
AP[®] 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, Reform Movements and Industrialization

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 how different reform movements in the United States responded to industrialization from 1820 to 1900.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0–1 points)	0 points Does not meet the criteria for one point.	1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
Decision Rules and Scoring Notes		
	Responses that do not earn this point: <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. 	Responses that earn this point: <ul style="list-style-type: none"> Provide a historically defensible thesis or claim about how different reform movements in the United States responded to industrialization from 1820 to 1900. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument.
	Examples that do not earn this point: Provide a restatement of the prompt <ul style="list-style-type: none"> <i>“Reform movements responded to industrialization.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <ul style="list-style-type: none"> <i>“Some reform groups didn’t like industrialization.”</i> Provide a claim that does not respond to the prompt <ul style="list-style-type: none"> <i>“The era of industrialization needs to be reinvestigated by historians of reform movements.”</i> 	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <ul style="list-style-type: none"> <i>“While some groups sought to address the problems of industrialization, such as through utopian movements, other reform movements sought to address problems like working conditions through union movements.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <ul style="list-style-type: none"> <i>“Because of problems caused by industrialization, some reform groups sought to spread evangelical religion, improve working conditions, and limit the power of businessmen.”</i> Establish a line of reasoning <ul style="list-style-type: none"> <i>“Between 1820 and 1900 reform movements responded by trying to help factory workers.”</i> [Minimally acceptable thesis/claim]
Additional Notes: <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	
Row B Contextualization (0–1 points)	0 points Does not meet the criteria for one point.	1 point Describes a broader historical context relevant to the prompt.
	Decision Rules and Scoring Notes	
	Responses that do not earn this point: <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. Examples that do not earn this point: Do not provide context relevant to the topic of the prompt <ul style="list-style-type: none"> <i>“During the 1800s the United States maintained distinct regional cultural sensibilities.”</i> Provide an overgeneralized statement about the time period referenced in the prompt <ul style="list-style-type: none"> <i>“Reformers wanted to make society better.”</i> 	Responses that earn this point: <ul style="list-style-type: none"> Accurately describe a context relevant to reform movements in the United States or industrialization from 1820 to 1900. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> Colonial American economies Transatlantic slave trade First Great Awakening The Enlightenment Gradual emancipation Cottage industry Jacksonian democracy The New Deal Social activism in the 1960s Example of acceptable contextualization: <ul style="list-style-type: none"> <i>“During the Jacksonian Era, almost all White men gained voting rights as state laws that limited voting to property owners were eliminated.”</i> <i>“Eli Whitney invented the cotton gin, leading to the growth of more cotton in the South.”</i> [Minimally acceptable contextualization]
	Additional Notes: <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		
Row C Evidence (0–2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of at least two pieces of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using at least two pieces of specific and relevant evidence.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: <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. Examples that do not earn points: Repeat information that is specified in the prompt <ul style="list-style-type: none"><i>“Reform emerged as a response to industrialization.”</i>	Responses that earn 1 point: <ul style="list-style-type: none">Identify at least two specific historical examples relevant to reform movements in the United States or industrialization from 1820 to 1900. Examples of evidence that are specific and relevant include the following (two examples required): <ul style="list-style-type: none">Market revolutionSecond Great AwakeningTemperance movementSeneca Falls ConventionAbolitionismLowell factory systemGilded AgeTrustsSocial GospelAndrew Carnegie / Gospel of WealthLabor unions (e.g., Knights of Labor, American Federation of Labor)Haymarket SquarePullman StrikeJane Addams / Hull HouseEugene DebsJacob RiisMuckrakersProgressivism Example of a statement that earns one point for evidence: <ul style="list-style-type: none"><i>“The rise of corporate trusts contributed to the concentration of wealth among industrialists. Advocates of the Social Gospel promoted reform to help poorer Americans.”</i>	Responses that earn 2 points: <ul style="list-style-type: none">Use at least two specific historical examples to support an argument regarding how different reform movements in the United States responded to industrialization from 1820 to 1900. Examples that successfully support an argument with evidence: <ul style="list-style-type: none"><i>“During the market revolution, the expansion of commerce led to the growth of new industrial cities and the rise of some social problems, which reformers inspired by the Second Great Awakening felt they should take action to address.”</i> [Uses evidence to support an argument about how religion inspired the response of reformers to industrialization]<i>“The working conditions in factories and power of corporate trusts over their works led reformers to promote the spread of labor unions.”</i> [Uses evidence to support an argument about how industrialization contributed to the rise of labor union activism]<i>“As alcohol consumption increased in industrializing cities in the 1830s and 1840s, many women joined in a growing reform to promote temperance.”</i> [Uses evidence to support an argument about how women reformers responded to industrialization by joining the temperance movement]

