

2024



AP[®] United States History

Sample Student Responses and Scoring Commentary Set 1

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Question 4: Long Essay Question, Movements for Social Change 1945 to 1980

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 effects of movements for social change from 1945 to 1980.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim [0-1 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the relative importance of the effects of movements for social change from 1945 to 1980. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“The rise of movements for social change in the period from 1945 to 1980 had many effects.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The rise of movements for social change in the period from 1945 to 1980 had social, political, and economic effects.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The rise of movements for social change from 1945 to 1980 led to fewer political rights for African Americans.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Social change movements during the second half of the 20th century created significant effects in American society. While the Civil Rights and student movements promoted social change, an important effect was also that conservatives sought to advocate against some changes and for traditional values and ways of life.”</i> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Movements for social change in the United States had several successes, the most important of which was greater social equality for women and people of color.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“As a result of the Civil Rights movement many groups gained political rights.”</i> [Minimally acceptable thesis/claim]
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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]. • The thesis or claim must identify a relevant development[s] in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>[0-1 points]</p>	<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The ideas of the Enlightenment provided a context that shaped post-Second World War movements for social change.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“Economic changes that characterized American life in the post-Second World War era helped prompt the rise of movements for social change.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to movements for social change from 1945 to 1980. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Jim Crow/Segregation • Nineteenth Amendment • Roaring Twenties Great Depression • Second World War • Cold War • Red Scare • Globalization • Deindustrializaion <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The African American Civil Rights movement responded to the Jim Crow racial segregation that pervaded American life since the late nineteenth century.”</i> • <i>“The Second World War helped get the U.S. economy out of the Great Depression.”</i> [Minimally acceptable contextualization] 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. • To earn this point, the context provided must be more than a phrase or reference. 		

Reporting Category	Scoring Criteria		
<p>Row C Evidence [0-2 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.</p>
Decision Rules and Scoring Notes			
	<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • Identify a single piece of evidence. • Provide evidence that is not relevant to the topic of the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> • “W. E. B. Du Bois helped establish the NAACP.” 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Identify at least two specific historical examples relevant to movements for social change from 1945 to 1980. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> • <i>Brown v. Board of Education of Topeka</i> • Martin Luther King, Jr. • Rosa Parks • Civil Rights movement • Civil Rights Act of 1964 • Voting Rights Act of 1965 • Black Panther Party • Lyndon Johnson • Great Society • Chicano movement • César Chávez • American Indian Movement [AIM] • Counterculture • Richard Nixon • Southern Strategy • Feminist movement • National Organization for Women [NOW] • <i>Roe v. Wade</i> • Equal Rights Amendment [ERA] • Phyllis Schlafly • Students for a Democratic Society [SDS] • Antiwar movement • Beatniks • Rachel Carson • Ralph Nader 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Use at least two specific historical examples to support an argument regarding the relative importance of the effects of movements for social change from 1945 to 1980. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> • “<i>The ideals of Students for a Democratic Society, as expressed in the Port Huron Statement, helped establish a new model for political activism.</i>” [Uses evidence to support an argument about the rise of student political activism] • “<i>The Stonewall riots marked a transition in which gays and lesbians became more visible and politically active.</i>” [Uses evidence to support an argument about the growth of LGBT rights movements] • “<i>The American Indian Movement’s occupation of Alcatraz increased the prominence of demands for Native American rights.</i>” [Uses evidence to support an argument about the influence of civil rights activism on Native American activists]

		<ul style="list-style-type: none"> • Student Nonviolent Coordinating Committee [SNCC] • Southern Christian Leadership Conference [SCLC] • Stonewall riots • Young Americans for Freedom • Ronald Reagan <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> • <i>“The Civil Rights Movement saw major victories in the mid-1960s with the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.”</i> 	
<p>Additional Notes:</p> <ul style="list-style-type: none"> • Typically, statements credited as evidence will be more specific than statements credited as contextualization. • 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. 			

