

2024



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# AP<sup>®</sup> United States History

## Sample Student Responses and Scoring Commentary Set 2

### **Inside:**

#### **Document-Based Question**

- Scoring Guidelines**
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**Question 1: Document-Based Question, 20th Century Belief About Threats to Society**

**7 points**

**General Scoring Notes**

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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

Evaluate the extent to which beliefs about threats to the United States shaped society from 1917 to 1945.

Reporting Category	Scoring Criteria	
<p><b>Row A</b> <b>Thesis/Claim</b>  <b>[0-1 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Are not historically defensible.</li> <li>• Only restate or rephrase the prompt.</li> <li>• Do not respond to the prompt.</li> <li>• Do not establish a line of reasoning.</li> <li>• Are overgeneralized.</li> </ul>		<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide a historically defensible thesis or claim about the extent to which beliefs about threats to the United States shaped society from 1917 to 1945. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.</li> </ul>
<p><b>Examples that do not earn this point:</b></p> <p><b>Provide a restatement of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The beliefs about perceived threats to United States society changed from 1917 to 1945.”</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“There were a lot more security threats to the United States after 1917.”</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The Civil Rights movement changed US society a lot between 1917 and 1945.”</i></li> </ul>		<p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“Threats to the United States greatly influenced many Americans to support isolationism so as to minimize the risk of becoming involved in wars in Europe and to limit the influence of perceived foreign radicals.”</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li>• <i>“Concerns about threats to the United States in regard to immigration, treaties and wars, led to a more isolationist society in the 1920s and later a more interventionist one in the 1940s.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Fears about increased immigration shaped United States society between 1917 and 1945.”</i> [Minimally acceptable thesis/claim]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion [which may not be limited to the first or last paragraphs].</li> <li>• The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
<p><b>Row B</b> <b>Contextualization</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p><b>Decision Rules and Scoring Notes</b></p>	
	<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>• Provide context that is not relevant to the prompt.</li> <li>• Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Do not provide context relevant to the topic of the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“During the Progressive Era the government introduced many reforms like food safety.”</i></li> </ul> <p><b>Provide an overgeneralized statement about the time period referenced in the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“There were a lot of wars between 1917 and 1945.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Accurately describe a context relevant to beliefs about threats to the United States from 1917 to 1945.</li> </ul> <p><b>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Washington’s Farewell Address/neutrality</li> <li>• “Closing of the Frontier”/Turner Thesis</li> <li>• Social Darwinism</li> <li>• Spanish-American War</li> <li>• Chinese Exclusion Act</li> <li>• Sinking of the Lusitania</li> <li>• Cold War</li> <li>• Second Red Scare</li> <li>• Civil Rights movement</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“In 1796, George Washington warned that United States involvement in foreign affairs could negatively impact the United States. This belief proved influential for the United States public and policymakers into the early twentieth century.”</i></li> <li>• <i>“The United States tried to limit immigration from China with the Chinese Exclusion Act.”</i> [Minimally acceptable contextualization]</li> </ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• The response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question that are relevant to the topic of the prompt.</li> <li>• To earn this point, the context provided must be more than a phrase or reference.</li> </ul>	

Reporting Category	Scoring Criteria		
<p>Row C Evidence</p> <p>[0-3 points]</p>	<b>Evidence from the Documents</b>		
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt.</p>	<p><b>2 points</b> Supports an <b>argument</b> in response to the prompt using at least <b>four</b> documents.</p>
	<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Use evidence from less than three of the documents</li> <li>Misinterpret the content of the document</li> <li>Quote the content of the documents without providing an accompanying description</li> <li>Address documents collectively rather than considering separately the content of each document</li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe—rather than simply quote—the content from at least three of the documents to address beliefs about threats to the United States from 1917 to 1945.</li> </ul> <p><b>Examples of describing the content of a document:</b></p> <p><b>Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument</b></p> <ul style="list-style-type: none"> <li>[Document 1]: <i>“Henry Cabot Lodge says the Congress should have the last say in going to war.”</i></li> <li>[Document 6]: <i>“Kajiwara shows that Japanese Americans celebrated the Fourth of July even when they were interred.”</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Support an argument in response to the prompt by accurately using the content of at least four documents.</li> </ul> <p><b>Examples of supporting an argument using the content of a document:</b></p> <ul style="list-style-type: none"> <li>[Document 1]: <i>“Lodge opposed the Treaty of Versailles because he feared that foreign interference from the League of Nations would hurt democracy by letting foreign countries tell Americans when they had to fight and die in a war, which reflected a rise in isolationist sentiment.”</i> [Uses evidence from the document to support an argument about the growth of isolationist sentiment in the United States after the First World War]</li> <li>[Document 6]: <i>“Despite the fact the military leaders worried that Japanese Americans could be unpatriotic, they were just as proud to be American as anyone else, even when the government forced them to be imprisoned during the Fourth of July.”</i> [Uses evidence from the document to support an argument about how fears about foreign threats caused many people to be unfairly discriminated against throughout the period between 1917 and 1945]</li> </ul>	
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.</li> </ul>			

