:

- “The 13th Amendment abolished slavery, the 14th Amendment made everyone born in the US a citizen and granted all citizens equal protection under the law, and the 15th Amendment gave all male citizens the right to vote. However, things like the Plessy v. Ferguson ruling, which ruled ‘separate but equal’ constitutional, Jim Crow laws, and literacy tests and poll taxes limited democratic rights of African Americans for almost 100 years after the Civil War. ... Black Americans’ democratic right of equal protection under the law, constituted by the 14th Amendment was being infringed upon, and thus democracy was not being carried out to its fullest potential.” (*The response earned 1 point by describing the broader historical context of Reconstruction-era Supreme Court decisions and Jim Crow segregation, which are relevant to the topic of the prompt.*)

Example of unacceptable contextualization:

- “Through the span of a few centuries they would slowly gain, lose, regain and fight for freedom, liberty, and independence that was supposed to be promised to them.” (*The response did not earn a point because while it indicates an extremely general historical context for the African American Civil Rights movement, that African Americans experienced gains and losses in terms of freedom over “a few centuries,” it does not provide any detail about the context, nor does it relate the context to ideas of democracy described in the prompt.*)

C. Evidence (0–2 points)

Evidence

Responses earn 1 point by providing at least two specific examples of evidence relevant to the topic of the prompt. Responses can earn this point without earning the point for a thesis statement.

These examples of evidence must be different from the information used to earn the point for contextualization. Typically, statements credited as **contextualization** will be more general statements that place an argument, or a significant portion of it, in a broader context. Statements credited as **evidence** will typically be more specific information.

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Examples of evidence used might include:

Groups:

- Congress of Racial Equality (CORE)
- National Organization for the Advancement of Colored People (NAACP)
- Southern Christian Leadership Committee (SCLC)
- Student Non-Violent Coordinating Conference (SNCC)
- Black Panthers
- Nation of Islam
- Dixiecrats
- Tuskegee Airmen

People:

- John L. Lewis
- Rosa Parks
- Stokely Carmichael
- Martin Luther King, Jr.
- Malcolm X
- Ruby Bridges
- Emmitt Till
- George Wallace
- Marian Anderson

Events and Ideas:

- *Brown v. Board of Education of Topeka* (1954)
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Freedom Rides
- Montgomery (AL) bus boycott
- Little Rock (AR) Central High School integration
- Letter from Birmingham Jail
- Greensboro Sit-ins
- Southern Manifesto
- Birmingham Children’s Crusade
- Selma/Bloody Sunday
- Black Power
- Jim Crow/segregation
- Double V Campaign
- Civil Disobedience
- Redlining
- Military Desegregation

Example of acceptably providing evidence relevant to the topic of the prompt:

- “One event was the March on Washington. It was led by Martin Luther King. The people that attended were people of all races. That was also the day he gave his speech. There were also two groups (SCLC, SNCC) that did nonviolent protest during the Civil Rights movement.” (*The example cites evidence relevant to the topic, so it earned 1 evidence point, but it does not use that evidence to support an argument in response to the prompt.*)

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Example of unacceptably providing evidence relevant to the topic of the prompt

- “In addition, there were protests against white owners for mistreating the African American slaves. Martin Luther King was also part of the abolitionists. He was the tongue of all African Americans who can’t speak because of fear.” (*The response did not earn the point for historical evidence because of the major error that places MLK in the abolitionist movement.*)

OR

Supports an Argument

Responses earn 2 points if they support an argument in response to the prompt using specific and relevant examples of evidence.