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning [0-2 points]</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning [e.g., comparison, causation, continuity, and change] to frame or structure an argument that addresses the prompt.</p>	<p>2 points 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>
Decision Rules and Scoring Notes			

AP® United States History 2024 Scoring Guidelines

		<p><i>United States.</i>" [Indicates an effect of the African American Civil Rights movement]</p>	<ul style="list-style-type: none"> The response argues that the student movements of the 1960s led to important changes in society such as growing freedom of speech. It then argues that the most important effect of movements for social change at this time was the emergence of a new conservative movement that eventually led to the rise of Ronald Reagan. [Uses evidence to demonstrate a sophisticated understanding of different perspectives]
<p>Additional Notes:</p> <ul style="list-style-type: none"> 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. 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. 			

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Question 2

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Question 4

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

In the decades preceding 1945, rights for minority groups, namely African Americans - and women had been legally expanded to an extent, but further reform was called for. Women, for example, now had the right to vote but still faced discrimination in the workforce and social/cultural pressures to remain inside the home. On the minority front, Plessy vs. Ferguson - separate but equal - was the legal standard and allowed racial segregation to run rampant. Although de facto segregation continued to be a struggle for minority groups and women in the period between 1945 to 1980, this period was highly important ~~in changing laws~~ ⁱⁿ passing legislation that improved ^{the} social positions of these groups. due to legal desegregation and civil rights legislature and improved rights for women as well.

The legislation that kicked off this era of civil rights progressivism was Brown v. Board of Education. This effectively overturned Plessy v. Ferguson and legalized school integration. This did not come without struggle, of course, and a violent conflict over states' rights broke out at the integration of Central High School in Little Rock Arkansas. Ultimately, though, this led to an upward trend for African American rights with the military also becoming desegregated.

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and school and workplace ~~education~~ integration becoming gradually more prevalent. This was driven also by civil rights activists such as Martin Luther King Jr., ^{Rosa Parks} and Malcolm X and the Black Panther party. The work of these people and organizations contributed greatly to the social changes for African Americans during this time. Of course, there was still de facto segregation and efforts to exclude minorities from experiencing the prosperity of the 50's and 60's such as ^{exclusions from} the GI bill and property deed restrictions barring certain races from inhabiting neighborhoods. Over all, though, there was an increase in civil rights for minority groups and African Americans during this period.

Women, too, saw an increase in civil rights during this time period, though they too had to fight for them. The proposal of the Equal Rights Amendment was one example of women's rights legislation that never came to pass due in large part to the rise of the moral majority and the anti-progressive movement led by Phyllis Schlafly. Though this did not succeed, women saw increased employment and the rise of feminist literature such as the Feminine Mystique by Betty Friedan further encouraged women to pursue roles beyond the home. Additionally, Roe v. Wade and increased access to

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birth control and other family planning measures allowed women more freedom of education and ability to focus on career opportunities. While many women still fulfilled traditional family roles—particularly in the 1950's when the "nuclear family" was the gold standard—legislation and ideas created between 1945 and 1980 laid the foundation for the further ~~civil rights adv~~ social changes for women in the decades that followed.

While societal changes for minority groups and women in the time period between 1945 and 1980 may seem relatively small, ^{today} they were really significant for the time and allowed momentum to build for the further expansion of rights for these groups. In the following decades, African Americans experienced increased integration into society as dead restrictions were lifted and integration was further encouraged, and women too saw increasing employment and college admissions. Other groups such as Asian Americans, Latinos, and gays and lesbians also saw increased rights as time went on. The social changes made from 1945-1980 set a new precedent for progressivism and ~~encouraged~~ ^{encouraged} further social change and civil rights expansion to follow.

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The relative importance of the effects of movements for social change from 1945 to 1980 was to call out the government or people who held power, to start paying attention and focus ^{their} actions on things that can change the nation ^{for the better} rather than focusing on foreign affairs where they have no control over. Some of these movements ~~that had important~~ for social change from 1945 to 1980 that had important effects consist of the Civil Rights Movement, ~~an~~ Anti-War Movement, and Chicano Movement. This led to societal norms to be altered allowing diverse backgrounds; marginalized communities to ^{be integrated into society.}

Through protests, marches, boycotts, and much more, African Americans were able back ~~the~~ up their actions with words on why they were trying to advocate, for change, during the Civil Rights Movement. African Americans fought for equality, and the end of discrimination and oppression. Organizations such as ~~Student Nonviolent~~ SNCC and others and events like the March on Washington, where Martin Luther King Jr delivered his "I Have a Dream" speech, ~~helped~~ helped others understand why they needed change. These types of actions allowed change such as desegregation, voting rights, and the rights to have support especially in education.