<b>Row C</b> <b>[Continued]</b>	<b>Evidence beyond the Documents:</b>	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses at least one additional piece of specific historical evidence [beyond that found in the documents] relevant to an argument in response to the prompt.</p>
	<b>Decision Rules and Scoring Notes</b>	
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>• Provide evidence that is not relevant to an argument about the prompt.</li> <li>• Provide evidence that is outside the time period or region specified in the prompt.</li> <li>• Repeat information that is specified in the prompt or in any of the documents.</li> <li>• Provide a passing phrase or reference.</li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>• Must use at least one specific piece of historical evidence relevant to the extent to which beliefs about threats to the United States shaped society from 1917 to 1945.</li> </ul> <p><b>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• First World War</li> <li>• Woodrow Wilson</li> <li>• Franklin Roosevelt</li> <li>• Attack on Pearl Harbor</li> <li>• Second World War</li> <li>• National Origins Act [1924]</li> <li>• Eugene Debs</li> <li>• Emma Goldman</li> <li>• Industrial Workers of the World [IWW]</li> <li>• <i>Schenk v. United States</i></li> <li>• Occupation of Haiti [1915-1934]</li> <li>• Great Depression</li> <li>• Neutrality Acts</li> <li>• Fascism</li> <li>• The Black Cabinet</li> <li>• “Double V” Campaign</li> <li>• Zimmermann Telegram</li> <li>• Fourteen Points/League of Nations</li> <li>• Palmer Raids</li> <li>• Nativism</li> <li>• Sacco and Vanzetti</li> <li>• Korematsu case</li> <li>• Executive Order 9066</li> </ul> <p><b>Examples of evidence beyond the documents relevant to an argument about the prompt:</b></p> <ul style="list-style-type: none"> <li>• <i>“Despite earlier efforts to avoid becoming involved in international conflicts, the attack on Pearl Harbor brought the United States into the Second World War.”</i> [Provides a piece of evidence not in</li> </ul>	

		<p>the documents relevant to an argument about how involvement in the Second World War led most Americans to abandon isolationism]</p> <ul style="list-style-type: none"><li>• <i>“In part due to concerns that immigrants would not be able to assimilate and were racially different from White Americans, Congress passed the National Origins Act to restrict immigration from certain countries.”</i> [Provides a piece of evidence not in the documents relevant to an argument about how fears of racial difference influenced United States society]</li></ul>
	<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"><li>• Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li><li>• To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization.</li><li>• To earn this point, the evidence provided must be more than a phrase or reference.</li><li>• The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.</li></ul>	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning  [0-2 points]	<b>Sourcing</b>	
	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> For at least <b>two</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Explain sourcing for fewer than two of the documents.</li> <li>Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument.</li> <li>Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</b></p> <ul style="list-style-type: none"> <li><i>“Palmer’s purpose [Document 2] was to announce that he was coming for the dangerous Reds and nobody should panic.”</i></li> </ul> <p><b>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</b></p> <ul style="list-style-type: none"> <li><i>“The historical situation in Document 4 is that Butler says that war is only good for the rich and therefore the United States shouldn’t get involved in the conflicts overseas.”</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced.</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s point of view:</b></p> <ul style="list-style-type: none"> <li>[Document 1]: <i>“As an isolationist senator, Lodge believed that foreign involvement threatened the society of the United States because he thought other countries could decide when the U.S. went to war.”</i> [Connects the point of view of the document to a relevant argument that after the First World War, many Americans thought overseas involvement endangered national security]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the author’s purpose:</b></p> <ul style="list-style-type: none"> <li>[Document 4]: <i>“The purpose of Document 4 was to convince Americans to stay out of any new wars in Europe. When Butler was speaking, fascist countries in Europe were rebuilding their militaries and threatening their neighbors. Americans like Butler were disillusioned by the experience of World War I and didn’t want to fight in any more wars.”</i> [Connects the purpose of the document relevant to an argument that isolationist sentiment was strong between 1918 and 1941 due to experience of the First World War]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the historical situation of a source:</b></p> <ul style="list-style-type: none"> <li>[Document 6]: <i>“During the Second World War, military and political leaders feared that Japanese Americans could pose a national security threat, and they organized the relocation of large numbers of Japanese Americans to internment camps under the justification of a wartime emergency, which explains why Japanese American like Kajiwara had to celebrate the Fourth of July in an internment camp.”</i> [Connects the historical situation of the document relevant to an argument that during wartime Americans feared that people of certain racial or ethnic backgrounds could be a security threat]</li> </ul> <p><b>Example of acceptable explanation of the relevance of the audience:</b></p> <ul style="list-style-type: none"> <li>[Document 2]: <i>“The audience for Palmer’s article included Americans who were concerned that communist activists, especially in the labor movement, were a threat to American society. Palmer sought to rally Americans to support his aggressive actions to arrest and deport suspected radicals, fearing a revolutionary threat to the United States government.”</i> [Provides sourcing regarding the audience of the document relevant to an argument that communism was perceived as a security threat constantly between 1917 and 1945]</li> </ul>	



