

2026



AP[®] United States History

Scoring Guidelines

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Question 1: Short Answer Secondary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- A** Briefly describe one major difference between Ferrell’s and Summers’s historical interpretations of Reconstruction. **1 point**

Examples of acceptable responses may include the following:

- Ferrell argues that Reconstruction was a failure due to its inability to remake society, while Summers argues that Reconstruction was a success because of the ways it reunited the country.
- Ferrell argues that Reconstruction failed to protect African Americans, and Summers argues that Reconstruction solidified the end of slavery.
- Source 1 states that Reconstruction ended in failure, and Source 2 states that Reconstruction, by some measures, worked.

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- B** Briefly explain how one event or development from 1861 to 1900 not directly mentioned in the excerpts could be used to support Ferrell’s argument about Reconstruction. **1 point**

Examples of acceptable responses may include the following:

- The passage of Jim Crow laws in the South that targeted African Americans supports Ferrell’s argument that Reconstruction did not fundamentally change society.
 - The Supreme Court decision in *Plessy v. Ferguson*, which declared that “separate but equal” was constitutional, supports Ferrell’s argument that Reconstruction was not a success.
 - The growth of a sharecropping system that limited African Americans’ access to land supports Ferrell’s argument that Reconstruction did not fundamentally change society.
 - Attempts to limit the voting rights of African Americans, ultimately leading to mass disenfranchisement of African Americans in the South, supports the source’s argument the Reconstruction was a failure.
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- C** Briefly explain how one event or development from 1861 to 1900 not directly mentioned in the excerpts could be used to support Summers’s argument about Reconstruction. **1 point**

Examples of acceptable responses may include the following:

- The ratification of the Thirteenth Amendment by states in the South during Reconstruction supports Summers’ argument that Reconstruction was a success.
 - The ratification of Reconstruction Amendments that included African Americans as citizens supports Summers’ argument about the successes of Reconstruction.
 - The building of transcontinental railroads during Reconstruction that united the country economically supports Summers’ argument that Reconstruction successfully reunited the country.
 - The development of the New South after Reconstruction and the economic ties between different regions of the country supports Summers’ argument about the success of Reconstruction.
 - The Compromise of 1877, which prioritized political unity over continued efforts to remake society, supports Summers’ argument about the goals for Reconstruction.
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Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Briefly describe one likely purpose of Minweweh in giving the speech. **1 point**

Examples of acceptable responses may include the following:

- Minweweh gave the speech to declare to the British that the Anishinaabe are independent of the British.
- Minweweh hoped to convince the British to engage in diplomacy with the Anishinaabe.
- Minweweh wanted to develop trade between the British and Anishinaabe.
- Minweweh wanted to emphasize his positive relationship with the French.
- Minweweh wanted to warn the British that the Anishinaabe still control the land.
- Minweweh's purpose was to declare that his people were a sovereign nation.

B Briefly explain how one development contributed to the circumstance discussed in the excerpt. **1 point**

Examples of acceptable responses may include the following:

- British colonists had pushed westward in an attempt to gain more land to settle, sparking conflict with Native Americans.
 - British victories over the French during the Seven Years' Wars led to Native Americans losing their French allies.
 - By 1754, the French had established strong diplomatic and trading ties with Native Americans, such as the Anishinaabe, and the British had not.
 - Native Americans and the French adopted different aspects of each other's culture in exchanging diplomatic presents, but as Minweweh discusses in his speech, the British did not follow these practices and angered Native Americans.
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C	Briefly explain how one development between 1761 and 1840 resulted from the circumstance discussed in the excerpt.	1 point
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Examples of acceptable responses may include the following:

