

Chief Reader Report on Student Responses: 2022 AP[®] United States History Free-Response Questions

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|-----------------------------|------------|---------|------|
| • Number of Students Scored | 456,520 | | |
| • Number of Readers | 2,363 | | |
| • Score Distribution | Exam Score | N | %At |
| | 5 | 49,109 | 10.8 |
| | 4 | 71,209 | 15.6 |
| | 3 | 99,806 | 21.9 |
| | 2 | 105,077 | 23.0 |
| | 1 | 131,319 | 28.8 |
| • Global Mean | 2.57 | | |

The following comments on the 2022 free-response questions for AP[®] United States History were written by the Chief Reader, Michelle Kuhl, University of Wisconsin, Oshkosh. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

Short Answer Question 1

Task: Short Answer Question

Topic: Western Frontier and Expansion

Max Score: 3

Mean Score: 1.13

What were the responses to this question expected to demonstrate?

- This question asked students to describe the difference between two excerpts from secondary source texts about the development and expansion of the United States western frontier. The first excerpt by Ray Billington argues that westward expansion was established by skilled farmers that had knowledge to manage the land that few people possessed. He also indicates that while there were many heroic figures as part of westward migration, the true hero was the farmer. The second excerpt by Carlos Schwantes claims the expansion of westward migration was influenced by wage workers who were connected to markets outside of the West.
- Students had to understand the fundamental differences between the two authors' arguments, use evidence not found in the excerpt to demonstrate Billington's argument, and then use evidence not found in the excerpt to demonstrate Schwantes's argument.
- Responses had to provide and explain relevant evidence (between 1848–1898) that supported each author's argument.
- This question focused on analyzing historical evidence and secondary sources.
- This question primarily addressed Topics 5.2, 6.2, and 6.3.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Students successfully addressed the basic aspects of western expansion. Most students understood at least one event or development connected to westward expansion. Many students understood the connection of the Homestead Act to Billington's view of farming. Similarly, many students were knowledgeable about the Gold Rush or transcontinental railroads and could connect them to Schwantes' argument.
 - Many responses had general knowledge of other events and developments related to westward expansion but were outside of the time period.
 - Many responses demonstrated knowledge of events and developments related to westward expansion but ultimately did not connect these developments to the excerpts.
- The skills needed for this response are connected to understanding and comparing the main point of two different authors based on the excerpts provided (Skills 3.A and 3.C). Students then needed to explain how evidence supported the different views (Skill 3.D).
 - Students successfully addressed these skills when they clearly connected the main argument of the excerpts to people; farmers versus wage workers was the central aspect of comparing the two excerpts. Students were successful in this response when they made that connection in their answers.

- Many students were able to make the farming and farmer connection with Billington, but struggled more with Schwantes' connection to wage workers, often focusing on industry and trade without making the connection to people. Many students correctly described the industrial revolution or market revolution but then struggled to see how it applied to the frontier.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|---|
| <ul style="list-style-type: none"> • A common issue was that the agency of the worker was overlooked, instead only focusing on expansion without the people. These responses typically failed to mention farmers and wage workers. | <ul style="list-style-type: none"> • Stronger responses addressed the agency of the worker as central to westward expansion. • “Billington explains that farmers were primarily responsible for westward expansion through skilled labor and hard work, while Schwantes places wage workers at the forefront of westward expansion.” |
| <ul style="list-style-type: none"> • A common issue was misunderstanding the overall argument and point that the author is making in the excerpt. | <ul style="list-style-type: none"> • Better responses understood the more nuanced point about who was most prominent in westward expansion. • “The major difference between Billington and Schwantes historical interpretations of the western frontier is the conditions of the west and who came to settle there. Billington interprets the west as demanding skills and experienced farmers as the only ones who could make it there. Schwantes credits wage workers as the ones who push the frontier development.” |
| <ul style="list-style-type: none"> • A common content problem was students using evidence from outside the time period, such as the Indian Removal Act, the Great Migration, or the Louisiana Purchase. | <ul style="list-style-type: none"> • Better responses used evidence clearly situated in the time period. • “The Homestead Act allowed people to move west and gain farming land. This caused the farmers to move west and cultivate the land with the knowledge of working the land which supports Billington’s argument.” |
| <ul style="list-style-type: none"> • A common knowledge gap was the overgeneralization of historical events without a connection back to supporting the argument. | <ul style="list-style-type: none"> • Better responses provide more detailed explanations of the historical events and how they are connected to the excerpt. • “The construction of the Railroads is an example of expanding wage work in western expansion. The railroads utilized the labor or working men, often immigrants, to build the railroads while working for wages.” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Students need to be able to break down the various components of a question in order to make sure they fully understand what they need to answer. Having practice questions where they list the various components required of the question would be helpful in ensuring they understand the entirety of the question.
- Students should practice reading and responding to secondary sources in the classroom, analyzing the documents and expressing scholars' arguments in the student's own words. This could be done as homework or as classroom group work.
- Students should understand complex historical perspectives and be able to differentiate nuances between the two arguments.
- Students should understand that history is always evolving. What they learn in their textbooks might be criticized or updated by a historian in the way that Schwantes extended industry and wage work to the frontier.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 5: 1844–1877—Focus on Teaching, which addresses the skills required in this question.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>

Short Answer Question 2

Task: Short Answer Question

Topic: African American Antebellum Primary Source

Max Score: 3

Mean Score: 1.46

What were the responses to this question expected to demonstrate?