Row D [continued]	Complexity	
	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>
<b>Decision Rules and Scoring Notes</b>		
		<p><b>Responses that earn this point:</b> May demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Explaining multiple themes or perspectives to explore complexity or nuance; OR</li> <li>• Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</li> <li>• Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</li> <li>• Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</li> </ul> <p>May demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• Effectively using <b>seven</b> documents to support an argument that responds to the prompt; OR</li> <li>• Explaining how the point of view, purpose, historical situation, and/or audience of at least <b>four</b> documents supports an argument that responds to the prompt; OR</li> <li>• Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</li> </ul> <p><b>Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• A response may argue that between 1917 and 1945 fears about the perceived threat of communism to United States society consistently influenced United States society. It then extends that argument to examine the period’s links with the Second Red Scare and Cold War anticommunist policies after 1945. [Explains relevant connections across periods]</li> <li>• A response may argue that beliefs about threats that influenced United States society were rarely focused on a single concern but rather combined several of them. It discusses how fears over immigration and religion were central to nativist movements during the 1920s. It also examines how concerns about national security and national identity led Japanese American internment during the Second World War. [Explains multiple themes]</li> <li>• A response may argue that United States society was more influenced by debates about national identity, race, and class than debates about foreign threats themselves between 1917 and 1945. It shows that in Document 2, Palmer’s perspective as a government official encouraged labeling Americans on the political left as foreign and un-American. For Document 3, it shows that Grant’s purpose in promoting immigration restriction was influenced by ideas about racial difference. For Document 4, it shows that Butler’s audience included ordinary Americans who felt taken advantage of by wealthier Americans. And for Document 7, it shows that efforts to end racial discrimination in the United States were as important a purpose for Bethune as winning the Second World War. [Explains how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument]</li> </ul>

**Additional Notes:**

- This complex understanding must be part of the argument and may be demonstrated in any part of the response.
- While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.
- To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.