- After 1763, the British attempted to limit the western migration of colonists so that they could prevent conflict with Native American nations such as the Anishinaabe.
 - The removal of the French and the decline in British imperial power in North America led to United States expansion into Native American territories beyond the Appalachian Mountains.
 - United States desire for territorial expansion led to continued efforts, such as the Indian Removal Act, to forcibly relocate Native Americans.
 - The Cherokee Nation appealed to the federal government through the Supreme Court case *Worcester v. Georgia* to protect their sovereignty against United States territorial claims.
 - The Seven Years' War, which was taking place when this speech was given, ended in 1763 with a treaty transferring French colonial claims in North America to the British, which reflects growing tensions with the British.
 - During Pontiac's War, conflict erupted between the British and Native Americans in the Great Lakes region, which reflects a continuation of the tensions in the speech.
 - The attempts by Great Britain to raise revenue in its North American colonies to pay for defense resulted in the outbreak of the American Revolution.
 - Efforts by Native Americans to maintain control over their territory contributed to the start of the War of 1812.
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Question 3: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Briefly describe one idea advocated by the Patriot movement from 1765 to 1783. **1 point**

Examples of acceptable responses may include the following:

- The Patriots argued for “no taxation without representation.”
- American colonists called for boycotts of taxed goods.
- The Patriots argued for freedom to expand westward.
- American colonists called for declaring independence from Great Britain.
- The Patriot movement promoted greater self-government.
- Patriots advocated against hereditary privilege.
- Patriots supported a republican form of government.
- The Patriot movement advocated natural rights.
- The Patriot movement opposed misuse of central government power.

B Briefly describe one development from 1607 to 1765 that contributed to the rise of the Patriot movement. **1 point**

Examples of acceptable responses may include the following:

- The Enlightenment encouraged colonists to think about their natural rights.
 - The Seven Years’ War was expensive and Great Britain needed to find new ways to pay for it.
 - Opposition against new taxes, such as the Stamp Act, contributed to the rise of the Patriot movement.
 - After the Seven Years War the British tried to limit colonists’ ability to expand westward through the Royal Proclamation of 1763.
 - British American colonists’ experience of local government because of salutary neglect led them to resist assertions of imperial authority in the 1760s.
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C	Briefly explain how the ideas of the Patriot movement continued to influence United States society from 1783 to 1830.	1 point
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Examples of acceptable responses may include the following:

- The Patriot movement's promotion of self-government set up continued debates regarding the powers of state versus federal governments.
 - The Patriots' opposition against central government power led to the formation of political parties that debated the role of the federal government.
 - The Patriot movement's promotion of broader political participation contributed to the rise of the ideology of republican motherhood after the Revolution.
 - African Americans utilized the Patriot movement's call for natural rights to argue for the end of slavery.
 - The adoption of universal White male suffrage by most states was a continuation of the Patriot movement's call for more people to participate in government.
 - The Patriot movement's promotion of national unity continued through the increased nationalism in the aftermath of the War of 1812.
 - Jacksonian democracy was a continuation of the Patriot movement's call for increased popular participation in government.
 - The Patriot movement's opposition to a powerful central government continued with the ratification of the Bill of Rights.
 - The Patriot movement's support for westward expansion was continued through the actions of the new national government, such as the Northwest Ordinance.
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Question 4: Short Answer No Stimulus**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses 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 responses 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.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

A Briefly describe one reform advocated by civil rights movements from 1945 to 1970. **1 point**

Examples of acceptable responses may include the following:

- The African American Civil Rights movement called for an end to segregation.
- The African American Civil Rights movement called for the fulfillment of Reconstruction-era promises.
- The Chicano movement advocated for equal rights for Mexican Americans.
- The African American Civil Rights movement called for an end to Jim Crow.
- The Civil Rights movement called for the passage of the Civil Rights Act.
- The women’s movement advocated for greater rights for women.
- African American civil rights activists called for federal protections for voting rights.