- 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.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Responses frequently succeeded in meeting many of the content demands of the question while demonstrating required analysis skills.
- Students most often correctly identified and described the point of view of the author as a free African American who wanted equal voting rights in Ohio.
- Students were most successful in identifying and explaining developments that resulted from the calls for African American voting rights in the excerpt. Less often, responses correctly identified and explained events or developments that led the author to advocate for voting rights for African Americans. Successful responses typically explained the role of broader suffrage movements and abolition movements.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|--|
| <ul style="list-style-type: none"> One of the most common problems was a lack of ability to demonstrate chronological knowledge. | <ul style="list-style-type: none"> Better responses correctly linked events in the time period. “One development is the social reforms such as the influence of Seneca Falls, which inspired anti-slavery movements and more rights for African Americans. Abolitionists and reformers wanted more equality because it matched with the republican ideas that are expressed in the Constitution.” |
| <ul style="list-style-type: none"> A common misperception was that students thought of the question in terms of abolition and not in terms of African American voting or civil rights. | <ul style="list-style-type: none"> Better responses demonstrated understanding of voting and civil rights issues. “One specific event/development that led to the developments depicted in the excerpt was the growing Abolition movement. They worked to not only abolish slavery throughout America, they also wanted to secure the rights for African Americans in Ohio and most of the North.” “One specific development between 1783 and 1854 that led to the development in the excerpt is the women’s suffrage movement because it inspired this African American suffrage movement. Another development is the abolitionist movement. This called for Black Americans to be free and citizens, therefore leading to the call for voting rights.” |
| <ul style="list-style-type: none"> Another common issue was confusion about the amendments to the US Constitution. | <ul style="list-style-type: none"> Better responses correctly used specific amendments to support their point. “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.” “One historical development between 1854 and 1877 that resulted from developments depicted in the excerpt would be the 14th and 15th Amendments. The 14th Amendment declared that African Americans were equal in American society. Even though they were viewed equal in the Constitution, black codes and Jim Crow laws greatly reduced their freedom. The 15th Amendment allowed African Americans to vote which gave African Americans a vote in government.” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Students struggled with the distinction of the author being free in 1854 versus being enslaved or having escaped enslavement. Teachers could highlight the difference between these two groups of African Americans especially when talking about the Northwest Territory in the late 1700s to early 1800s. Teachers could also move the discussion forward to the Black Power movement and how the Civil Rights movement did not fully address racial concerns in northern areas.
- Students struggled with placing events in the correct time period. Teachers may want to create a project or game where students place famous events in the correct order.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 4: 1800–1848—Focus on Research and Focus on Teaching, which are helpful for the content and skills required in this question.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>

Short Answer Question 3

Task: Short Answer Question

Topic: Native American Environmental and European Adaptation

Max Score: 3

Mean Score: 0.75

What were the responses to this question expected to demonstrate?

- Responses were expected to describe how Native American societies adapted to different environmental conditions prior to European encounters.
- Responses were expected to explain a similarity and a difference in how Native American societies from two regions adapted to European encounters from 1492–1763.
- This question primarily addressed Topics 1.1, 1.2, 1.6, 2.5, and 3.2.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Some responses successfully described how Native American societies, prior to European contact, adapted to the environment and thrived.
- Responses often demonstrated that students firmly understood the important role that maize agriculture and that bison had in the success of various Native American societies.
- Responses showed a degree of general knowledge, but many lacked specifics. Responses frequently provided overgeneralized comparisons or vague regional similarities and differences.
- Successful responses demonstrated a range of similarities in changes in lifestyle for various Native American societies as a result of European encounters, citing examples such as intermarrying with Europeans, forming alliances with Europeans, and initially welcoming Europeans and then resisting their encroachment.
- Successful responses demonstrated a range of differences in changes in lifestyle for various Native American societies as a result of European encounters, citing examples such as resisting Europeans rather than allying with them.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|--|--|
| <ul style="list-style-type: none"> The most common problem was that responses demonstrated European adaptation to Native Americans rather than how Native American societies adapted to European encounters. | <ul style="list-style-type: none"> Better responses centered on Native Americans' actions. "Native people in both French Canada and Dutch New Netherland adapted to European contact by engaging in trade with those nations and coexisting economically. French Canada's fur trade with Native peoples allowed the two groups to mutually benefit, Natives getting finished goods and encouraging peaceful coexistence, the Dutch traded with Native peoples as well, trading furs for weapons." |
| <ul style="list-style-type: none"> A common challenge was that responses demonstrated generalities in identifying societies and actions, rather than providing specific examples that clarified a region and highlighted Native American environmental adaptations and similarities and differences between how different Native American societies adapted to European encounters. | <ul style="list-style-type: none"> Better responses had concrete details about Native American societies and actions. "Native American societies adapted to their environment prior to European contact by working with their natural surroundings. For example, Great Plains Indians migrated according to the bison herds in order to maintain a steady food supply." "While groups in the Southwest fought back against European control, groups in the Northeast allied with Europeans to destroy other native groups. The Pueblo Revolt was the most successful example of native resistance, kicking the Spanish out of the Pueblo territory... which caused the Spanish to be more accommodating when they returned. The Pequot War in the NE was fought between the Pequot vs the Mohegans and the British. The Mohegans wanted to...gain control of British trade, and did so, instead of trying to... remove the British" |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teachers should have students practice identifying different geographic locations and the correct names of Native American societies.
 - This could start with a review of local Native American societies and expand outward to larger geographic regions.
 - Artistically inclined students could become official mapmakers for the class and produce a series of maps that highlight different societies as the course progresses. Other students could trace or embellish them.
- Teachers should have students practice comparing and contrasting Native Americans' early experiences and encounters with Europeans with charts, diagrams, or lists.
- Help students learn, organize, and retain knowledge of early Native American history with this map activity.
 - Have students read the sections in their textbook about Native American societies before European arrival.
 - Provide pairs of students with a blank copy of a physical map of North America.
 - Have students identify on the map one society for each of the following geographical regions:
 - Southwest
 - Great Basin and Great Plains
 - Northeast, Mississippi River Valley, and Atlantic Seaboard
 - Northwest and California
 - Then, ask students to describe two characteristics of the environments of their selected societies and one way the societies interacted with the environment. Allow them to reference their textbook and/or the internet in class if they are missing information about any of the regions.
 - To conclude, have at least one pair share for each region so students can add more notes to their map. During this share-out, emphasize the diversity of Native American societies and their environments.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: apcommunity.collegeboard.org/group/apushistory/resource-library/
- The following resources were recommended by historians for use with students:
 - "The Hohokam," Arizona Museum of Natural History, 2021, arizonamuseumofnaturalhistory.org. This online exhibit includes a collection of archaeological artifacts and accompanying descriptions and interpretations.