## Document Summaries

Document	Summary of Content	Explains the relevance of point of view [POV], purpose, situation, and/or audience by elaborating on examples such as:
1. Henry Cabot Lodge, speech, 1919	<ul style="list-style-type: none"> <li>Expresses opposition against the Treaty of Versailles</li> <li>Argues that the Treaty of Versailles would harm American politics by becoming involved regularly in foreign conflicts</li> </ul>	<ul style="list-style-type: none"> <li>As a United States senator, Lodge expressed opposition to the League of Nations because he believed that having to regularly be involved in settling foreign conflicts would weaken the United States government. [point of view]</li> <li>The purpose of the speech was to persuade fellow senators to reject the Treaty of Versailles, returning to an isolationist policy that sought to keep the United States out of foreign alliances and safe from the threat of foreign conflicts. [purpose]</li> </ul>
2. A. Mitchell Palmer, “The Case Against the Reds,” 1920	<ul style="list-style-type: none"> <li>Argues that revolutionaries are threatening United States society</li> <li>Declares that the Justice Department will act against radicals, especially foreign nationals</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the article was to present a rationale for ordering the raids on “aliens” and other actions meant to stop the perceived threat of communist sympathizers. [purpose]</li> <li>As a government official, Palmer expressed many leaders’ belief that it was in the best interest of the country to seek out and suppress radical sentiments and supporters as foreign threats. [point of view]</li> </ul>
3. Madison Grant, article in the <i>Forum</i> magazine, 1924	<ul style="list-style-type: none"> <li>Argues that immigration to the United States has increased for economic reasons</li> <li>Argues that immigrants will lower the standard of living in the United States</li> <li>Argues in favor of immigration restriction</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the excerpt was to advocate for numerically restricted immigration to prevent the threat of economic stress that Grant feared would come from a large immigrant population from poorer regions of Europe. [purpose]</li> <li>Grant’s audience was the broader public, whom he was seeking to convince to support immigration restriction and put pressure on political leaders to enact it. [audience]</li> </ul>
4. Smedley D. Butler, “War is a Racket,” speech, 1935	<ul style="list-style-type: none"> <li>Argues that wars are only fought for the benefit of a wealthy few</li> <li>Argues that the United States should remain uninvolved in conflicts that are growing overseas</li> </ul>	<ul style="list-style-type: none"> <li>During the 1930s, many isolationists argued that the First World War had been fought to produce profits for munitions companies and promoted this fact so as to discourage future threat to the United States through involvement in overseas conflicts. [situation]</li> <li>The purpose of Butler’s speech was to discourage the United States from becoming involved in the conflicts developing overseas with the growing militarism of Germany, Italy, and Japan. [purpose]</li> </ul>
5. “Neutrality” political cartoon, 1939	<ul style="list-style-type: none"> <li>Depicts United States senators hiding behind a wall and feeling safe</li> <li>On the other side of the wall smoke and explosions can be seen over Europe</li> </ul>	<ul style="list-style-type: none"> <li>The purpose of the cartoon was to satirize the aloofness of United States leaders who believed that the United States would be safe from foreign threats as long as it maintained isolationist policies. [purpose]</li> <li>The cartoon was meant to appeal in part to people who were unsure whether the United States should become more involved in supporting the countries fighting off Axis aggression in Europe during the Second World War. [audience]</li> </ul>

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<p>6. Sachi Kajiwara, recollection, 1940s</p>	<ul style="list-style-type: none"> <li>• Depicts Japanese American prisoners in an internment camp making preparations to celebrate the Fourth of July</li> </ul>	<ul style="list-style-type: none"> <li>• As a Japanese American woman interred because of fears of that Japanese-descended people threatened the United States during wartime, Kajiwara in fact internalized American values of liberty and expressed American patriotism. [point of view]</li> <li>• During the Second World War, military and political leaders feared that Japanese Americans could pose a national security threat, and they organized the relocation of large numbers of Japanese Americans to internment camps under the justification of a wartime emergency. [situation]</li> </ul>
<p>7. Mary McLeod Bethune, educator and civil rights activist, speech, circa 1942</p>	<ul style="list-style-type: none"> <li>• Describes loss of rights of families in Europe</li> <li>• Argues that full democracy has not been achieved in the United States</li> <li>• Argues for dual fight against totalitarianism abroad and for democracy at home</li> <li>• Argues that African Americans are already struggling for democracy</li> </ul>	<ul style="list-style-type: none"> <li>• As a Black civil rights activist, Bethune wanted to channel American enthusiasm for fighting to protect against overseas threats to democracy into the fight for civil rights at home. [point of view]</li> <li>• The speech was given after the United States had entered the Second World War and was sending troops to fight against German injustices. By 1942, Americans were beginning to learn about the scope of those injustices as details of the Holocaust were emerging. [situation]</li> </ul>

Prior to 1917, American society had undergone many rapid changes. The end of slavery and the ratification of the 13th, 14th, and 15th Amendments marked a significant sociocultural and political change in America, as Black Americans were able to experience freedom and mobility for the first time in around a century. With the success of abolition came a growth in the fervor of other reform movements, such as prohibition and the women's suffrage movement; both of these movements were able to gain much attention and eventually had their own amendments ratified to the constitution that guaranteed female suffrage and the prohibition of alcohol. Additionally, the development of industries led to the Gilded Age, a period of generally increased prosperity for Americans. However, while America was developing domestically, Europe was facing crises which culminated in the First World War (WWI) following the assassination of Austro-Hungarian Archduke Franz Ferdinand. Though the United States initially maintained neutrality, it eventually entered WWI, which ended not long after. Around the same time was the Bolshevik Revolution in Russia, where the longstanding tsar Nicolas II was overthrown and replaced by a communist regime. Following the war, there were many widespread beliefs about threats to the United States, which was significant in shaping society from 1917 to 1945 by leading to increased isolationism, opposition to communism, and fear of and disregard for immigrants.