B Briefly describe one development from 1890 to 1945 that contributed to the rise of civil rights movements. **1 point**

Examples of acceptable responses may include the following:

- The passage of Jim Crow laws led to racial segregation that civil rights activists opposed.
 - The ratification of the Nineteenth Amendment gave women more political power.
 - The Supreme Court Case of *Plessy v. Ferguson* declared “separate but equal” to be constitutional and legitimated racial segregation.
 - Mobilization during the Second World War led to debates over racial segregation.
 - During the Great Migration, many African Americans found new opportunities after moving out of the South but still encountered discrimination.
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C	Briefly explain how the ideas of civil rights movements continued to influence United States society from 1970 to 2000.	1 point
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Examples of acceptable responses may include the following:

- Other rights movements, like the American Indian Movement, drew inspiration from the actions of the African American civil rights movement.
 - Civil rights laws passed as a result of the advocacy of civil rights movements led to continued political debate about the powers of the federal government.
 - Members of the New Left argued that liberal efforts to respond to the advocacy of civil rights activists did not go far enough in ending racial inequality.
 - LGBTQ+ activists mobilized behind claims for legal, economic and social equality similar to those of other civil rights activists.
 - Members of the African American Civil Rights movement and other movements continued to debate the efficacy of nonviolence.
 - Phyllis Schlafly and other conservative women opposed the feminist movement and defeated the ERA amendment.
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Question 1: Document-Based Question, Women in Public Life 1783 to 1855**7 points****General Scoring Notes**

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

Evaluate the extent to which women's participation in public life in the United States changed from 1783 to 1855.

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: • 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: • Provide a historically defensible thesis or claim about the extent to which women’s participation in public life in the United States changed from 1783 to 1855. 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 • <i>“Women’s participation in public life in the United States changed from 1783 to 1855.”</i> Provide a historically defensible claim, but do not establish a line of reasoning • <i>“Women participated a lot in public life from 1783 to 1855.”</i> Provide an overly generalized response to the prompt category • <i>“Women were out in public more often between 1783 and 1855.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt • <i>“From 1783 to 1855, women’s participation in public life changed as some women engaged in reform activism, but there were also continuities in the political limitations placed on women, which led to the beginning of the women’s rights movement.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories • <i>“Women’s participation in public life in the United States changed because of the idea of republican motherhood, the rise of factories, and the influence of the Second Great Awakening.”</i> Establish a line of reasoning • <i>“Women’s role in public life increased during the period because of their participation in reform movements.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: • 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: - 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 <i>“In the southern British colonies, tobacco was grown on plantations.”</i> Provide a passing phrase or reference <i>“Many women supported the American Revolution.”</i>	Responses that earn this point: - Accurately describe a context relevant to women’s participation in public life in the United States from 1783 to 1855. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Family farming in colonial America - The First Great Awakening - The Enlightenment - Boycotts over taxation in British American colonies - The American Revolution - Abigail Adams’ “remember the ladies” letter - Women’s education during the Gilded Age - The Progressive Era - Women’s suffrage movement / Nineteenth Amendment - Feminism in the twentieth century Examples of acceptable contextualization: <i>“Women’s activism during the mid-nineteenth century inspired later advocacy for women’s suffrage, which ultimately led to the ratification of Nineteenth Amendment.”</i> <i>“Before 1783, women had little influence on society because they were not able to vote.”</i> (Minimally acceptable contextualization)
	Additional Notes: - 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 from Documents (0–2 points)	0 points Does not meet the criteria for one point.	1 point Uses the content of at least three documents to address the topic of the prompt.	2 points Supports an argument in response to the prompt using at least four documents.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: • Use evidence from less than three of the documents. • Misinterpret the content of the document. • Quote the content of the documents without providing an accompanying description. • Address documents collectively rather than considering separately the content of each document.	Responses that earn 1 point: • Accurately describe—rather than simply quote—the content from at least three of the documents to address women’s participation in public life in the United States from 1783 to 1855. Examples of describing the content of a document: Describe evidence from the documents relevant to the topic but do not use that evidence to support an argument • (Document 1): “Hannah Adams says that women should help spread religion too.” • (Document 7): “In Document 7 Stanton argues that women deserve a voice in government too.”	Responses that earn 2 points: • Support an argument in response to the prompt by accurately using the content of at least four documents. Examples of supporting an argument using the content of a document: • (Document 1): “Hannah Adams’ call for women to become more involved in evangelization efforts to spread Christianity reflected how the influence of the American Revolution opened up some more opportunities for women to become involved in public life, at least when it came to religious activism.” (Uses evidence from the document to support an argument about how the American Revolution encouraged some women to become involved in public life in new ways) • (Document 7): “Elizabeth Cady Stanton’s advocacy at the New York state legislature showed that despite the growth of political participation by many people in society in the decades after the American Revolution, women’s participation in public life was still limited.” (Uses evidence from the document to support an argument about the limits of Revolutionary ideology for changing the status of women in public life)
	Additional Notes: • To earn two points, the four documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.		