	<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		
Row D Analysis and Reasoning Complex Understanding	0 points Does not meet the criteria for one point.	1 point Uses historical reasoning [e.g. comparison, causation, continuity and change] to frame or structure an argument that addresses the prompt.	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.
(0–2 points)	Decision Rules and Scoring Notes		
	Responses that do not earn points: <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <ul style="list-style-type: none"> <i>“Charles Grandison Finney was a preacher.”</i> 	Responses that earn 1 point: <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to frame or structure an argument about how different reform movements in the United States responded to industrialization from 1820 to 1900. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity. Using a historical reasoning process to frame or structure an argument could include: <ul style="list-style-type: none"> Explaining how the shift to factory production contributed to the rise in activism by labor unions. Explaining a similarity in the religious motivations behind reform advocated during the Second Great Awakening and by proponents of the Social Gospel. Example of acceptable use of historical reasoning: <ul style="list-style-type: none"> <i>“During both the era of the market revolution and during the Gilded Age, religious ideas contributed to reform movements by inspiring temperance reformers and promoters of the Social Gospel.”</i> [Indicates a similarity between different types of 	Responses that earn 2 points: 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: <ul style="list-style-type: none"> Explaining multiple themes or perspectives to explore complexity or nuance; OR Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR Explaining both cause and effect, both similarity and difference, or both continuity and change; OR 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. 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: <ul style="list-style-type: none"> Explaining how multiple pieces of specific and relevant evidence [at least four] support a nuanced or complex argument that responds to the prompt; OR Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt. Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: <ul style="list-style-type: none"> A response may argue that the social changes caused by industrialization and the growing political power of industrialists helped to motivate reform movements from 1820 to 1900. The response then argues that religious ideas associated with the Second Great Awakening, such as perfectibility and individualism, had a greater influence on reform movements during the time period. [Uses evidence to demonstrate a sophisticated understanding of different perspectives] A response may argue that industrialization inspired reformers to seek to address social ills through voluntary activism. It then argues that industrialization also inspired broader political action by government to regulate the economy during the Progressive Era that more

		reform activism that were inspired by religious ideals]	thoroughly addressed the concerns of reformers. [Explains relevant and insightful connections across periods]
	Additional Notes: <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.		

Sample 3A 1 of 2

After the American Revolution, there was great debate over whether America should become a manufacturing nation or an agrarian nation. Federalists supported American manufacturing while democratic republicans emphasized how the nations should become the bread basket of the world. As America expanded westward, agriculture and manufacturing industries were established. However, protective tariffs were implemented and factories were built; America became a nation heavy on manufacturing. The market revolution began in the early 1800s and consisted of many new inventions such as the steel plow, the telegraph, and Eli Whitney's cotton gin. Innovator Samuel Slater memorized a British textile machine and built one in America. He also invented interchangeable parts which made manufacturing more efficient. Henry Ford contributed immensely to the industrialization of America by creating the assembly line. The assembly line allowed for cars to be mass produced and be sold at an affordable price. All of these new inventions and factories required workers. This led to an increase in wage labor and America became known for its economic opportunities. Factories were built in northern America and some in the south. Cities quickly became crowded, living and working conditions became very poor. As a result of industrialization causing poor working and living conditions, women's rights movements fought for equal pay and suffrage, labor unions formed to fight for better conditions, and immigration reformers like Jane Addams sought to improve working lives of immigrants.