Before WWI, the United States had historically maintained isolationist policies when it came to European affairs. In his famed Neutrality Proclamation, President George Washington highlighted the importance of isolation and neutrality from European conflicts. The United States government had generally followed this advice, although the American empire did expand in the late 1800s and early 1900s with the annexation of Alaska, Hawaii, Puerto Rico, and the Philippines. Yet following WWI, America largely returned to its isolationist ideals. This is evidenced by Congress's refusal to ratify the Treaty of Versailles to end WWI with a stipulation for the League of Nations, which was an international organization proposed by President Woodrow Wilson that would emphasize diplomacy and negotiation over war. Congressional beliefs regarding the League of Nations are made evident in a speech given by Massachusetts Senator Henry Cabot Lodge, which highlights the US government's opposition to involvement in international conflict (Doc. 1). Instead, the US government advocated for isolationism to ensure its own wellbeing, which would subsequently ensure it was strong enough to guarantee world peace. This document, written from the perspective of an employee of a government which had just lost lives and resources in a foreign war not of its great concern, supports the notion that threats to the U.S.'s own wellbeing if it involved itself in more international conflict shaped the nation's isolationist society and government. However, the opposite perspective is shown at the start of the Second World War (WWII), as many Americans supported neutrality initially as they believed they were not threatened by European fascism. A 1939 political cartoon depicts three U.S. Senators hiding behind a literal wall of neutrality (Doc. 5). This document, written in the historical conflict of the rise of European fascism and Adolf Hitler's invasion and annexation of various European territories, supports the notion that the United States society and government initially maintained neutrality in WWII as it believed it was *not* threatened by what was occurring in Europe.

Another prominent belief about threats to the United States that shaped society from 1917 to 1945 was the belief about the infiltration of communism in the United States. Following the end of WWI and the successful Bolshevik Revolution came a Red Scare in the United States, where many feared a Communist takeover of the government that posed a threat to the democracy America had only recently fought to protect. An article written from the perspective of Attorney General A. Mitchell Palmer, who staunchly opposed communism, described the fear of Americans regarding the spread of communism and the response of the Justice Department, which swore it would find and detain any Communist within U.S. borders (Doc. 2). This document describes the beliefs many citizens had

about the intense threat to American democracy posed by communism and supports the notion that such beliefs were shaping both American society and the responses of the federal government.

A final prominent belief about a perceived threat to the United States was the threat that immigrants posed to the wellbeing of White, Protestant, Anglo-Saxon American society, which led to many societal prejudices against such groups. A 1924 article written in the historical context of a rise in immigration following the end of WWI described how immigration rose as a result of American prosperity and argued that such a rise would harm the native population and reduce its standard of living (Doc. 3). This document directly showcases how Americans believed that immigrants posed a threat to their society, and advocated for immigration restrictions, which led to both a societal prejudice against immigrants and federal quotas restricting immigration. Such prejudices grew with the advent of WWII and American involvement in the war. Following the Japanese attack on Pearl Harbor came an executive order requiring the forced relocation of Japanese-Americans and Japanese immigrants to internment camps due to the military threat of espionage and sabotage. A memoir written in the historical context of Japanese internment and from the point of view of Sachi Kajiwara, a Japanese American woman, recalled events at one of these internment camps, describing the location as being surrounded by barbed wire and police (Doc. 6). This document supports the idea that the American belief about the threat posed by Japanese Americans significantly shaped society as it led to the widespread social and political ostracization of Japanese Americans.

From the time period 1917 to around 1945, the world was evolving in terms of militaristic capability. The first and second world war had both occurred, and nations were in tatters. However, some nations came back stronger than others, and stronger than ever before. Russia, for example, had the most casualties of any country during the war, but after the second world war, they became one of the two most powerful countries in the world: America and themselves. Although America had a strong military and was a dominant global power, many American citizens were still fearful of foreign threats, which led to many fears like that of communism, atomic attack, and many others. Americans lived with a fear in the back of their minds that was present everyday, this was the fear of an attack from Russia or another outside force. Even during the war, Americans were fearful of their own neighbors. Japanese Americans were thought to be spies for Japan and plotting against the US. Not in as high a degree, but the same goes for German and Italian American. During times of great threats to the nation, Americans are very fearful of their adversaries, and are constantly suspicious and on alert.