Reporting Category	Scoring Criteria	
Row C Evidence Beyond Documents	0 points Does not meet the criteria for one point.	1 point Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Provide evidence that is not relevant to an argument about the prompt. - Provide evidence that is outside the time period or region specified in the prompt. - Repeat information that is specified in the prompt or in any of the documents. - Provide a passing phrase or reference.	Responses that earn this point: - Must use at least one specific piece of historical evidence relevant to the extent to which women’s participation in public life in the United States changed from 1783 to 1855. Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided: - Women’s contributions during the Revolutionary War - Republican motherhood - Constitutional Convention - First Party System - Jeffersonian democracy - Market revolution - Industrialization - Decline in subsistence agriculture - Lowell mills / mill girls - Second Great Awakening - Cult of domesticity - Reform movements (abolitionism, temperance, women’s rights) - Jacksonian democracy / universal white male suffrage - Second Party System - Seneca Falls Convention Examples of evidence beyond the documents relevant to an argument about the prompt: <i>“In the years after the American Revolution, the ideal of republican motherhood celebrated the role of women in educating children to be republican citizens, but it still encouraged women to restrict their activities to the domestic sphere.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt) <i>“The growth of movements such as abolitionism encouraged some women to take on public roles as leaders in reform movements.”</i> (Provides a piece of evidence not in the documents relevant to an argument about the prompt)
	Additional Notes: - Typically, statements credited as evidence will be more specific than statements credited as contextualization. - To earn this point, the evidence provided must be different from the evidence used to earn the point for contextualization. - To earn this point, the evidence provided must be more than a phrase or reference. - The point for evidence beyond the documents may be awarded for evidence that appears in any part of the response.	

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Sourcing	0 points Does not meet the criteria for one point.	1 point For at least two documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
(0–1 points)	Decision Rules and Scoring Notes	
	Responses that do not earn this point: - Explain sourcing for fewer than two of the documents. - Identify the point of view, purpose, historical situation, and/or audience but fail to explain how or why it is relevant to an argument. - Summarize the content or argument of the document without explaining the relevance of this summary to the point of view, purpose, historical situation, and/or audience. Examples that do not earn this point: Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument <i>“In Document 5, Dorothea Dix is writing from the point of view of a reformer.”</i> Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <i>“Robinson describes events occurring during the market revolution and the status of working women.”</i>	Responses that earn this point: - Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the two documents sourced. Example of acceptable explanation of the relevance of the author’s point of view: (Document 5): <i>“As an advocate of reform, Dorothea Dix directly engaged in politics by petitioning the government to take action to improve conditions in prisons, which shows how some women became more involved in public life in the mid-1800s.”</i> (Connects the point of view of the document relevant to an argument that women became more involved in public life in the 1800s through participation in reform movements) Example of acceptable explanation of the relevance of the author’s purpose: (Document 2): <i>“The purpose of the pamphlet was to criticize social norms that discouraged women from engaging in activities like business and politics, as despite the American Revolution, public life in the new nation was still dominated by men.”</i> (Connects the purpose of the document relevant to an argument that women’s role in public life did not change in the years immediately following the American Revolution) Example of acceptable explanation of the relevance of the historical situation of a source: (Document 6): <i>“The image of domestic life was produced during the era of the market revolution, at a time that changing social mores, despite the growth of women’s participation in industrial labor, encouraged middle-class women to separate domestic and public life, with women focusing on the former.”</i> (Connects the historical situation of the document relevant to an argument that the social changes caused by the market revolution encouraged the growth of domestic ideals for women) Example of acceptable explanation of the relevance of the audience: (Document 7): <i>“The audience for Stanton’s address was the New York state legislature, which would only have included men, which shows how persisting gender inequality in the 1800s encouraged women to advocate for greater rights.”</i> (Connects the audience of the document relevant to an argument that women’s rights advocacy grew during the first half of the 1800s)