- *The Journey of Coronado, 1540–1542*, trans. and ed. George Parker Winship (New York, 1904), pp. 37-42. Chapter XII includes the earliest description of Acoma Pueblo, the oldest continually inhabited community in North America.
- “True Account of the Expedition of Onate toward the East, 1601,” in *Spanish Exploration in the Southwest, 1542–1706*, ed. Herbert Eugene Bolton (New York: Charles Scribner’s Sons, 1916), pp. 252-53. Contains the earliest documented account of the Apache.
- Rebecca Hein, “The Mountain Shoshone,” *WyoHist.org*. This article about the Mountain Shoshone highlights recent archaeological finds and demonstrates the diversity of the societies in this region.
- David Rich Lewis, “Ute Indians - Northern,” *Utah History Encyclopedia*. The first three paragraphs of this article provide a succinct discussion of the Utes’ adaptations to the environments of the Great Basin and Rocky Mountains.
- Walter Licht, et al., “The Original People and Their Land: The Lenape, Pre-History to the 18th Century,” West Philadelphia Collaborative History. The “Lenape Culture” section of this article highlights both Lenape seasonal mobility and fixed agricultural settlements.
- John White, watercolors of Native people around Roanoke colony, 1585–1587, The British Museum or Theodor DeBry, engravings of the Native people around Roanoke colony, 1590, John Carter Brown Library at Brown University. These images depict Algonquian peoples and capture many aspects of life on the eve of colonial contact.
- “Iroquois Creation Story, 1816,” in *The Journal of Major John Norton, 1816*, ed. Carl F. Klinck and James J. Talman, (Toronto: Champlain Society, 1970), pp. 88–91. While this version of the Iroquois/Haudenosaunee creation story dates from the nineteenth century, it reflects earlier traditions, providing a look at Iroquois/Haudenosaunee belief systems before the arrival of Europeans.
- Charles Martinson, “Unangan/Aleut Culture,” unimak.us. Martinson provides an ethnological and early historical discussion of Aleut people. The “Culture of the Unangan People” section is the most useful for students.
- Kenneth M. Ames, Cameron M. Smith, William L. Cornett and Elizabeth A. Sobel, “Chinook Culture,” The Virtual Meier Site, web.pdx.edu/~b5cs/virtualmeier/society.html. This ethnological and early historical account of the Chinook people comes from “Archaeological Investigations (1991–1996) at 45Cl1 (Cathlapotle), Clark County, Washington.” This report includes writings by archaeologists and primary source readings.
- “Tlingit Collection,” American Museum of Natural History, amnh.org. A digital exhibit of a rich collection of Tlingit material culture.
- Jan V. Noel, “Revisiting Gender in Iroquoia,” in *Gender and Sexuality in Indigenous North America 1400–1850*, ed. Sandra Slater and Fay A. Yarbrough (Columbia: University of South Carolina Press, 2011) pp. 69-70. The conclusion to Noel’s essay provides short but a rich summary of recent scholarship related to the role of women in Haudenosaunee society.
- The following resources were recommended by historians for teachers:
 - Ned Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West* (Cambridge: Harvard University Press, 2008), chapter 1, “Spanish-Ute Relations to 1750.” Blackhawk’s book is a history of Spanish-Ute relations, which moved toward détente and alliance in the 1740s and 1750s after the fracturing of a Ute-Comanche alliance that had challenged the Spanish settlements of New Mexico.
 - Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650–1815*, 2nd ed. (New York: Cambridge University Press, 2011), pp. xxv-xxxi. The original introduction to White’s 1991 study explains the concept of the Middle Ground and the particular context of the Great Lakes region in a few short pages. Many critiques of both the book and the concept have been made in the three decades since its publication; teachers may

wish to search online to sample a few of those critiques, and to read White's preface to the 2nd edition to get a glimpse of his responses.

- Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, Scott Manning Stevens, *Why You Can't Teach United States History without American Indians* (Chapel Hill: University of North Carolina Press, 2015).
- Colin G. Calloway, *First peoples a documentary survey of American Indian History* (Boston: St. Martin's, Macmillan Learning, 2019).
- Colin G. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America* (Baltimore: John Hopkins University Press, 1998).
- Daniel K. Richter, *Facing East from Indian Country: A Native History of Early America* (Cambridge: Harvard University Press, 2001).
- Susan Sleeper-Smith, *Indian Women and French Men: Rethinking Cultural Encounter in the Western Great Lakes* (Amherst: University of Massachusetts Press, 2001).
- Damon Akins and William J. Bauer Jr., *We Are the Land: A History of Native California* (Oakland: University of California Press, 2021).
- Lisa Brooks, *Our Beloved Kin: A New History of King Philip's War* (New Haven, Yale University Press, 2018)

Short Answer Question 4

Task: Short Answer Question

Topic: Reform Movements 1880–1920 No Stimulus

Max Score: 3

Mean Score: 1.34

What were the responses to this question expected to demonstrate?

- The question asked students to describe one way reform movements responded to economic conditions of the period from 1880–1920.
- The question also asked students to explain a similarity and a difference between two reform movements of the period from 1880–1920.
- This question primarily addressed Topics 6.7, 6.9, 6.10, 6.11, 6.13, and 7.4.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Responses succeeded in meeting many of the content demands of the question while demonstrating required historical thinking skills in framing responses arguing about the causes of reform movements relating to economic changes of the period.
- Responses showed high degrees of general knowledge, but many lacked specifics. Responses almost always presented accurate content knowledge on the topic of the prompt, but only some responses accurately added depth and specificity.
- The reasoning process of comparison was focused primarily on reform movements of the period from 1880–1920. These attempts frequently showed a high degree of accuracy and detail when it came to similarities but often lacked adequate detail when discussing differences between reform movements.
- The most common shortcomings were in overgeneralization of reforms that were in the time period of 1880–1920 or citing reforms that were out of the time period.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
|---|--|
| <ul style="list-style-type: none"> A common error was not connecting a reform movement of the period to an economic cause. | <ul style="list-style-type: none"> Better responses tied reforms to economic conditions, for example, poor working conditions faced by laborers and the organizing of unions to collectively bargain and advocate for better pay. “One way reform movements responded to economic conditions from 1880–1920 is by forming labor unions. Labor unions were generally made of factory workers who petitioned for better working conditions, wages and working hours through strikes, boycotts and collective negotiation with factory owners.” |
| <ul style="list-style-type: none"> A common error was stating either two similarities or two differences instead of one similarity and one difference. | <ul style="list-style-type: none"> Better responses discussed a distinct similarity in part (b) and a distinct difference in part (c) between two reform movements. “The similarity between the women’s suffrage movement and the temperance movement is that they were both led by women.” “One difference between the suffrage movement and Jane Addams Hull House movement is that the suffrage movement wanted to guarantee voting rights for women. Jane Addams Hull House on the other hand was a movement centered on immigrants.” |
| <ul style="list-style-type: none"> A common error was using broad over generalizations. | <ul style="list-style-type: none"> Better responses used specific references to people, laws, movements, and organizations dedicated to Progressive reforms from 1880–1920. “Muckrakers like Ida Tarbell voiced their opinion on how monopolies were detrimental to society.” |
| <ul style="list-style-type: none"> A common error was using reform movements outside of the time period. | <ul style="list-style-type: none"> Better responses cited specific reform movements of the time period from 1880–1920. “Theodore Roosevelt started regulating trusts in the Progressive Era.” “The temperance and the suffrage movements also led to amendments in the constitution. For example, the abolition of alcohol was the 18th amendment and the 19th amendment granted women the right to vote.” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Students frequently struggled to describe differences between two reform movements. Teachers could use a Venn diagram or T-chart to help students understand similarities and differences between the reform movements of the period.
- Teachers could ask students to show how different reform movements impact their current life. For example, ask students with a job outside school what safety measures are in place, how often they get breaks, etc. Ask students to find out what rules govern the sale of alcohol in their town. Ask students if they think contemporary technology companies are monopolies, etc.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice SAQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 7: 1890–1945—Focus on Research which addresses the content required in this question. Additionally, the AP Daily University Faculty Lectures for unit 6 with Elaine Frantz of Kent State University and unit 6 with Michelle Kuhl of the University of Wisconsin, Oshkosh explore this content in detail.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>