Example of acceptable use of evidence to support an argument:

- “Activist organizations like the NAACP, Student Non-Violent Coordiance Committee, and the Southern Christian Leadership Conference sought to challenge civil acceptance of racial terror through non-violent organizing. ... Organizations like the Black Panther Party in the late 60s used principles of communal organization and violent means if necessary in order to imagine a new version of democracy that challenged even the most progressive approaches to racial justice.” (*The response earned 2 points for evidence because it uses various civil rights and Black liberation organizations and connects them to the larger movement of democratic reforms called for by the Civil Rights movement.*)

Example of unacceptable use of evidence to support an argument:

- “The Black Panther and National Association for the Advancement of Colored People greatly believed in uplifting descendants from the African community through means of western and cultural education.” (*This example cites evidence relevant to the topic, so it could receive the first evidence point, but it does not use that evidence to support an argument in response to the prompt.*)

D. Analysis and Reasoning (0–2 points)

Historical Reasoning

Responses earn 1 point by using historical reasoning to frame or structure an argument that addresses the prompt. To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

Examples of using historical reasoning might include:

- Explaining how protests for voting rights such as the Selma march helped cause concrete changes in the law and voting practices
- Explaining continuity by tracing the long-term strategies pursued by civil rights activists to oppose and end segregation

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Example of acceptable use of historical reasoning:

- “Another important democratic idea to the Civil Rights movement was the right to free speech, ideas, and protest. When African American Rosa Parks was arrested for not moving to the back (segregated) part of the bus, it spurred anger amongst the black community. This quickly led to the Montgomery Bus Boycott, where the black community spoke out against segregated buses and refused to ride them. This greatly impacted bus business. Similarly, the Greensboro sit-ins protested segregation at eating facilities when a group of black citizens sat at a white table in a restaurant. Both of these protests were inspired by the democratic idea to speak freely against problems in society.” (*This example earned 1 point for historical reasoning because it uses causation to frame an argument that addresses the prompt.*)
- “During the period of time lots of things started to change. The government was desegregated along with schools, buses, & the military. ... Another reason the ideas about democracy contributed to the African American Civil Rights movement to a major extent is because today we see de jure segregation is gone.” (*This example earned 1 point for historical reasoning because it structures an argument using change over time.*)

Example of unacceptable use of historical reasoning:

- “All they were trying to do was get their education, so what they did was stand up and protest for their civil rights to get an education and they achieved it but democracy played a role because of the votes of the American people.” (*The response did not earn the point for historical reasoning because the argument is too vague.*)

OR

Complexity

Responses earn 2 points for demonstrating a complex understanding of the topic, using evidence to corroborate, qualify, or modify that argument.

Demonstrating a complex understanding might include:

- Explaining a nuance of an issue by analyzing multiple variables by, for example, assessing how ideas of democracy in the Civil Rights movement differed in the North and in the South
- Explaining both short- and long-term causes by, for example, addressing the immediate causes of the *Brown* decision and analyzing how the outcome of the decision evolved over subsequent decades
- Explaining relevant and insightful connections within and across periods by, for example, making comparisons with the Reconstruction era
- Confirming the validity of an argument by corroborating multiple perspectives across themes by, for example, considering how foreign relations during the Cold War affected how the United States government responded to the Civil Rights movement
- Qualifying or modifying an argument by considering diverse or alternative views or evidence by, for example, considering how ideas about Black nationalism and anti-imperialism influenced leaders of the Civil Rights movement

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

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Examples of acceptable demonstration of a complex understanding:

- *The following response earned the point for complexity. The response argues that the pursuit of economic equality and prosperity are democratic values, and they are driving forces in the African American Civil Rights movement. This corroborates the original argument by explaining relevant, insightful connections within and across themes. The response demonstrates a complex understanding that ideas about democracy also extend to economic issues within the larger Civil Rights movement. “Finally, the limits on the economic prosperity attained by blacks was limited. With the rise of Levittowns in the 1950s, many whites fled areas that were being filled with black populations to these suburbs. De facto segregation led to no one selling houses to black individuals. This caused major economic deservitties and backlash from colored individuals. After 1965, the shift in civil rights was economic based. Many African Americans still worked low skilled jobs and in agriculture. Higher paying jobs were given to white individuals and left African Americans to suffer in poverty.”*
- *The following response earned the point for complexity. This response argues that civil rights organizers often worked to subvert popular notions of democracy in order to achieve what they believed was just. This modifies the original prompt by highlighting specific individuals, court cases, and organizations that diversified approaches to civil rights through alternative definitions of democratic principles. This response demonstrates a complex understanding of the topic. “Despite brutal harassment, murder, surveillance, and assault, the inter-linkages between this movement and the antiwar movements, created a full-court press on the ideological assumptions that ‘all men are created equal,’ and had empirical success. The drafting of the Civil Rights bill in 1964, Brown v. Board of 1954, Loving v. Virginia decision in 1967, and integration of black political figures into the polity were all direct results of the black civil rights organizers, planners, organizations, and principles that sought to undercut normative conceptions of democracy and conjure up new black liberation.”*
- *The following response earned the point for complexity. While the response acknowledges the role that ideas about democracy play in the African American Civil Rights movement, this response identifies that not all leaders of the movement (such as Malcolm X) embraced democratic principles as a source of inspiration. This qualifies the response’s overall argument by highlighting specific global revolutions that did not necessarily embrace American notions of democracy. This response demonstrates a complex understanding of the topic. “Malcolm X certainly espoused ideas encouraging further divisions in American society. As part of the ‘black power’ movement, Malcolm X cited a rich African American heritage to encourage the formation of an independent state. Furthermore, Malcolm X referenced a drive for democracy in several surrounding nations where an oppressed group rose up against there colonial overlords, notably the earlier slave revolt in Haiti as well as the independence of previously colonized Latin American and African nations. He used this emergence of democracy in other nations to encourage African Americans to form an independent nation-state away from the confines of white society. Thus Malcolm X’s black power movement, drawing on earlier leaders like Marcus Garvey stressed a separate nation for African Americans by referencing democratic principles in other nations. Most African American Civil Rights activists, however, focused on American principles of democracy to ensure they remained united.”*

AP[®] UNITED STATES HISTORY

2019 SCORING GUIDELINES

Question 4 — Long Essay Question (continued)

Example of unacceptable demonstration of a complex understanding:

- *This example did not earn the complexity point. The response attempts to qualify the argument by indicating that civil rights activism cannot take place outside of democracy. The response makes no attempt to identify examples of ideas of democracy and therefore does not demonstrate a complex understanding of the time period. “In conclusion, the way democracy worked in the late 1900s, affected what events occurred, thus the Civil Rights movement occurred. Although wanting to be seen as equals, African Americans would not have acted if not for the democracy then.”*

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

4A

Mandatory 1	Circle one 2 or 3 or 4
----------------	---------------------------

1 of 4

In the early 1900s, Progressive reform movement advocated for the rights ^{well-being} of the poor and fought for legislation to support their ideas about morality & society, but the concerns of African Americans were largely ignored. In the 1920s, the US experienced great economic prosperity, and then in the 1930s, it experienced great economic downfall in the Great Depression.

In the 1930s, President F.D. Roosevelt's New Deal programs focused largely on solving economic issues, and provided little ^{no} social/equality support for AAs. ~~There~~

In the years between 1940-1970, democratic ideas were extremely significant in the African American Civil Rights movement, both in the context of foreign relations and in democratic principles inspiring leadership + change within the US.

Foreign relations was an important concept between 1940-1970, because of the US entering WWII in 1941 and containment of communism fueling the Cold War after WWII in 1945 and several decades later. During World War II, the US introduced a policy of the Double V campaign, which included

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

4A

Mandatory 1	Circle one 2 or 3 or 4
----------------	---------------------------

2 of 4

advocating for victory over fascism abroad against Nazi Germany as well as victory "at home" in the US in the AA struggle over racism + segregation. However, in WWII, the US continued to fight in segregated units, something that the NAACP (an organization for the advancement of colored people) had been fighting (peacefully) against since the Progressive era. In WWII, the US did see a victory over segregation with the executive order 8802, which ~~desegregated~~ desegregated the defense industry. Following the end of WWII, the US entered the 2nd Red Scare, a period of fear of Communism that began the Cold War. ~~the~~ Communist countries such as Russia used the US policy of segregation to question ~~the~~ America's democracy & this was a large factor in the beginning of the civil rights movement. The US policy of containing communism in Asia began with the Korean War, which was the first war fought with desegregated units, resulting from exec. order 981. Both of these wars + efforts were justified through the idea of spreading democracy.