During this time, the counterculture area started to play a vital role during the Vietnam War. This young generation used the Anti-War Movement to speak out against war, and how this action under the government was unnecessary and causing even more damage to the nation. After WWII, people noticed what type of impact it had on the U.S. ~~was~~ which caused them to go down into this type of recession, making the U.S. fall under the same pattern as it

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has in the past. Overall, the relative importance of the effects of movements for social change from 1945 to 1980 was to call out authority figures or the government ~~to~~ in order to achieve change and how it was able to break society ~~of~~ out of this homogenous act, ~~to~~ promote intersectionality in a way.

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Throughout American history, as culture shifts, so do politics. The Civil rights advocacy era followed major victories for white women, demonstrating that change could be made.

Jim Crow laws put in place by the government made ~~it~~^{anything} an obstacle for any non-white citizens. In response, Civil rights groups took both peaceful and non peaceful approaches. To protest segregation and discrimination, organizations such as the National Student Association, would participate in lunch counter sit ins. Even though these sit ins caused little disruption, white customers and business owners would react with violence and harassment. Similar actions of peace were also taken following Rosa Park's refusal to get off ~~the~~^{her} bus ~~set~~ for a white man. Racial equality activists boycotted Alabama's public buses for weeks until segregation was no longer allowed on public transportation.

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Long Essay Question 4

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

Overview

- Responses were expected to demonstrate knowledge of how movements for social change from 1945 to 1980 impacted the nation.
- Responses could utilize a wide range of content knowledge, including reasons for and effects of the Civil Rights movement, the feminist movement, the Chicano movement, Asian American activism, Native American activism, the gay rights movement, environmentalism, anti-war activism, Beatnik culture, the counterculture, consumer protection advocacy, the Moral Majority, the Great Society and War on Poverty, conformity and fear of communism, the growth of liberalism, and conservative activism of the New Right.
- Although responses to this question could have used most topics during Period 8: 1945–1980, most focused on Topics 8.6, 8.10, and 8.11.
- This question primarily focused on the causation and change over time skills.

Sample: 4A

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 the thesis. The response provides a historically defensible claim and provides a line of reasoning in the last sentence of the first paragraph: “Although de facto segregation continued to be a struggle for minority groups and women in the period 1945 to 1980, this period was highly important in passing legislation that improved the social positions of these groups due to legal desegregation and civil rights legislature and improved rights for women as well.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The first sentence of the essay contextualizes the response by describing the decades preceding 1945 and the rights of minority groups “had been legal expanded to an extent, but further reform was called for.”

C. Evidence (0–2 points): 2

The response earned 1 point for evidence. Starting with the second paragraph, the response clearly explains a variety of examples from the Civil Rights movement (e.g., *Brown v. Board of Education*, Central High School, civil rights activists, and the exclusion from access to the GI Bill) and women’s rights movement (e.g., Equal Rights Amendment, *The Feminine Mystique* and Betty Friedan, and *Roe v. Wade*) examples.

Long Essay Question 4 (continued)

The response earned the second evidence point, because it also uses the evidence to support an argument about the “increase in civil rights for minority groups and African Americans” and makes a separate argument about how “legislation and ideas created . . . the foundation for future changes for women.”

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

The response earned 1 point for using historical reasoning. In the third paragraph, the response successfully uses causation by arguing that the Equal Rights Amendment “never came to pass” as the result of the rise of the Moral Majority and the efforts of Phyllis Schlafly.

The response earned 1 point for demonstrating a complex understanding through two pathways. The response uses more than four pieces of evidence to support a nuanced argument regarding the role of civil rights advances for African Americans. The response also addresses multiple perspectives by also addressing women’s rights advocacy. At the bottom of the second page, the response argues that there were women for and against the Equal Rights Amendment with examples of Phyllis Schlafly and Betty Friedan. The response also argues that the Women's Rights Movement had both successes and failures.