In document 2, the author mentions that the DOJ will "pursue the attack of the "reds"". The Reds in this instance are communists living in America during the 1920's who have come from Russia. He also says that these Reds are trying to overthrow order and lawfulness in this country. Just from these few words, already we have a sense that Americans are very suspicious and paranoid when threat levels are high, and their day to day lives are lived in paranoia. A growing hatred for these Reds was also a major theme during this time. Large masses of people sometimes could be seen in the streets demanding that all Reds be arrested or killed. Overall, the majority of Americans had a growing hatred and fear of Reds, because they believed they were everywhere, spying on their every move.

Document 3 explicitly says that immigration should be more restricted, and that the influx of immigrants is going to decrease the living standard, and that the country will become poorer and less sophisticated overtime. However, this points at something larger that continues to be in American society to this day. Americans remain fearful of immigrants because they believe that some of them are spies and have malintent when they come to the US. Especially during a time of high threat, like ww1 or ww2 as mentioned earlier, Americans are much more fearful and paranoid, so naturally, they would not want more foreigners who come from the belligerent nations to enter the US. Document 3 hints at the existing and underlying fear of new people coming from foreign lands. The very fear that Americans have has led them to fear immigrants, which is what all Americans are in the first place.

Furthermore, document 5 depicts three US senators who can be seen hiding behind a wall of sandbags, protected from the distant explosions that can be seen coming from Europe. This can be attributed to "isolationism", which is what America stood by during both world wars, that is before they entered both of them. Americans feared the massive conflicts that were occurring in Europe during ww1 and 2, which is why they tried to stay out of them as long as possible. Americans wanted no part of national conflict, because that same fear of getting entangled into a massive conflict was everpresent in their minds. Once again, this just goes to show how fear of getting involved contributed to the growing support of isolationism.

Also, document 6 sheds some light on what is what like living in a Japanese internment camp. But, what needs to be extracted and learned from this document is that Americans were so fearful and paranoid of Japanese people during ww2, that innocent civilians who were hard working American patriots were rounded up and contained in designated spaces, so that they did not pose any threat to anyone else. It just goes to show further the true level of Paranoia that was in everyone's minds at the time was at an all time high, and day to day life was changing due to this fear. Just like Americans were fearful of the Japanese during ww2, they were fearful of an atomic attack during the

cold war. Americans were taught what safety measures to take if a bomb was to ever be dropped on them, even young children knew what to do. "Bert the Turtle" was an ad campaign made by the government to demonstrate to children especially what to do if a bomb was ever dropped. Homeowners even made their own bomb shelters in the backyards out of fear of a bomb being dropped. It goes to show that even on TV, Americans were reminded of their fears everyday, and life became a game of survival and being aware of your surroundings at all times.



To a large extent, beliefs about threats to the United States shaped the US society during the time period from 1917 to 1945. The documents two, five, six, and seven provide evidence that supports the claim that foreign threats affected the US society to a large extent because they all changed the way that society was run.

Starting in document two the historical context of document two is the First Red Scare. The First Red Scare was the fear of Americans that the Soviet Union's communist influence would break into American land. The fear of this communism led to a lack in trust in the government in America. Following the second World War was the emrgance of the Second Red Scare which soon turned into the Cold War. The second red scare was still the fear of communism and now also the fear of the spread of communism throughout Europe and Asia. This also soon sparked the Vietnam war under the Domino theory, which was to strive for containment of communism. The constant fear of communism among Americans resulted in effects on society as people were being accused and condemned for being supposed communists.

In document five the purpose of the image is to promote neutrality. The United States declared neutrality from the second World War until later in the war. The idea of nuetrality also shaped American society during the time period because it prevented American men from being forced to go fight in the war.

The historical context of document six was the Japanese internment in the US during WW2. During world war two the US was nuetral, despite having helped its previous allies Britian through the Lend Lease act, it was technically nuetral. Once the Japanese attack an American naval at Pearl Harbor, the US retracted it's nuetrality and declared war on Japan. After this had happened there were concerns about Japanese-Americans living in the US and the government forcefully put Japanese-Americans into internment camps. The supposed threat of enemy spies shaped US society largely as it created a prejudice against Japanese-American citizens and other minorities like Italian and German-Americans.

Finally in document seven the historical context of the document is that during the Second World War, americans fought overseas to utilize the opportunity to provide a better life for their children. This shaped society back in the US as many men were over seas, women had to join the work force to support the family, which was against the norm at the time. The second world war introduced many women into the workforce and once the war was over many of those women stayed in the work force changing the dynamic of US society. These documents prove the claim that threat imposed on the United States, to a large extent shape the way society runs.

