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AP[®]

CollegeBoard

AP[®] United States History

Sample Student Responses and Scoring Commentary

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Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

(A) Briefly describe the point of view of the excerpt. **1 point**

Examples that earn this point include the following:

- Langston was a free African American community leader supporting the interests of the Black community in Ohio.
- Langston believed that free African Americans like him deserved political representation.
- The author claims that it is against the founding principles of the nation to limit suffrage rights.

(B) Briefly explain how one specific historical event or development between 1783 and 1854 led to developments such as that depicted in the excerpt. **1 point**

Examples that earn this point include the following:

- The creation of the United States Constitution established ideals for representation that the government did not always live up to; this motivated calls for reform.
- In the early nineteenth century, access to suffrage expanded for most White men but not for women and non-White men. This injustice motivated people like Langston to call for expanded voting rights.
- The Second Great Awakening fueled a range of reform movements that advocated for expanding people's rights, such as Black citizenship.

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

- Gradual emancipation in the North
 - The role of the market revolution in reform
 - Growth of the antislavery movement
 - Westward migration
-

- The role of Frederick Douglass
- Sectional crisis events
- The influence of Seneca Falls

(C) Briefly explain how one specific historical event or development between 1854 and 1877 resulted from developments such as that depicted in the excerpt. **1 point**

Examples that earn this point include the following:

- Activism by African Americans like Langston intensified sectional debates over the morality and legality of the practice of slavery.
- Following the Civil War, suffrage rights like those called for in the document were expanded through constitutional amendments.

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

- Growth of the antislavery movement [can be used effectively for tasks B and C if appropriate elaboration is provided]
- Growth of the Republican Party
- Emancipation Proclamation
- Westward migration [NOTE: Exodusters are out of date range (1879)]
- Ratification of the 15th Amendment
- Ku Klux Klan and the backlash against African Americans' right to vote
- Civil War as it relates to African American rights
- The role of the Freedmen's Bureau

Total for question 2 3 points

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

a) This excerpt is written from the point of view of an African-American. He claims that it is unjust that their right to suffrage is being withheld because of their race.

b) One specific event/development that led to developments depicted in the excerpt was the growing abolition movement. They worked to not only abolish slavery throughout America, they also wanted to secure rights for African-Americans. In Ohio and most of the North slavery had been banished with compromise of 1850 and because of the growing Free Soil movement. However, just because they were free, that didn't mean all rights were extended to them. Which is why you have John Mercer Langston petitioning for voting rights.

c) One specific event/development that resulted from the developments depicted in the passage is the passing of the 15th Amendment. This was after the Civil War and during the Reconstruction and it gave African-American males the right to vote. The Union and Congress wanted to expand the ^{Civil} rights of African-Americans.

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box.
Do not skip lines.

- a.) The point of view of the excerpt is from that of a free African American who ^{supports and} believes in African American suffrage. W. L. Garrison believes that if ~~not~~ African Americans are to be taxed ~~as~~ ^{like} white Americans, they should also be allowed to have a say in the laws made in the country like white Americans as well.
- b.) One historical development ~~is the end of slavery after the civil war~~ that led to these developments is the end of slavery after the civil war. After Abraham Lincoln ~~or~~ wrote the Emancipation proclamation, slavery was ended. Therefore, as newly free Americans, African Americans wanted the same rights as white Americans.
- c.) One historical event that resulted from these developments is the ^{ratification of} the 15th Amendment. This amendment gave all residents of the U.S. ^{equal} citizenship. As a result, African Americans had the same rights as white Americans.

Write your answer to SHORT-ANSWER QUESTION 2 on this page only. Do NOT write outside the box. Do not skip lines.

a. This excerpt is written from the point of view of ~~the~~ the free African Americans' desires ~~to~~ for inclusion in democratic rights and a right to self-government and a say in government. Their main goal and point of view in this excerpt is the desire for the right to ~~vote~~ African American suffrage.

b. The success of the Underground Railroad which worked to gain freedom of enslaved African Americans in the South led to ~~the~~ the increasing population of free African Americans, as depicted in the excerpt because of the petitioning of free African Americans.

c. ~~After~~ ~~during~~ ~~the~~ ~~1850s~~ These African American fights[^] for rights ultimately ~~resulted~~ led to the ultimate winning of the ^{civil} war because of ^{northern's} America's moral duty to fight for democracy for all, including African Americans. This victory resulted from developments ~~of~~ shown in the excerpt in which African Americans campaign for their moral rights to be independent because ^{the North} America won the war out of their sense of moral duty to gain physical independence of enslaved blacks.

as depicted in
the excerpt.

Short Answer Question 2

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

Overview

- This question asked the students to describe the point of view of the author and then explain a specific event or development that led to and resulted from calls for African American rights, specifically voting rights, in the North. Responses were confined to 1783–1854 for part (b) and 1854–1877 for part (c).
- Responses could utilize a wide range of content knowledge including events, documents, people, and developments related to African American civil rights activism during the period.
- This question focused on analyzing historical evidence and primary sources.
- This question primarily addressed Topics 3.6, 4.12, 5.10, and 5.11.

Sample: 2A

Score: 3

The response to part (a) earned 1 point by adequately describing the point of view of the excerpt in terms of the writer seeking suffrage for African Americans.

The response to part (b) earned 1 point by connecting the free-soil movement and the Compromise of 1850 to the idea that all African Americans did not have voting rights.

The response to part (c) earned 1 point by accurately explaining how the Fifteenth Amendment resulted in securing the vote for African American men.

Sample Identifier: 2B

Score: 2

The response to part (a) earned 1 point by accurately describing the author’s point of view.

The response to part (b) did not earn a point because the historical development discussed (Emancipation Proclamation) is outside the time period of part (b).

The response to part (c) earned 1 point by using the Fifteenth Amendment to accurately explain a specific historical event that resulted from the excerpt.

Sample Identifier: 2C

Score: 1

The response to part (a) earned 1 point by briefly describing the point of view of the excerpt.

The response to part (b) did not earn a point because even though it mentions the Underground Railroad, the response does not adequately explain how this development relates to the excerpt.

Short Answer Question 2 (continued)

The response to part (c) did not earn a point because the discussion of the North’s “moral duty” does not explain how this development relates back to the excerpt and the claim itself is historically inaccurate.