Question 1—Document-Based Question

Task: Document-Based Question

Topic: National Identity 1800–1855

Max Score: 7

Mean Score: 3.07

What were the responses to this question expected to demonstrate?

- This question required students to evaluate the extent to which national identity developed between 1800 and 1855. The content tests Period 4 of the course framework, focusing on the growth of American nationalism and the government’s power in foreign and domestic issues. The question also required understanding of social issues involving race and gender.
- The intention of the question was to determine if students could defensibly evaluate the extent to which American nationalism was growing and the pursuit of equality was a part of American national identity. The most frequent historical development to contrast with this growing nationalism was continued discrimination against African Americans, Native Americans, and women. The question allowed for flexibility in approach. Responses could address the role government played in male suffrage, foreign affairs, and infrastructure development. They could also then address the societal issues surrounding Native Americans, African Americans, and women.
- The documents encouraged students to discuss issues of governmental support for White male suffrage, the War of 1812, infrastructure projects, the rights of Native Americans, the rights of African Americans and women, and intellectual support for individualism.
- This question primarily focused on causation, contextualization, analyzing primary sources, and argument development.
- This question primarily addressed Topics 4.2-7, 4.9, 4.11, and 4.12.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Responses succeeded in meeting many of the content demands of the question while demonstrating required historical thinking skills in framing responses arguing about the creation of national identity during the period. Overall, students tended to grasp the foreign policy issues between the United States and Great Britain and the limits to the expansion of suffrage to other groups outside of white males, along with the limitation of other rights for African Americans, Native Americans, and women. Often the students missed opportunities to analyze, only describing the content of the documents. Students struggled with trying to define “identity” or what it meant in terms of bigger themes. The documents presented a variety of options; students had difficulty grouping or finding connections between the documents. They usually dealt with the documents individually and presented a line of reasoning that focused on the individual ideas of the documents rather than themes that might link them.
- Responses showed a high degree of success in framing an appropriate historical thesis in response to the prompt and providing at least one line of reasoning or claim.
- Responses tended to contextualize with the ideals emanating from the American Revolution, such as liberty and equality, as well as with the principles of the Constitution.
- Students were generally able to accurately interpret the documents. However, they struggled with explicitly linking a document to a line of reasoning about a developing identity. They tended to

describe the content of each document and explain the issue associated with that document but fell short of tying it to a larger development associated with national identity. Stronger responses connected documents to an argument.

- The use of Document 6 concerning Ralph Waldo Emerson’s philosophy was usually used superficially, with students focusing on key words such as “individual,” or not used at all.
- Responses that included evidence beyond the documents often cited Manifest Destiny, Henry Clay’s American System, the Seneca Falls Convention, and the Trail of Tears. Stronger responses had multiple examples of evidence and linked such evidence to an argument in response to the prompt. Stronger responses also sometimes used evidence not immediately derived from the documents, but that was still related to an argument relevant to the prompt.
- Many students struggled with sourcing documents. Responses that attempted sourcing usually were repeating content from the document rather than explaining how or why the sourcing element was relevant to an argument. The most common successful sourcing element was historical situation. The most attempted sourcing element was purpose, but this usually was used to just repeat the content of the documents. Simply identifying one of the sourcing elements—point of view, audience, purpose, or historical situation—also does not allow them to meet the threshold for sourcing. Overall, teachers are encouraged to emphasize linking how and why the sourcing element is relevant to an argument in a more explicit manner.
- The complexity point was earned by relatively few students. Responses that earned the point for complexity often showed a more nuanced, sophisticated understanding of the prompt. Of the percentage of responses showing complex understanding, corroboration and qualification were much more commonly seen, while modification was found in very few responses.
- Some responses qualified the argument by effectively using evidence to demonstrate how there was rising nationalism and unity; however, African American, Native Americans, and women did not share in the ideals of equality and liberty that formed the foundation of the developing national identity.
- Some responses used multiple pieces of evidence to corroborate support for an argument. The rise of industrialism, the migration of Americans westward (Manifest Destiny), and/or the growing sectionalism were commonly seen historical developments that corroborated arguments about national identity.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
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| <ul style="list-style-type: none"> • Responses lacked general chronology of the time period. | <ul style="list-style-type: none"> • Stronger responses understood the chronological parameters of the question, especially in relation to the American Revolution and War of 1812. • “The American Revolution was based upon the theories of Locke’s natural rights. This is why when Great Britain again threatened American liberty to be independent in the War of 1812, the US and its people were obligated to stand up for themselves.” |