## Question 1—Document-Based Question

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

### Overview

- Students were expected to analyze the extent to which beliefs about threats to the United States shaped society from 1917 to 1945.
- The question primarily focused on skills of causation, contextualization, document analysis, sourcing, and demonstrating a complex understanding.
- The question required students to show an understanding of perceived major threats to the United States at home and abroad, such as the aftermath of the First World War, the First Red Scare, immigration, the perils of neutrality in the midst of the Second World War, fears regarding Japanese Americans on the home front that resulted in internment, and African American efforts to utilize their wartime participation to gain greater democracy at home.
- The question required students to demonstrate an understanding of some of the major changes that occurred in society from the First World War through the Second World War, including the evolution of the policy of neutrality and how the onset of each war changed perceptions about who was an American and how African Americans, Japanese Americans, and immigrants faced that question in the midst of war.
- The question required students to contextualize the early twentieth century, which could include Washington’s Farewell Address, the closing of the frontier (Turner’s “frontier thesis”), imperialism during the Spanish-American War, the onset of the First World War, and the changes that the Cold War and the Civil Rights movement would later bring to the country.
- The question primarily addressed Topics 7.5, 7.8, 7.11, and 7.12.

### Sample: 1A

**Thesis: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 2**

**Total Score: 7**

### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis because it provides a historically defensible claim that establishes a line of reasoning in the last sentence of the first paragraph: “Following the war, there were many widespread beliefs about threats to the United States, which was significant in shaping society from 1917 to 1945 by leading to increased isolationism, opposition to communism, and fear of and disregard for immigrants.”

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, the response thoroughly describes the crisis in Europe that led to the First World War. The response explores the assassination of Archduke Franz Ferdinand of Austria-Hungary and the outbreak of the Bolshevik Revolution in Russia.

## Question 1—Document-Based Question (continued)

### C. Evidence (0–3 points): 3

#### Evidence from the Documents

The response earned 1 point for using evidence from three documents to address the topic of the prompt.

The response also earned 1 point for using the content of at least four documents to support an argument in response to the prompt. In total, five documents are used to support an argument. In the second paragraph, Document 1 is used to support an argument that the United States had traditionally followed an isolationist policy. Document 5 is used to support an argument that isolationist sentiment was prominent in the United States prior to the Second World War. In the third paragraph, Document 2 is used to support an argument about how Americans perceived communism as a threat in the aftermath of the Russian Revolution. In the fourth paragraph, Documents 3 and 6 are used to support an argument about how “White, Protestant, Anglo-Saxon” Americans perceived immigration as a threat. Using Document 3, the response claims that this perception led to immigration laws being changed along with a rise in social prejudice. Document 6 is used to claim that Japanese Americans were subject to “social and political ostracization” because many Americans viewed them as a threat for espionage and sabotage following the attack on Pearl Harbor.

#### Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents relevant to an argument about the prompt. In the second paragraph, the response describes the rise of fascism and Adolf Hitler in Europe.

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

#### Document Sourcing

The response earned 1 point for document sourcing. In the second paragraph, the response explains the relevance of historical situation for Document 1 to the response’s argument, referencing the Treaty of Versailles, Woodrow Wilson, and previous imperialistic endeavors during the Spanish American War. In the third paragraph, the response explains the relevance of the historical situation of Document 2, discussing the Bolshevik Revolution and the subsequent Red Scare in the United States.

#### Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding of the historical development that is the focus of the prompt. The response clearly explains how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt. As previously noted, the historical situation is provided for Documents 1 and 2. In the fourth paragraph, the historical situation is provided for Document 3, supporting an argument that prejudice against immigrants led to federal laws imposing quotas on immigration. The historical situation is also provided for Document 6, supporting an argument that Japanese internment occurred, in part, because of prejudice against Japanese Americans and Japanese-descended people after the bombing of Pearl Harbor.

## Question 1—Document-Based Question (continued)

**Sample Identifier: 1B**

**Thesis: 1**

**Contextualization: 1**

**Evidence: 3**

**Analysis and Reasoning: 0**

**Total Score: 5**

### **A. Thesis/Claim (1 point): 1**

The response earned 1 point for thesis because it provides a historically defensible claim that establishes a line of reasoning in the last sentence of the first paragraph: “During times of great threats to the nation, Americans are very fearful of their adversaries, and are constantly suspicious and on alert.”