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

4A

Mandatory

1

Circle one

2 or 3 or 4

3 of 4

abroad, which forced the US to examine the faults in its own democratic principles and implement the changes described. This was greatly beneficial to the AA civil rights movement.

Democratic ideals were also used to fight for civil rights by influential African American leaders who used the laws + principles of America to achieve their goals. In the court case *Brown v. Board of Education*, lawyer Thurgood Marshall fought argued on behalf of students who exercised their democratic rights to challenge the law. These students + Marshall achieved integration in schools and gained access to their democratic right to education, overturning the previous "separate but equal" ruling of *Plessy v. Ferguson*. Martin Luther King was justified in his AA struggle against oppression because he believed that every man was equal and entitled to equal opportunity. Something that is written in the very ^(American) supreme law of this democratic land + government: the Constitution. It says that every man is entitled to life, liberty, + the pursuit

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

4A

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

4 of 4

of happiness. Malcom X was a later civil rights leader who later used more radical approaches to gain equality. He advocated for violence & the arming of Blacks for self-protection. This idea is constant with another idea outlined by Thomas Jefferson in the Constitution: if a government is not serving its people, then the people have the right to challenge it.

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

4B

Mandatory 1	Circle one 2 or 3 or ④
-----------------------	----------------------------------

1 of 1

African Americans did not experience fair treatment for much of America's history. From colonial days all the way until the Emancipation Proclamation under Lincoln almost all African Americans in the US were slaves. From that point forward it became a lasting fight for true equality for all African Americans. To a greater extent ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970 because of protests being carried out, the use of free speech, and the belief in the power of the people.

Many protests were carried out with the democratic ideal that protesting is right and effective. One example of protest was Rosa Parks not giving up her seat on the bus. This was a peaceful form of protest that showed Parks opinion on segregation. She believed that by not getting up she could make a difference for other people of color in the movement. Another example of a protest is the March on Washington. This protest was very new to the country, however, it stuck and many more similar marches have occurred since. This protest was highly effective in communicating what the African Americans wanted. With the ideal that protests are a positive action in mind, African Americans were able to support their Civil Rights Movement effectively.

Free speech was frequently used under the democratic ideal that it is everyone's right. Martin Luther King Jr. utilized free speech when he gave his "I Have a Dream" speech. The speech could have been prevented, but due to free speech it had to go on. This allowed for an advancement in the African American Civil Rights Movement in how people spoke out about the issue. It was widely discussed and people were less afraid to express their thoughts.

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

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

4C

1 of 2

During the African American Civil Rights movement a lot of things happened. Some of the events was the march on Washington, segregation, and etc. Many people were or actually because they wanted to be treated fairly. Also for them to get the rights several leaders helped make that happen.

One event was the march on Washington. It was led by Martin Luther King. The people that attended were people of all races. That was also the day he gave his speech.

There was also two groups (SCLC, SNCC) that did nonviolent protest during the civil rights movement. Many of those people were still getting hurt because they weren't listening and obviously because they were black. The members that were in the SCLC were young college students. They did sit-ins and didn't nonviolent protest. The SNCC was mostly pastors or old people. They did marches basically to speak on how they felt about being treated unfairly.

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

4C

2 of 2

Mandatory 1	Circle one 2 or 3 or 4
-----------------------	----------------------------------

The democracy contributed in alot of ways. That is said because they found a way to stop all the the violence that was being caused. Also it help show blacks that someone actually care about them.