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| <ul style="list-style-type: none"> • Responses demonstrated a superficial understanding or a misunderstanding of Document 6. | <ul style="list-style-type: none"> • Stronger responses linked Emerson’s philosophy with an argument of rising individualism as part of the growing national identity. • “Ralph Waldo Emerson’s address mentions ‘we will walk on our own feet...’ This idea is what makes American identity—to be independently strong...” |
| <ul style="list-style-type: none"> • The attempts at identification of document sourcing often did not include an explanation of how and why it connected to an argument but rather just repeated content from the document. | <ul style="list-style-type: none"> • More successful responses analyzed the documents for how and why the sourcing element was relevant to the argument. • “Political disunity greatly halted the development of national identity... In doc 7 Fisher describes the methods and reasons as to why women are really the equal of men... This creates a political disunity since many people at the time thought that women should not be equal to men, for example the cult of domesticity... that women should work at home while men worked for wages. It created disunity because of the difference of opinion. The purpose of the source was to display a need for the equality of women and how it could benefit society. This supports the argument of the creation of disunity since there were still many people who disagreed with this...” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Ensure students understand the expectation of contextualization. One possibility is to emphasize that contextualization must be detailed enough to demonstrate both an understanding of the time frame of the prompt and a connection to the topic being discussed. Brief, single-sentence attempts at contextualization are usually inadequate. Have students brainstorm specific events that occurred before or right around the time period, have the students identify and discuss items that are relevant to the prompt, and then have the students write opening paragraphs.
- Set clear expectations for students. The rubric requires students to demonstrate a complex understanding of the historical development that is the focus of the prompt. Review the rubric and translate the expectation for complexity into student-friendly language. For example:
 - History is complicated, write an essay that explains why there is not a simple answer to the question.
 - The rubric requires students to use evidence to corroborate, qualify, or modify an argument that addresses the question.
 - Corroborate means to make more certain by adding a variety of information in support of an argument.
 - Qualify means to limit the strength of an argument or to acknowledge the weakness of an argument.
 - Modify means to make some changes to an argument.
- Ensure students understand historical sourcing. One possibility is to have students work in groups and have each member address the historical situation, intended audience, purpose, or point of view using the questions below for a specific document.
 - POV: What about the author’s identity could have influenced what they said in the source? Race, class, gender, religion, political party affiliation, etc.?
 - Purpose: What is the objective or goal of the author? What verb captures their motive?
 - Historical Situation: What was happening at the time and in the place where the source was created? Is it immediate and related to its creation as opposed to broader in scope?
 - Audience: Who is intended as the recipient? How would this affect the reliability of the source?

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice DBQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 4: 1800–1848—Focus on Research and Focus on Teaching which addresses the content and skills required in this question. Additionally, the AP Daily University Faculty Lectures for Unit 4 with Maria E. Montoya of New York University explores this content in part of the discussion.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: <https://apcommunity.collegeboard.org/group/apushhistory/resource-library/>

Question 2—Long Essay Question

Task: Long Essay Question

Topic: Migration to British American Colonies

Max Score: 6

Mean Score: 2.35

What were the responses to this question expected to demonstrate?

- Responses were expected to demonstrate knowledge of the relative importance of causes of population movement to the British American colonies in the period 1607 to 1754.
- Responses could utilize a wide range of content knowledge including religious and economic motivations. Religious persecution as a reason for migration included Pilgrims, Puritans, Quakers, and Catholics. Economic motivations included Jamestown, joint stock companies, indentured servants, enslaved laborers, and the transatlantic slave trade.
- This question primarily addressed Topics 2.2, 2.3, 2.4, and 2.6.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Responses succeeded in meeting many of the content demands of the question while demonstrating required historical thinking skills in framing responses arguing about the causes of population movement to the British colonies in the period from 1607 to 1754.
- Many responses showed high degrees of general knowledge, but many were vague. Responses presented accurate content knowledge on the topic of the prompt, commonly referencing developments such as the Columbian Exchange and Triangular Trade, the settlement of Jamestown, Plymouth, and Massachusetts Bay, Pilgrims, Puritans, and labor systems including indentured servitude and African enslavement, and cash crops and plantation systems. Fewer responses expanded upon these topics by adding additional specifics, and some of those that did, introduced errors.
- Responses showed a high degree of success in framing an appropriate historical thesis in response to the prompt.
- The skill of contextualization was focused primarily on Columbus' voyages and European colonization. Many attempts were too general and disconnected from the topic of the prompt.
- The analysis of many responses established a line of reasoning in both the thesis and the body of the response.
- Responses most commonly demonstrated historical reasoning (causation) to frame an argument that addressed the impact of population movement to the British American colonies from 1607 to 1754.
- Analytic shortcomings of responses were in overgeneralization of the motivation for population movement and in the demonstration of complex understanding.
- Of the small percentage of responses showing complex understanding, corroboration and qualification were much more commonly seen, while modification was found in very few responses.
- A few responses qualified an argument through an analysis of the varied motivations for settlement and development of individual colonies based on religious freedom versus economic gain.
- Responses that attempted to explain relevant and insightful connections within and across periods typically fell short of connecting these examples to the era of the prompt.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
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| <ul style="list-style-type: none"> Chronological misconceptions were common such as the Irish Potato Famine, Columbus in North America, the Revolutionary War, Manifest Destiny, and the Trail of Tears. | <ul style="list-style-type: none"> Stronger responses primarily focused on the development of colonies for religious and economic reasons and correctly adhered to the chronology of the question. “Varying groups came to America in the 1600s to establish colonies. One such colony, MBC, founded by the Puritans, sought to create a “City Upon A Hill” and model Christian community. The migration of the Puritans was similar to the foundation of Pennsylvania by William Penn. The Quakers also migrated to have a colony to practice their religious ideals.” “When Columbus set sail and found the New World in 1492, the world changed forever. The “exchange” that followed led to the sharing of resources and goods that would bring about mercantilism and colonial rivalry. As a result, the competition for trade led to the French, Dutch, and eventually the British seeking to establish colonies in America from 1607 to 1754.” |
| <ul style="list-style-type: none"> Many responses generalized European colonization using the broad motivations of “God, gold, and glory” without giving specific detail. | <ul style="list-style-type: none"> Stronger responses primarily focused on identifying factors for colonization, such as the search for religious freedom or toleration, mercantilism and trade, and European countries seeking to get rich from natural resources and land acquisition. “As southern colonies developed with indentured servants, conflicts rose and created a shift in the labor force. In Bacon’s Rebellion, farmers rose up against governor William Berkley, which developed the idea to import slaves as workers instead of indentured servants.” |

