

2024



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

## Sample Student Responses and Scoring Commentary Set 1

### **Inside:**

#### Long Essay Question 3

- Scoring Guidelines
- Student Samples
- Scoring Commentary

### Question 3: Long Essay Question, Growth of National Culture, 1800 to 1848

6 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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.

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 relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. 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>“A national culture grew in the United States between 1800 and 1848.”</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>“The Hudson River School encouraged the painting of landscapes.”</i></li> </ul> <p><b>Do not respond to the prompt</b></p> <ul style="list-style-type: none"> <li>• <i>“The American Revolutionary War created a new nation.”</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>“During the first half of the nineteenth century, Americans gradually developed more of a national culture. Although regional identities continued to define many Americans, many people also saw themselves as being members of one nation due to the expansion of voting rights for White men and the emergence of distinctly American literary and cultural movements.”</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>“The U.S. was developing a unified national culture by embracing the ideals of the founding documents, individuality, and voting rights.”</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li>• <i>“Economic growth contributed to the growth of a national culture.”</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>“The experience of fighting together in the Second World War helped bring Americans together and fostered a national culture.”</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>“Because they lived in the United States, Americans had a lot in common and developed a national culture.”</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 the growth of a national culture in the United States from 1800 to 1848.</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>• Development of colonial regions</li> <li>• Anglicization during the colonial era</li> <li>• American Revolution</li> <li>• Declaration of Independence</li> <li>• Constitutional Convention</li> <li>• Federalism</li> <li>• Napoleonic Wars</li> <li>• Civil War</li> <li>• Chinese Exclusion Act</li> <li>• Immigration from southern and eastern Europe</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Cultural diversity in the United States started during the colonial era when different colonial regions, such as the northern and southern colonies, developed different regional cultures due to differences in the Europeans who settled there and their relationship to slavery.”</i></li> <li>• <i>“Americans debated about the power of the federal government during the founding.”</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	
<b>Row B</b> <b>Contextualization</b>	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>[0-1 points]</b>	<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 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>“The experience of fighting together in the Second World War helped bring Americans together and fostered a national culture.”</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>“Because they lived in the United States, Americans had a lot in common and developed a national culture.”</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 the growth of a national culture in the United States from 1800 to 1848.</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>• Development of colonial regions</li> <li>• Anglicization during the colonial era</li> <li>• American Revolution</li> <li>• Declaration of Independence</li> <li>• Constitutional Convention</li> <li>• Federalism</li> <li>• Napoleonic Wars</li> <li>• Civil War</li> <li>• Chinese Exclusion Act</li> <li>• Immigration from southern and eastern Europe</li> </ul> <p><b>Example of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li>• <i>“Cultural diversity in the United States started during the colonial era when different colonial regions, such as the northern and southern colonies, developed different regional cultures due to differences in the Europeans who settled there and their relationship to slavery.”</i></li> <li>• <i>“Americans debated about the power of the federal government during the founding.”</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><b>Row C Evidence</b> [0-2 points]</p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to 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>two</b> pieces of specific and relevant evidence.</p>			
<b>Decision Rules and Scoring Notes</b>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of 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.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Mark Twain’s novel The Adventures of Huckleberry Finn is often considered one of the defining works of American literature.”</i></li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the growth of a national culture in the United States from 1800 to 1848.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Market revolution</li> <li>Rise of political parties [e.g., Democrats v. Whigs]</li> <li>The Second Great Awakening</li> <li>Romanticism</li> <li>Louisiana Purchase</li> <li>Manifest Destiny</li> <li>War of 1812 / <i>Star-Spangled Banner</i></li> <li>Era of Good Feelings</li> <li>National Road / Erie Canal</li> <li>Henry Clay / American System</li> <li>Literary figures [e.g., Irving, Poe, Emerson, Fuller]</li> <li>Jacksonian America/Era of the “Common Man”</li> <li>Church of Jesus Christ of Latter-day Saints [Mormons]</li> <li>Southern regional culture</li> <li>Slave revolts [e.g., Prosser, Turner, Vesey]</li> <li>Declaration of Sentiments</li> </ul> <p><b>Example of a statement that earns one point for evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The War of 1812 was fought between the United States and the British, and the ‘Star-Spangled Banner’ was written during it.”</i></li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Responses that earn 2 points:</b></p> <ul style="list-style-type: none"> <li>Use at least two specific historical examples to support an argument regarding the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848.</li> </ul> <p><b>Examples that successfully support an argument with evidence:</b></p> <ul style="list-style-type: none"> <li><i>“The ‘Star-Spangled Banner,’ written during the War of 1812, celebrated American endurance and eventually became the national anthem, a common unifying element in American culture.”</i> [Uses evidence to support an argument about how cultural and literary works helped bring Americans together in a common national culture]</li> <li><i>“Nat Turner’s Rebellion and the German Coast uprising in Louisiana, illustrates how national culture throughout the period remained fractured along racial lines.”</i> [Uses evidence to support an argument about how the growth of slavery hindered the growth of a common national culture]</li> <li><i>“The construction of transportation innovations such as the Erie Canal and the National Road helped to physically connect Americans and promoted the growth of a national culture.”</i> [Uses evidence to support an argument about the market revolution and transportation innovation supporting a national culture]</li> </ul> </td> </tr> </table>				<p><b>Responses that do not earn points:</b></p> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of 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.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence that is outside the time period</b></p> <ul style="list-style-type: none"> <li><i>“Mark Twain’s novel The Adventures of Huckleberry Finn is often considered one of the defining works of American literature.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Identify at least two specific historical examples relevant to the growth of a national culture in the United States from 1800 to 1848.</li> </ul> <p><b>Examples of evidence that are specific and relevant include the following (two examples required):</b></p> <ul style="list-style-type: none"> <li>Market revolution</li> <li>Rise of political parties [e.g., Democrats v. 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<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>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>						