Sample: 4B**Thesis Score: 1****Contextualization Score: 0****Evidence Score: 2****Analysis and Reasoning Score: 1****Total Score: 4****A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis. The thesis can be found in the first paragraph. The response provides a historically defensible claim responding to the prompt. It argues, “The relative importance of the effects of movements for social change from 1954 to 1980 was . . . to call out the government or the people who held power,” and it establishes particular movements as categories of analysis: the “Civil Rights Movement, Anti-War Movement and Chicano Movement.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because the attempt to use the Second World War is not specific or relevant to the prompt. At the end of the first page, the response describes an effect of the Second World War as “people noticed what type of impact it had on the U.S. which caused them to go down into this type of recession, making the U.S. fall under the same pattern as it has in the past.” This statement is overly broad and fails to demonstrate a clear understanding of the period.

Long Essay Question 4 (continued)

C. Evidence (0–2 points): 2

The response earned 1 point for using evidence relevant to the topic of the prompt. Midway through the first page of the response, it provides examples of the Civil Rights movement, “SNCC and others and events like the March on Washington,” as well as the youth antiwar movement.

The response earned the second evidence point because evidence is used to support an argument about the effectiveness of advocacy for social change. For example, the response explains the effect of the “I Have a Dream” speech as helping others “understand why they needed to change. These types of actions allowed change such as desegregation, voting rights, and the rights to have support especially in education.”

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

The response earned 1 point for using historical reasoning. The response uses the historical reasoning skills of causation and change to structure an argument that addresses the prompt. For example, it discusses how “these types of actions allowed change such as desegregation.”

The response did not earn the point for demonstrating a complex understanding. The response attempts to explain multiple perspectives (e.g., the Civil Rights movement and anti-war movement) but does not sufficiently develop an argument explaining the effect of anti-war movement, so it does not demonstrate sophisticated argumentation or effective use of evidence.

Sample: 4C

Thesis Score: 0

Contextualization Score: 0

Evidence Score: 2

Analysis and Reasoning Score: 1

Total Score: 3

A. Thesis/Claim (0–1 points): 0

The response did not earn the point for thesis because the response does not provide a historically defensible claim that establishes a line of reasoning. The first paragraph includes, “The Civil rights advocacy era followed major victories for white women, demonstrating that change could be made.” This statement has a major chronological error and does not establish a line of reasoning regarding the effects of social movements for change.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. In the second paragraph, the response describes the effect of Jim Crow laws as a piece of evidence, so this cannot contribute to earning the contextualization point.

Long Essay Question 4 (continued)

C. Evidence (0–2 points): 2

The response earned 1 point for using evidence because the response provides at least two pieces of evidence relevant to the topic. In the second paragraph, Jim Crow laws, Civil Rights groups, sit-ins, and Rosa Parks are all relevant to the topic of the prompt.

The response earned the second evidence point because it uses at least two pieces of specific and relevant pieces of evidence to support an argument. In the second paragraph, Civil Rights groups such as the National Student Association are explained as an effect of Jim Crow laws. Later in this paragraph, the response explains the effect of sit-ins as white resistance. The response also explains argues how “Rosa Parks’ refusal to get off her bus seat for a white man” had the effect of ending segregation on public transportation.

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

The response earned 1 point for using historical reasoning because the response demonstrates historical reasoning by explaining causes and effects of social movements. For example, it writes, “To protest segregation and discrimination, organizations such as the National Student Association, would participate in lunch sit ins. Even though these sit ins caused little disruption, white customers and business owners would react with violence and harassment.” This sentence discusses the causation of how segregation and discrimination led to protests as well as white resistance.

The response did not earn the point for demonstrating a complex understanding because the response does not attempt to demonstrate complex understanding through sophisticated argumentation or effective use of evidence. Although the response does include four pieces of evidence, those pieces are not used to support a nuanced or complex argument. All the pieces of evidence support the same basic argument that protests led to change.