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| <ul style="list-style-type: none"> • Many responses exaggerated or mischaracterized the extent of domestic British political repression/dysfunction. | <ul style="list-style-type: none"> • Stronger responses primarily focused on the absence of representative government in Britain or implied the absence of a meritocracy due to an institutionalized nobility. A small number of responses made correct allusions to rotten boroughs or primogeniture as evidence of unfair or unbalanced political/economic processes. • “Although some came from rich families, British hereditary customs only gave paternal wealth to the first born, meaning the rest of the kids wouldn’t see a dime.” • “The law of primogeniture meant all land went to the oldest son. As a result, many later sons had no opportunity and had to leave for America if they wanted to own land or have a say.” • “A hereditary monarchy and the landed nobility largely controlled British government, keeping most Britainers from living under a government that cared about what they thought.” |
| <ul style="list-style-type: none"> • Many responses made a generic statement without clarification that political, economic, and social factors in Great Britain motivated groups to leave for America. | <ul style="list-style-type: none"> • Stronger responses primarily focused on how the British were motivated by European colonization in America and originally sought to gain resources and wealth (e.g., gold, fur, land, tobacco, rice). Furthermore, responses also connected both religious freedom and economic motivation to the turmoil in Great Britain during the era. • “Puritans settled in the New World not to just escape religious persecution, but to freely practice their theology. This eventually led to America’s religious diversity among Protestants.” • “Although Jamestown got off to a slow start, young men in England who had limited social and economic opportunity, were motivated to go to America. The motivation of land and growing a profitable cash crop like tobacco or rice led to an agricultural society that was eventually based on indentured servants and slavery.” |

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| | <ul style="list-style-type: none"> • “Jamestown Virginia was established as a joint-stock company by investors to make money. Although the profitability eventually became agriculture, their motivation to settle the colony remained economic. This continued with the use of slave labor and the plantation system.” |
| <ul style="list-style-type: none"> • Many responses misunderstood causation by writing the response about effects of population movement <i>within</i> the Americas instead of causes of migration <i>to</i> the Americas. | <ul style="list-style-type: none"> • Stronger responses primarily focused on causes of British population movement to the British American colonies between 1607 and 1754. • “The English came to Colonial America through a charter company, which is permission from the King to establish a permanent settlement.” • “Founded by a Joint-Stock company, Jamestown was established with the hopes of finding gold to profit the investors and colonists.” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Although many students are earning a point for a minimal thesis, students should be encouraged to clearly develop a more elaborate line of reasoning.
- Contextualization was often too general and disconnected from the topic. Students should strive to describe relevant developments and make the connection to the prompt. For example, students often generalize European colonization without making the connection to population movement to British North America.
- Students should present their evidence explicitly and offer explanations. For example, the common uses of “Puritans” and “Jamestown” need to develop beyond mere references and make a connection to the prompt. Working on drafts to expand *how* and *why* the evidence “causes population movement” would improve the student writing skills.
- At the entry-level of argumentation, a student might argue what led to population movement in the British American colonies, “Puritans settled in North America to escape religious persecution.” Guide students to provide deeper analysis, for example, “Although escaping religious persecution was an early motivation to settle some colonies, over time economic gain through transatlantic trade grew in importance.”

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice LEQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Classroom includes the Teaching and Assessing Module on Period 2: 1607–1754—Focus on Research which addresses the content required in this question.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: <https://apcommunity.collegeboard.org/group/apushhistory/resource-library/>

Question 3—Long Essay Question

Task: Long Essay Question

Topic: Industrial Capitalism

Max Score: 6

Mean Score: 2.77

What were the responses to this question expected to demonstrate?

- This question asked students to evaluate the relative importance of the causes of the rise of industrial capitalism in the period from 1865 to 1900.
- Responses could utilize a wide range of content knowledge including technological development, innovations in business practices, the role of the federal government, contributions of business leaders, or the availability of natural resources.
- This question primarily addressed Topics 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.12, and 6.13.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Many students demonstrated an understanding of the causes of the rise of industrial capitalism.
- For the thesis point, responses were required to address the causes of the rise of industrial capitalism with a historically defensible claim with a line of reasoning or by establishing analytical categories. However, some responses only focused on the effects of the rise of industrial capitalism and therefore did not receive the thesis point.
- For the contextualization point, responses often discussed the parameters and impact of developments such as the regional economic changes of pre-Civil War America, the Civil War spurring technological innovation, widespread industrialization, and the impending reforms of the twentieth century. Responses achieved the contextualization point by referencing broader historical events before, during, or continuing after the time period if these events connected clearly to the prompt.
- Students responded to this question with an abundance of evidence. Key examples included: monopolies, trusts, vertical integration, horizontal integration, Rockefeller, Carnegie, Morgan, Vanderbilt, railroad, oil refining, incandescent light bulbs, banking, steel, laissez-faire, New South, the Bessemer Process, Gospel of Wealth, and Social Darwinism. Due to the abundance of evidence, responses often earned the first point for evidence. However, only those that used the evidence to support an argument earned the second evidence point.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
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| <ul style="list-style-type: none"> Many responses described developments outside of the given time period, such as the Ford assembly line, radio, automobiles, WWI and WWII, the Great Migration, the Great Depression, and stock market crashes. | <ul style="list-style-type: none"> Effective responses clearly connected developments in the time period to the rise of industrial capitalism. “The robber barons in charge of creating monopolies were the most important cause of the rise of industrial capitalism. For example, Rockefeller who owned the Standard Oil company created an oil monopoly with horizontal integration. He would buy out competition, and by doing this he was able to become very wealthy. This shows how he created a monopoly that cause a rise in industrial capitalism by allowing an industrial company to be at the top of the economy with the ability to control prices. Another example would be Andrew Carnegie that also had a monopoly over the steel industry. He was able to control all steps of the manufacturing process with vertical integration. His ability to have great control over the economy and his factories and steel would further industrialize America.” “The industrial capitalism ideology was spurred on greatly by new American inventions. One example of this innovation was the creation of the Bessemer process. This made the creation of steel much more efficient and easy, which in turn made many American factories adopts this way of making steel. All of this production inserted the US as an economic powerhouse in the world.” “The immigration from other countries such as Germany, Ireland, East Asia also contributed to the growth of industrial capitalism. The immigrants were good source of labor as they require lower salaries.” “Lastly, immigration from Europe allowed big businesses to employ a great amount of workers. This was a prominent cause of industrial capitalism since corporations could hire more people, leading to faster growth economically. This was a significant cause of capitalism, but it also sparked xenophobia and nativist parties that repelled the influx of immigrants. The large amount of immigration was ultimately a significant cause since gave rise to additional issues regarding race, Social Darwinism, and superiority complexes, apart from its contribution to capitalism.” |