AP[®] UNITED STATES HISTORY 2019 SCORING COMMENTARY

Question 4 — Long Essay Question

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

Overview

- Responses were expected to demonstrate an understanding of the extent to which ideas about democracy contributed to the African American Civil Rights movement during the period from 1940 to 1970. Stronger student responses provided a historically accurate definition of democratic ideas and included an evaluation of the relationship between these ideas and the Civil Rights movement with an emphasis on the role of groups, leaders, and events.
- In part, responses were expected to demonstrate an ability to evaluate the many variables related to the interaction of ideas about democracy with the Civil Rights movement.
- Responses were expected to demonstrate use of contextualization and argument development. Further, student responses were expected to utilize causation, comparison, or continuity and change to frame or structure an argument that addressed the prompt.
- This question mainly addressed Key Concepts 8.1, 8.2, and 8.3.

Sample: 4A

Score: 6

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it establishes an argument that specifies two contributions of democratic ideas to the Civil Rights movement. The response introduces foreign relations and “democratic principles inspiring leadership + change” as categories of analysis. It makes a claim and establishes a line of reasoning.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization because it includes details on World War II that extend beyond the issues of desegregation and domestic civil rights. The discussion of the New Deal and its lack of economic support for African Americans provides context for the influence of ideas about democracy on the Civil Rights movement.

C. Evidence (0–2 points): 2

The response earned 2 points for using evidence because it provides specific examples relevant to the prompt. These details include the Double V campaign, Executive Order 8802, Executive Order 9981, and the *Brown v. Board of Education* decision. These examples are used to support the argument that court decisions, legislation, and democratic principles were used to achieve civil rights goals.

D. Analysis and Reasoning (0–2 points): 2

The response earned 1 point for using historical reasoning, particularly in the second paragraph regarding the Cold War and foreign relations. The motives for military desegregation are explained with a comparison to the developing influence of the Soviet Union after 1941.

AP[®] UNITED STATES HISTORY

2019 SCORING COMMENTARY

Question 4 — Long Essay Question (continued)

The response earned 1 point for demonstrating a complex understanding of how Cold War-era competition motivated political changes within and beyond the United States. The evidence about how Cold War politics led the United States to reexamine the application of democratic principles at home qualifies the argument about the influence of democratic ideals on the Civil Rights movement.

Sample: 4B

Score: 4

A. Thesis/Claim (0–1 points): 1

The response addresses the prompt and earned 1 point for the thesis. The response clearly states a thesis in the introductory paragraph by arguing that “to a greater extent ideas about democracy contributed to the African American Civil Rights movement in the period from 1940 to 1970 because of protests being carried out, the use of free speech, and the belief in the power of the people.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. While the response mentions “colonial days” and the Emancipation Proclamation, these are merely references that do not relate the topic of the prompt to broader historical events.

C. Evidence (0–2 points): 2

The response utilizes several specific examples (e.g., Rosa Parks, the March on Washington, and Martin Luther King, Jr.) to effectively substantiate an argument. The response provides evidence that is both relevant to the prompt and that supports the argument that means of protest were “highly effective in communicating what the African Americans wanted.” Therefore, the response earned 2 points.

D. Analysis and Reasoning (0–2 points): 1

The response demonstrates the use of causation to frame an argument that protests, free speech, and “the belief in the power of the people” contributed to the African American Civil Rights movement. The response, however, fails to demonstrate a complex understanding of the Civil Rights movement. The response earned 1 point.

Sample: 4C

Score: 1

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for the thesis because it does not make a historically defensible claim about the contribution of democratic ideas to the Civil Rights Movement. While the response attempts to argue that “democracy contributed in a lot of ways,” this claim fails to meet the threshold of establishing a line of reasoning.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it did not attempt to reference any broader historical events or developments before, during, or after the period of the question.

**AP[®] UNITED STATES HISTORY
2019 SCORING COMMENTARY**

Question 4 — Long Essay Question (continued)

C. Evidence (0–2 points): 1

The response earned 1 point for using evidence for mentioning Martin Luther King, Jr., the March on Washington, and the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC). The response did not earn the second point as it fails to connect the evidence to a coherent argument and also confuses the membership of the SCLC and the SNCC.

D. Analysis and Reasoning (0–2 points): 0

The response did not earn the point for using historical reasoning to frame any argument, and it does not demonstrate a complex understanding.