In the 1800s, women in the lower class could not rely on their husbands for financial security. These women were forced to work in factories. In Lowell, Massachusetts mills hired young women to come and work for them. Francis Cabot Lowell ran these mills and convinced women that they'd meet new people, live in nice dorms, and earn a good wage. However, these women were living in bad quality dorms, had extremely strict rules, and had very little pay. Women were paid less than men despite doing the same work. Lowell girls often protested this poor quality and tried to leave but they were under contract. Women also lacked the right to vote. The Seneca Falls Convention led by Elizabeth Cady Stanton protested for the right to vote. They argued that women are the moral people of the country. They also argued that women work just as much as men, whether it's in the home or in a factory, and therefore they should have suffrage. Women's groups also advocated for prison reform. Prison conditions were poor and prisoners were often to do forced labor. Some women's groups advocated against forced labor in prisons which was caused by the need for manufacturing.

Labor unions also formed as a result of poor working conditions caused by industrialization. Factory workers were forced to work long days with no breaks in unsafe factories, and they were paid very poorly. The Knights of Labor was one of America's earliest labor unions. They fought for shorter days, safer conditions, longer breaks, equal pay, and an end to child labor. Labor unions often struck as well. The IWW labor union, standing for "I won't work" went on strike due to poor wages and conditions. Often times, these workers were replaced by other workers or were forced to work.

Industrialization and the rise of factories also led to crowded cities. In these cities, lower class families were forced to live in tenements. Tenements were small and crowded. These cities often had sewage problems leaving poor families living in gruesome conditions and then having to work for 12 hours everyday. Many immigrants were forced to live in these poor conditions as well. In the late 1800s, immigrants from southeastern Europe came to America, as well as China. Irish immigrants came fleeing the potato famine and looking for work, as well as the Chinese. Due to the industrial revolution, America was beaming with job opportunities. Immigrants were often paid very poorly in factory jobs. Jane Addams was an immigration reformist who directly improved the lives of immigrants. She established settlement houses, like Hull House, in the 1880s for immigrants to stay

in as well as learn to speak English and find childcare. Overall, industrialization led to an immense rise in factories with horrible conditons and unlivable wages which women's rights groups, labor unions, and Jane Addams and other immigration advocates fought to improve lives of workers.

Reform movements had a radical responses to Industrialization because of unjust labor and big buisnesses.

Industrialization caused for many new factories, whic in turn caused for the need of new workers for these factories. Some of these new workers were small girls who were emplyed to work in these factories. The benefits to these girls was that they were small enough to fit in tight spaces, and they were easily replacable if anything bad were to happen to them. These girls were known as the Lowell girls. They were forced to work long hours with little to no breaks. Factories had very harsh working conditions that they were forced to endure. Along with the Lowell girls, many other people were put in horrible working conditions. There was much unjust labor in American factories. This caused many strikes and rebellions. Labor organizations formed to fight back against these harsh conditions. They fought for better pay, breaks in their work day, and better conditions.

Big Buisnesses arose from Industrialization. Big buisness owners such as Carnegie and Rockefeller were far more wealthy than any other people in America. Big buisnesses arose from techniques called horizontal and vertical integration. When practicing horizontal integration, the owner would buy ouy every buisness that sold his product. When practicing vertical integration, the owner would buy out every buisness that was a step to making his product. Many people were being unfairly treated and worked by these powerful buisnesses. Big Buisnesses and Industrialization caused the formation of assembly lines to start. The specialized workers or merchants would be brought down to someone who simply hammers nails and passes the product off to the next person. This made many people upset and belittled them from someone special to someone ordinary.

1820 to 1900 was a rapidly changing time for the United States. Industrialization had many positives but also many negatives depending on which side of the economy you were on. The elites and big buisness owners flourished, but the lower class people were forced to face many difficulties and harsh conditions. This caused many revolts against Industrializtion.

Different reform movements in the U.S responded to industrialization from 1820 to the 1900s by protesting against the labor union or telling congress about the horrible living conditions in the labor unions. During this time a lot of people from rural areas were going to more urban areas for better job opportunities.