Reporting Category	Scoring Criteria		
<p><b>Row D</b> <b>Analysis and Reasoning</b>  <b>[0-2 points]</b></p>	<p><b>0 points</b> Does not meet the criteria for one point.</p>	<p><b>1 point</b> Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p><b>2 points</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 do not earn points:</b></p> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but does not use it to frame or structure an argument.</li> </ul> <p><b>Examples that do not earn points:</b></p> <p><b>May include evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li><i>“The Second Great Awakening was a religious revival during the first half of the 1800s.”</i></li> </ul>	<p><b>Responses that earn 1 point:</b></p> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument about the relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</li> </ul> <p><b>Using a historical reasoning process to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>Explaining how literary and artistic developments contributed to the growth of a common American culture.</li> <li>Explaining how cultural ideas about slavery in the North differed from ideas about slavery in the South.</li> </ul> <p><b>Example of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li><i>“Authors such as Washington Irving, Nathaniel Hawthorne, and James Fenimore Cooper all wrote widely read stories and books about aspects of American life. These shared stories, read by</i></li> </ul>	<p><b>Responses that earn 2 points:</b></p> <p>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 that might include:</p> <ul style="list-style-type: none"> <li>Explaining how multiple pieces of specific and relevant evidence [at least <b>four</b>] support a nuanced or complex argument that responds to the prompt; OR</li> <li>Using evidence 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 the most important causes of the growth of national culture were related to economic development. It points to the ways that the West relied on products produced in northern factories and how northern factories relied on the southern cotton. It complicates this by pointing out that an effect of this economic development was cultural fractionalization because of debates over slavery’s expansion. [Explains multiple causes]</li> <li>A response may argue that a broadly democratic American culture emerged in the first half of the 1800s due to the expansion of voting rights for White men. It then complicates this argument with evidence of the limits on democracy for women, African Americans, and Native Americans during this era. [Explains multiple perspectives]</li> </ul>

		<p><i>thousands of Americans, contributed to the growth of an American national culture.</i>" [Indicates a cause of the growth of a common American culture]</p>	<ul style="list-style-type: none"> <li>• A response may argue that commercialization through the market revolution and the growth of religion during the Second Great Awakening contributed to a common American culture in the first half of the 1800s. It discusses the market revolution and religion as causes of the growth of national cultural in several geographical regions, including the movement of the Church of Jesus Christ of Latter-day Saints from the Burned-over District in the North to the West and the economic links between the North and the South through industrialization and cotton plantation agriculture. [Explains relevant and insightful connections across geographical areas]</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• To earn the first point for analysis and reasoning, the response must use historical reasoning to structure a response to the prompt, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking in specificity.</li> <li>• This complex understanding must be part of the argument and may be demonstrated in any part of the response.</li> <li>• 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.</li> </ul>			



Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

Contextualization

Still being a very young country in the first half of the 19<sup>th</sup> century, America was characterized by ~~was~~ its navigation of domestic and economic policy, evolving foreign relations, and political controversies. Littered with many significant events, the time span of 1800-1848 saw continued negotiation and conflict with Native Americans, debates over state vs. federal power, and the eventual impacts of the Transcontinental Railroad. The growth of national culture in the United States was fostered primarily by the War of 1812 and its establishment of patriotism and nationalism, followed by the Westward Expansion that solidified the United States as a major power geographically. The Election of 1800, and finally the Second Great Awakening, least of all.

Thesis

The War of 1812 was ~~caused~~ <sup>caused</sup> by a resurgence of tensions between the United States and Britain. These tensions were a result of a couple of key factors. One, the British government was supporting some revolting Native tribes, and two, their military was guilty of impressment of Americans, and overall did not respect American sovereignty. The United States' victory brought about a variety of huge social, political, and economic changes.

Page 6

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

effects that forever altered United States history. ~~the~~ One that brought about a more negative impact was ~~also~~ actually a predecessor of the war: the Embargo Act of 1807. This act enacted by President Jefferson forbade all foreign trade as a ~~response to~~ response to British impressment, which hurt the economy. However, it also set the stage for the Monroe Doctrine, which determined that no foreign powers from Europe could ~~interfere~~ interfere with affairs on the continent. This sparked an attitude of isolationism that had long-lasting effects up until World War Two. The War of 1812 also consisted of Native American resistance, particularly by the Shawnee tribe, which hurt American perception of Native Americans even further and eventually led to Native American Removal under Andrew Jackson, whose ~~career~~ career was also sparked by the War of 1812.

The next-biggest factor was Westward Expansion, which exemplified the American cultural ideal of Manifest Destiny. Westward Expansion included the acquisition of new territories, which led to the discovery of gold in California and Alaska. The Gold Rush led to a new distribution

Page 7

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

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Mandatory  
Question 1

Question 2

Choose one  
Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

of population across the country, ultimately resulting in the construction of the ~~Transcontinental~~ Transcontinental Railroad. Such ~~major~~ railroad construction projects ~~increased~~ increased demand for labor, which led to spikes in immigration, especially from Asia. The idea of Manifest Destiny also fueled President Jefferson's Louisiana Purchase, which took the French out of the continent besides Canada and left the United States government as the sole most powerful presence. Manifest Destiny and ~~Western~~ <sup>Western</sup> Expansion formed national culture by literally shaping the country, leading to permanent demographic and geographical changes.

The Election of 1800 was also a ~~important~~ factor in the formation of national culture as it set political ~~precedent~~ precedent for peaceful transfer of power between political parties, a phenomenon extremely unusual at the time. The Election of 1800 proved America's claim of being a democracy both to itself and to the world, ~~and~~ furthering the ~~idea~~ idea of American Exceptionalism.

Lastly, the Second Great Awakening was a diverse social movement that had many spin-off reforms, but these were ultimately largely

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● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory Question 1

Question 2

Choose one Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

temporary and contained, and did not have the same effect as the more concentrated, tangible events. The ~~Second~~ Second Great Awakening did exemplify unity among divided groups across social classes, gender, and race; but these divisions were not overcome by the Second Great Awakening as the "unity" was really only in the context of religious affairs but did not extend to other social and political norms. While important and an example of diversity within social movements, the change to American culture it caused is not as easily directly observable.

complexity

Ultimately, it was these major events that most ~~contributed~~ contributed to the formation of a national culture; however, it can be argued that there was not a national culture from 1800-1848. Rather, culture was distinctly split between the North and the South. This difference in cultures ultimately led to the clash of the Civil War, as the North was primarily industrial while the South was agricultural and relied on slave labor. Because the two regions had differing economic needs, they had differing political majorities as well. The fact that the Confederacy ended up proving that the regions ~~were~~ did not feel like

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a united country, and therefore ~~there~~ one could argue that there was a deep absence of a national culture in the period leading up to the Civil War.

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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Begin your response to each question at the top of a new page. Do not skip lines.