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| <ul style="list-style-type: none"> • Many responses discussed successful Progressive legislation of the early twentieth century (Meat Inspection Act, Elkins Act, Hepburn Act, 16-19th amendments) without clarifying that these were reforms in a later time period. | <ul style="list-style-type: none"> • Stronger responses identified connections between later reforms and the rise of industrial capitalism from 1865 to 1900. • “The development of industrial capitalism from 1865-1900 changed a lot, and led to many changes in America. The monopolization of the railroads, leading to control over trade and transportation. Control over steel led to the creation of vertical/horizontal integration. People having so much money and power that the government did what they wanted. However that started to change 1880s-1900 when people started to rebel. They passed bills such as the Anti-Trust Act, which laid the ground work for future regulation of capitalism in the early 1900s, such as the Food and Drug Administration.” • “In general, the growth of U.S. industrial capitalism can be accounted for the introduction of revolutionary technologies and actions of preeminent industrial leaders. The social disparities and unhealthy predicaments of the Gilded Age would later lead to the emerging rallying cry of the Progressive Movement of the early 20th century. The movement challenged the consolidating corporate power of wealthy elites and demanded for the increased government regulation of the industrial economy in rejection to the traditional laissez-faire approach.” |
| <ul style="list-style-type: none"> • Many responses confused the earlier Market Revolution and the late-nineteenth-century Gilded Age. | <ul style="list-style-type: none"> • Stronger responses provided context for their argument about the causes of the rise of industrial capitalism by discussing trends that linked the Market Revolution to developments in the late nineteenth century. • “During the early 1800s, new technologies and the Market Revolution paved way for the Industrial Revolutions. Inventions such as interchangeable parts allowed for mass production. The Market Revolution forever changed the economy by shifting to factory made goods.” • “... the growing shift to capitalism and urbanization can be seen in the context of the Market Revolution, which combined with westward expansion, lead to the proliferation of modern industrialization, interconnecting the west to port cities. The most important causes of industrial capitalism were the implementation of new technological innovations, as well as the domination of new corporate, capitalist leaders.” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Teach students to appropriately place historical events, individuals, groups, etc., within time periods.
 - As a daily bell-ringer, randomly select a term and ask students to place it in the appropriate time period.
 - Have them identify a course theme that best correlates with the term and provide an explanation using another piece of evidence from the time period.
 - Have them identify a term within the same course theme but in the time period directly before or after and provide an explanation using another piece of evidence from the time period.
 - Practice periodization by having students match key terms and time periods using notecards. Place key terms and images on one set of cards and year ranges and common period names on another set of cards. Give students cards from each category and have them practice matching them correctly. For example, students match the Robber Baron card with the Gilded Age card.
- Ensure that students know the chronological sequence of events to correctly make arguments using causation and continuity and change.
 - Practice with notecards with key events; have students practice putting the cards in chronological order.
 - Ask students to identify the “point of no return” in a significant development and defend their choice. For example, some might pick John Brown’s raid, while some might have the Kansas-Nebraska Act in a discussion of the causes of the Civil War.
- Ensure that students can articulate the difference between the causes and the effects of a historical event or development.
 - Have the class make notecards that identify causes and effects of a historical event or development. Scramble the cards and then have students draw a card from the deck at random. Ask students to identify the development as either a cause or an effect, and then present a rationale using at least one piece of evidence.
- Teach students to demonstrate contextualization by making a connection to the argument rather than just dropping an event that occurred before the topic of the prompt and moving swiftly into the argument.
 - Have students practice “closing the loop” with contextualization. Have students do quick writes that ask them to describe the connection between two different events or developments.
- Teach students to use evidence with understanding; “name dropping” is insufficient to build an effective argument.
 - This is a great issue to address with drafts. Mark a “name drop” in a rough draft and ask the student to flesh out the significance of the evidence and tie it to the argument in a subsequent draft.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice LEQs for teachers to

use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.

- AP Classroom includes the Teaching and Assessing Module on Period 6: 1865–1898—Focus on Research which addresses the content required in this question.
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit:
<https://apcommunity.collegeboard.org/group/apushistory/resource-library/>

Question 4—Long Essay Question

Task: Long Essay Question

Topic: Internal Migration, 1900 to 1970

Max Score: 6

Mean Score: 2.53

What were the responses to this question expected to demonstrate?

- Responses were expected to demonstrate knowledge of the relative importance of the causes of internal migration in the period from 1900 to 1970.
- Responses could utilize a wide range of content knowledge including social and economic motivations: Social motivations for migration included segregation, legal discrimination, and racially motivated violence as reasons for African Americans to migrate from the American South. Economic motivations for migration included the Great Depression, post-World War II affluence, defense contracting, the G.I. Bill, and consumerism.
- This question primarily addressed Topics 7.6, 7.7, 7.8, 7.9, 7.10, 7.12, 8.2, 8.4, and 8.5.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

- Responses succeeded in meeting many of the content demands of the question while demonstrating required historical thinking skills in framing responses arguing about the causes of internal migration from 1900 to 1970.
- The more common content knowledge used in the responses focused on the migration to suburbs (explaining the causes of white flight, rise of the middle class, increased affordability of automobiles, the Interstate Highway System, the G.I. Bill, and the Great Migration), migration to the Sun Belt (caused by air conditioning, lower taxes in southern states, and the rise of military industries in the South), and migration to the cities (caused by World War I, World War II, Great Depression, Harlem Renaissance, and racial issues/Jim Crow Laws in the South). For the most part, the responses provided abundant information on migration trends but sometimes lacked an explanation of the causes that led to those trends or focused on the effects of migration movements.
- Responses showed a high degree of success in framing an appropriate historical thesis in response to the prompt. The most common incorrect thesis attempts framed their attempt on the effects of internal migration or described the causes of immigration.
- Some responses contextualized with descriptions of the failures of Reconstruction or Gilded Age industrialization/urbanization. However, the preponderance of the contextualization attempts focused on World I, World War II, and the Great Depression. Often, these responses continued with an explanation of how these events caused internal migration, so the explanation of the broader historical event was awarded points for evidence supporting an argument instead of contextualization.
- Responses most commonly demonstrated historical reasoning (causation) to frame an argument that addressed the reasons for internal migrations from 1900 to 1970.
- Analytic shortcomings of responses were in the overgeneralization of reasons why groups migrated in America and in the demonstration of complex understanding.
- Of the responses showing complex understanding, corroboration and qualification were much more commonly seen, while modification was found in very few responses.