### **B. Contextualization (1 point): 1**

The response earned 1 point for contextualization. In the final paragraph, the response explores the Cold War and the Bert the Turtle character in government civil defense public information campaigns as part of the fears that continued after the Second World War.

### **C. Evidence (2 points): 3**

#### **Evidence from the Documents**

The response earned 1 point for using evidence from at least three documents to address the topic of the prompt.

The response also earned 1 point for using evidence from four documents to support an argument in response to the prompt. In the second paragraph, Document 2 is used to illustrate the growing fear and paranoia of Americans in relation to the “Reds” that the Department of Justice was pursuing, with concerns that communists were “everywhere” and could be anyone, forcing citizens to be constantly watchful. In the third paragraph, Document 3 is used to support an argument the fears of citizens that some immigrants were “spies and have malintent” contributed to immigration restriction. In the fourth paragraph, Document 5 is used to illustrate the fears that Americans had of becoming entangled in the conflicts going on in Europe during the Second World War helped fuel isolationist sentiment. In the final paragraph, Document 6 is used to show the level of paranoia that some Americans had that led to the internment of innocent Japanese Americans.

#### **Evidence Beyond the Documents**

The response earned 1 point for using at least one specific piece of historical evidence relevant to the extent to which beliefs about threats to the United States shaped society. In the fourth paragraph, the response discusses isolationism, the policy that Americans adhered to during the First and Second World War prior to entering the conflicts. The response effectively elaborates upon what isolationism entailed, rather than being a passing phrase or reference.

## Question 1—Document-Based Question (continued)

### D. Analysis and Reasoning (0 points): 0

#### Document Sourcing

The response did not earn the point for document sourcing. No attempt is made to explain how a document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

#### Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding because it makes no attempt at sophisticated argumentation or effective use of evidence.

#### Sample Identifier: 1C

**Thesis: 0**

**Contextualization: 1**

**Evidence: 1**

**Analysis and Reasoning: 1**

**Total Score: 3**

### A. Thesis/Claim (0–1 points): 0

The response did not earn 1 point for thesis because it does not provide a historically defensible claim that establishes a line of reasoning. There is an attempt in the first paragraph. However, the response merely paraphrases the prompt and then lists a number of documents, writing that they “provide evidence that supports the claim that foreign threats affected the US society to a large extent because they all changed the way that society was run.”

### B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The response describes broader historical events and developments that occur during and continue after the time frame of the question. In the second paragraph, the response describes the First Red Scare and the lack of trust in government and the second Red Scare following the Second World War at the outset of the Cold War. The response further elaborates about the fear of communism spreading through a discussion of domino theory and the Vietnam War.

### C. Evidence (0–3 points): 1

#### Evidence from the Documents

The response did not earn the point for using evidence from three documents to address the topic of the prompt. The threshold of using the content of at least three documents is not met, as the content of only one document is used to address the topic of the prompt. In the fourth paragraph, Document 6 is used to describe Japanese internment and the fear of Japanese citizens as spies. In the second paragraph, Document 2 is only mentioned without using the content of the document to address the

### **Question 1—Document-Based Question (continued)**

topic of the prompt. In the third paragraph, Document 5 is misinterpreted. The response’s discussion of Document 7 solely focuses on its situation, rather than the content of the document.

The response did not earn 1 point for using the content of at least four documents to support an argument in response to the prompt.

#### **Evidence Beyond the Documents**

The response earned 1 point for using evidence beyond the documents relevant to an argument about the prompt. In the fourth paragraph, the response describes the United States role early in the Second World War: “During world war two the US was nuetral, despite having helped its previous allies Britian through the Lend Lease act, it was technically neutral.” This could also count for historical situation and sourcing provided it was not counted as evidence beyond the documents.

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

##### **Document Sourcing**

The response earned 1 point for document sourcing for at least two of the documents. In the second paragraph, the response explains the historical situation for Document 2, referencing the First Red Scare and its effect on society’s trust in the government. The response explains the historical situation for Document 6 with Japanese internment as a response to the attack on Pearl Harbor. The response also explains the historical situation of Document 7 and the effects of the Second World War on society.

##### **Demonstrating Complex Understanding**

The response did not earn the point for demonstrating a complex understanding because it does not make a sophisticated argument or effectively use evidence to demonstrate a complex understanding. The response’s attempt to make effective use of evidence through sourcing four documents does not earn the point because its discussion of the purpose of Document 5 does not support an argument in response to the prompt.