The United States was developing highly economically. After Columbus voyage there came the Columbus exchange between North America and Europe transfer of animals, food and crops such as horses, bison, tomatoes, potatoes, tobacco and etc. All this occurred all throughout ~~the~~ 1492-1763. America later gained their independence from Britain with help of the French developing their own nation. The relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848 was with westward expansion and the idea of manifest destiny.

Westward expansion was the most important cause of the growth of a national culture in the United States. In 1803 Thomas Jefferson purchased the French territory Louisiana for just \$15 million. That purchase expanded the United States massively with new farming land for farmers and plantations. It was not too long after many people started moving to the United States, we were developing a stronger new society which made it harder for other nations to try to colonize or imperialize the United States. We later developed the idea of Nationalism and Social Darwinism in putting our nation first. Developing ideas from our first president George Washington to have foreign affairs but mainly stay to ourselves because that had been ~~the~~ before we expanded an nation. Now since we

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Question 3

Question 4

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had expanded we had ability to trade with other nations. We later ~~got~~ <sup>annexed</sup> Texas from the Mexican-American War of 1848 expanding our territory even more. Our nation kept getting larger after later years of the Compromise of 1850 getting Mexican territories like California and developing our nation. The idea was that we went from 13 colonies to more than tripling our nation in a few hundred years. Having that idea we are a powerful nation we can't be stopped later leading to the industrial revolution and developing our nation more.

Manifest Destiny was another cause of the growth of a national culture in the United States from 1800 to 1848. The idea of wanting people to move westward and build up these new territories to help build America. Many people did in fact come from England and started developing up the economy and not too long after America started developing up rapidly. Also, reform movements help with the growth people ~~of~~ heavily this idea of culture to have equal rights since that idea of democracy was a main focus for America. Also, not to follow Britain's old ruling on how a colony can be so powerful to one. So, America had strong state government and weak central government which later didn't work because of the central government having not power to check it's nation. Then all leading to cause that

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Mandatory Question 1

Question 2

Choose one Question 3

Question 4

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helped control the government. Which an later factor is the reason we are now one of the most well developed countries.

Western expansion was the main cause of the growth of a national culture in the United States from 1800 to 1840 leading with manifest destiny to build up American societies.

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory  
Question 1



Question 2



Choose one  
Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

The United States from the 1800's to 1848 was marked by extreme progressivism and the creations of labor reforms, for the united states citizens. The causes of growth during this time period was panic of 1819, which actually was the first economic downfall of the united states which opened the eyes of the united states to create reforms like the American federation of labor program which advocated for those who needed jobs or who had low wages. This brought up the ideas of new reforms in the united states. During the 1800's-1848 it was also the era of good feelings or the Jacksonian era. There was also a war called the Spanish-American war which we gained a large portion of land also called Texas new. This also contributed to the idea of manifest destiny, which was the God-given right for the U.S. to expand. It consisted of God, Gold, and Glory which they got all of in the 1800's to 1848's. This was the biggest era in my opinion in which they got the greatest amount of growth as a united nation. Also, they got expanded in national culture. All of these reasons are the importance of growth of a Nation.

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### Long Essay Question 3

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

#### Overview

- This question asked students to evaluate the relative importance of the causes of the growth of a national culture in the United States from 1800–1848.
- Responses could utilize a wide range of content knowledge, including the market revolution, the growth of party politics, the Second Great Awakening, Romanticism, and the Age of Reform.
- This question mainly addressed Topics 4.1, 4.2, 4.3., 4.7, 4.9, 4.10, 4.11, 4.12, and 4.13.

#### Sample: 3A

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 2**

**Analysis and Reasoning Score: 2**

**Total Score: 6**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for thesis/claim for its historically defensible claim that includes a line of reasoning relevant to the prompt. In this response, the thesis is at the end of the introduction. It argues that the causes of growth in national culture, ranked in order of importance, were the War of 1812, westward expansion, the election of 1800 and the Second Great Awakening.

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

The response earned 1 point for contextualization. While the first sentence in the introduction could apply to any period, the next sentence demonstrates an understanding of the larger themes that characterize the United States from 1800 to 1848.

#### C. Evidence (0–2 points): 2

The response earned 1 point for evidence. The use of the War of 1812 and the Monroe Doctrine are specific and relevant to the period.

The response earned the 2nd point for evidence by supporting arguments of how the internal and external tensions (impressment and British support for Native nations) caused the War of 1812. The response also argues that the War of 1812 “set the stage for the Monroe Doctrine, which determined that no foreign powers from Europe could interfere with affairs on the continent,” thereby creating “an attitude of isolationism that had long-lasting effects.”