- A few responses qualified an argument through analysis by explaining that economic motivations impacted all groups, but racism (Jim Crow laws, segregation, sharecropping) motivated groups to leave the South while racism (redlining and housing covenants) also prevented migration.
- A few responses argued that government policies (Executive Order 9066) forced Japanese migration to internment camps and other government policies (G.I. Bill) helped middle class groups migrate to the suburbs.
- Responses that attempted to explain relevant and insightful connections within and across periods typically fell short of connecting these examples to the era of the prompt. Mentions of previous migrations in America before 1900 (Gold Rush, Mormons, Manifest Destiny) usually fell short of explaining similar causes with migration that happened between 1900 through 1970.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

| <i>Common Misconceptions/Knowledge Gaps</i> | <i>Responses that Demonstrate Understanding</i> |
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| <ul style="list-style-type: none"> • Many responses misidentified immigrants as migrants | <ul style="list-style-type: none"> • Stronger responses noted that immigration to the United States was a separate issue that also influenced internal migration in various ways. • “The industrial boom during the Gilded Age motivated immigration to the United States, which was later halted by the immigration restrictions of 1924. The presence of overcrowded tenements housing immigrant families prompted internal migration for many Americans out of cities to less-crowded suburban neighborhoods.” |
| <ul style="list-style-type: none"> • Many responses incorrectly described Hoovervilles as communities created only by Okies. | <ul style="list-style-type: none"> • Stronger responses described Hoovervilles in the context of economic circumstances that led to many types of people losing reliable sources of shelter during the Great Depression. • “As the economy worsened during the Herbert Hoover administration, itinerant communities termed “Hoovervilles” sprung up on vacant land near cities. Hooverville residents moved frequently seeking work and financial relief. The economic crisis during the Great Depression was heightened by the Dust Bowl, which motivated many farmers to leave Oklahoma in search of job opportunities in the west. These migrants were referred to as Okies.” |
| <ul style="list-style-type: none"> • Many responses misidentified the rise of 1960s Sun Belt conservatism as a main cause of internal migration. | <ul style="list-style-type: none"> • Stronger responses explained how military and infrastructure construction motivated internal migration to the Sun Belt region before the 1960s. • “Ronald Reagan’s popularity as a conservative politician grew as a result of increased internal migration to the Sun |

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| | Belt. This internal migration was motivated by defense contracting and highway construction after World War II.” |
| <ul style="list-style-type: none"> Many responses had a chronological misconception that slavery continued into the twentieth century. | <ul style="list-style-type: none"> Better responses compared the conditions of enslavement with problems that complicated the lives of African Americans after emancipation (including sharecropping, segregation, redlining, and disenfranchisement). Better responses also explained these problems as motivating factors for internal migration from the American South. “While slavery was outlawed in the United States after 1863, exploitative systems such as sharecropping persisted into the 20th century.” |
| <ul style="list-style-type: none"> Many responses had a chronological misconception that Black Codes restricted African Americans throughout the 20th century. | <ul style="list-style-type: none"> Better responses differentiated between Jim Crow laws and the Black Codes of the post-Civil War era. “Prior to 1900, states in the former Confederacy established Black Codes to limit the rights of African Americans. After 1900, Jim Crow laws continued the discriminatory patterns established by the previous Black Codes. Segregation and racial discrimination were less codified by law in many northern and western states, which prompted the Great Migration.” |
| <ul style="list-style-type: none"> Many responses misunderstood the New Deal programs as the primary factors that ended the Great Depression and halted most internal migration during the 1930s. | <ul style="list-style-type: none"> Stronger responses analyzed specific New Deal programs as incentives for travel to various parts of the United States during the Great Depression. “Internal migration continued through the 1930s with travel to Civilian Conservation Corps projects, to areas served by the Tennessee Valley Authority, and with the travel of Works Progress Administration employees.” |
| <ul style="list-style-type: none"> Many responses had the chronological misconception that railroads were invented between 1900 and 1970. | <ul style="list-style-type: none"> Better responses noted the construction of the transcontinental railroad during the nineteenth century as context compared to the more prominent reliance on automobiles and highway systems during the twentieth century. “Internal migration away from cities became more likely due to the increasing affordability of cars and due to increased highway construction. The growth of automobile culture reduced Americans’ reliance on railroad systems after the 1940s.” |

Based on your experience at the AP[®] Reading with student responses, what advice would you offer teachers to help them improve the student performance on the exam?

- Work to help students understand the difference between what constitutes providing contextualization from within the time period versus evidentiary support of the argument.
- Work on a thesis that answers the prompt but does not merely paraphrase or copy the prompt.
 - Thesis statements must go beyond generalized categories of analysis such as political, social, and economic.
 - When using these generalized categories of analysis to brainstorm, have students list examples. Examples from these categories can then be used to formulate a thesis.
 - When asked for causes, the thesis may include effects but must include causes.
 - Have students underline key words from the prompt to help them focus on what the question is asking them to do.
 - Many students never provided causes, which the question asks for, but only provided effects.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

Consider taking advantage of the following resources to help students prepare for the content and skills required in this question:

- In AP Classroom teachers will find a rich collection of resources. These resources include formative and summative assessment items for every unit of the course, including practice LEQs for teachers to use as formative assessment pieces. The formative items are scaffolded so that early items represent what students are ready for at the beginning of the school year and later items become increasingly challenging as teachers progress through the course.
- AP Central includes a lesson titled “The Automobile as a Vehicle of Social and Political Change” that addresses some of the content associated with this question. Visit: <https://apcentral.collegeboard.org/series/lesson-plans-for-ap-united-states-history/lesson-4-automobile-in-american-life?course=ap-united-states-history>
- The online AP Teacher Community includes a library of resources that can be searched by AP History thinking skill, reasoning process, theme, and resource type. Visit: <https://apcommunity.collegeboard.org/group/apushistory/resource-library/>