One way reform movements responded to industrialization is by protesting there was a protest that happened and all the people in the labor union refused to work until they got higher wages and/or better working conditions. Often times this would go on for days and maybe even weeks this protest was rarely ever successful though it was an good attempt at first. this shows how they responded to industrialization by protesting

Another way they responded is by taking it to congress and telling them how terrible the work conditions are and how badly they were being mistreated. They told congress about how they had children working in the facilities and how they were getting their finger cut off and how they had to work long hours with little wages and they had to sleep on site in tiny one room filthy apartments.

In conclusion reform movements in the United States responded to industrialization from 1820 to the 1900s by protesting by stopping working and telling congress about the terrible working conditions.

Long Essay Question 3

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

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses* on [AP Central](#).

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 the thesis. Located in the final sentence of the first paragraph, the response argues that the efforts for women’s rights, labor unions, and immigrant advocacy were responses to industrialization.

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The introductory paragraph discusses the evolution of United States society in the late 1700s and early 1800s, focusing on debates about economic policy, the emergence of factories, and the growth of cities.

C. Evidence (0–2 points): 2

The response earned 2 points for using evidence. The response uses multiple specific pieces of evidence such as the Lowell mills, the Seneca Falls Convention, the Knights of Labor, Jane Addams, and Hull House.

The response earned the second point for evidence. The second paragraph uses both the Lowell mills and the Seneca Falls Convention to argue that wage and working conditions caused by industrialization led to reform advocacy. In addition, paragraph four describes the work of Jane Addams and Hull House, tying them to an argument about how reformers sought to assist low-wage immigrant laborers in industrialized United States cities.

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

The response earned 1 point for historical reasoning. The response argues that the Knights of Labor formed “as a result of poor working conditions caused by industrialization” and then details its reform objectives, ranging from shorter days and better wages to going on strike.

Long Essay Question 3 (continued)

The response earned 1 point for demonstrating a complex understanding by exploring multiple themes, specifically women’s rights activists, prison reform, immigration, and the conditions in cities. The response explores multiple themes connected to women’s rights reformers, including suffrage, arguments surrounding morality, prison reform, and the conditions facing poor immigrants. In the last paragraph, the response also discusses geographic considerations, starting with references to westward expansion and urbanization, to the arrival of immigrants from China, southeastern Europe, and Ireland. In the case of the Irish, there is another cause-and-effect section, as the response explains the conditions—famine—under which many Irish immigrants came to the United States.

Sample: 3B**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 first sentence claims that “Reform movements had a radical responses to Industrialization because of unjust labor and big buisnesses.” The response establishes a minimally acceptable claim with a line of reasoning.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because no attempt was made to provide a broader historical context relevant to the prompt.

C. Evidence (0–2 points): 2

The response earned 2 points for evidence. The response provides many examples of evidence, including the Lowell mill girls, unionization, horizontal integration, and industrialists such as John D. Rockefeller and Andrew Carnegie.

The response uses evidence of the Lowell mill girls and labor organizations to support an argument that unjust factory conditions led to strikes for “better pay, breaks in their work day, and better conditions.”

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

The response earned 1 point for using historical reasoning through causation. The response discusses how the growth of big business contributed to the spread of industrial labor conditions such as assembly lines that devalued specialized labor.

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.

Long Essay Question 3 (continued)**Sample: 3C****Thesis Score: 1****Contextualization Score: 0****Evidence Score: 0****Analysis and Reasoning Score: 0****Total Score: 1****A. Thesis/Claim (0–1 points): 1**

The response earned 1 point for the thesis. In the first paragraph, the response makes a historically defensible argument that reform movements “responded to industrialization” through protests both by labor unions and Congress.

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization. The response has an attempt at the end of the first paragraph, but the discussion of migration from rural to urban areas is a passing reference and too vague.

C. Evidence (0–2 points): 0

The response did not earn the first point for evidence. The response references labor unions and examples of their activity in the second paragraph, but the subsequent discussion of congressional testimonies is too vague to count toward earning the point.

The response did not earn the second point for evidence. The response does not support an argument in response to the prompt using at least two pieces of specific and relevant evidence.

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

The response did not earn the point for using historical reasoning. The second and third paragraphs describe labor conditions and attempts to address Congress, but this is not used to frame an argument that addresses the prompt.

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