### Long Essay Question 3 (continued)

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

The response earned 1 point for using historical reasoning by framing a causation argument. The response argues that the Native American resistance in the War of 1812, “particularly the Shawnee tribe, which hurt American perception of Native Americans even further and eventually led to Native American removal under Andrew Jackson, whose career was also sparked by the War of 1812.”

The response earned 1 point for complex understanding, explaining multiple perspectives. The response asserts “that there was not a national culture from 1800–1848. Rather, culture was distinctly split between the North and the South. This difference in cultures ultimately led to the class of the Civil War, as the North was primarily industrial while the South was agricultural and relied on slave labor . . . there was a deep absence of a national culture in the period leading up to the Civil War.”

**Sample: 3B**

**Thesis Score: 1**

**Contextualization Score: 1**

**Evidence Score: 1**

**Analysis and Reasoning Score: 1**

**Total Score: 4**

#### A. Thesis/Claim (0–1 points): 1

The response earned 1 point for providing a historically defensible thesis/claim, asserting, “The relative importance of the causes of the growth of a national culture in the United States from 1800 to 1848 was with westward expansion and the idea of manifest destiny,” with westward expansion being “the most important cause.”

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

The response earned 1 point for contextualization in the opening paragraph, providing a broad and relevant historical context prior to the period of prompt: “America later gained their independence from Britain with help of the French developing their own nation.”

#### C. Evidence (0–2 points): 1

The response earned 1 point for providing two pieces of evidence relevant to the prompt. Thomas Jefferson’s purchase of Louisiana and Manifest Destiny are two examples of relevant evidence provided.

The response did not earn 1 point for the use of two pieces of specific and relevant evidence to support an argument relevant to the prompt. The response attempted to use Manifest Destiny to make an argument about the growth of national culture but digresses into a discussion on non-specific reform movements.

### Long Essay Question 3 (continued)

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

The response earned 1 point for demonstrating the use of historical reasoning in the discussion of westward expansion being “the most important cause of the growth of a national culture in the United States” via the Louisiana Purchase. The response asserts, “That purchase expanded the United States massively with new farming land for farmers and plantations. It was not to long after many people started moving to the United States. We were developing a stronger new society which made it harder for other nations to try to colonize or imperialize the United States.”

The response did not earn 1 point for demonstrating a complex understanding of the historical development through sophisticated argumentation. While the response attempted a sophisticated explanation of relevant and insightful connections across periods with a discussion of George Washington’s advice to not be involved in foreign affairs and, later, of the Compromise of 1850, the response does not focus these arguments upon the prompt.

#### Sample: 3C

**Thesis Score: 0**

**Contextualization Score: 0**

**Evidence Score: 1**

**Analysis and Reasoning Score: 0**

**Total Score: 1**

#### A. Thesis/Claim (0-1 points): 0

The response did not earn a point for thesis because it does not respond to the prompt. The response does assert that “causes of growth during this time period was panic of 1819, which actually was the first economic Downfall of the United States which opened the eyes of the United States to create reforms like the American Federation of labor program.” The Panic of 1819 fits into the period, but the response fails to connect this line of reasoning to the growth of a national culture in the United States.

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

The response does not earn the point for contextualization because there is not an historically accurate description of a broader historical context relevant to the prompt. The discussion that the “1800’s to 1848 was marked by extreme progressivism and the creation of labor reforms for the United States” is not relevant to the topic of the prompt.

#### C. Evidence (0-2 points): 1

The response earned 1 point for correctly providing evidence of the Era of Good Feelings and Manifest Destiny in relation to the prompt.

### **Long Essay Question 3 (continued)**

The response did not earn 1 point for supporting an argument in response to the prompt with two pieces of specific evidence. The response attempts an argument with one piece of evidence about the Spanish-American War, incorrectly asserting that this contributed to the idea of Manifest Destiny. It does not have a second attempt to use specific evidence to support an argument in response to the prompt.

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

The response did not earn 1 point for historical reasoning because there is no reasoning of comparison, causation, or continuity and change used to frame an argument that addresses the prompt.

The response did not earn 1 point for complex understanding. It makes no attempt at sophisticated argumentation or effective use of evidence.