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning Complex Understanding (0–1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.
	Decision Rules and Scoring Notes	
		Responses that earn this point: 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: - 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, such as: - Effectively using seven documents to support an argument that responds to the prompt; OR - Explaining how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument that responds to the prompt; OR - Using documents and evidence beyond the documents 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: - A response may argue that women’s role in public life changed because the ideal of republican motherhood recognized women’s political influence and women’s participation in reform movements brought many women into the public arena. The response then qualifies this argument by providing evidence of continuity with earlier limits on women’s public role through the rise of the cult of domesticity and the persistence of gender discrimination as seen through the arguments of women’s rights activists. (Explains both continuity and change) - A response may argue that despite continued limits placed on women’s political participation, women’s roles in public life expanded as compared to the period prior to 1783. To support this argument the response sources at least four documents. It explains how the audience for Maria Stewart in Document 3 and Elizabeth Cady Stanton in Document 7 shows that women became involved in public debates, how the historical situation of Document 4 shows that many women, such as Harriet Robinson, sought economic opportunities by leaving domestic spaces for industrial employment outside of the home, and how Dorothea Dix’s purpose in Document 5 shows that women became leaders in public of reform movements. (Explains how the point of view, purpose, historical situation, and/or audience of at least four documents supports an argument)
	Additional Notes: - This complex understanding must be part of the argument and may be demonstrated in any part of the response. - While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.	

	• To earn a point for complexity by using seven documents in support of an argument, there must be an attempt to use all seven documents to effectively support an argument, but the use of the documents may be unevenly or inconsistently developed, or the document use may be weaker in one or two instances.
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Document Summaries

Document	Summary of Content	Explains the relevance of point of view (POV), purpose, situation, and/or audience by elaborating on examples such as:
1. Hannah Adams, <i>Women Invited to War: Or a Friendly Address to the Honourable Women of the United States</i> , 1787	- Argues that sin is a greater threat to Americans than the British had been - Argues that women should not wait for men to engage in religious activism - Argues that women can be leaders in religious activism despite claims that men are superior to women - Argues that distinctions between men and women do not matter in regard to Christian salvation	- Hannah Adams' purpose in her address was to encourage women to become more actively involved in efforts to spread Christianity, showing how women began to gain new opportunities for public involvement through religious activism in the years following in the American Revolution. (purpose) - At the time Adams was writing, an evangelical religious movement was beginning that encouraged the spread of new religious ideals emphasizing personal involvement in religion and the perfectibility of human beings. This led to the Second Great Awakening and pulled many women into religious and reform activism. (situation)
2. <i>The Female Advocate</i> , anonymously published pamphlet, 1801	- Argues that many women are criticized for being "masculine" - Argues that supposedly masculine values related to education, business and involvement in public life should be available to women and not just men	- The situation of the pamphlet was the expanding influence of ordinary White men in United States society through the rise of the Jefferson Republicans, which highlighted the persisting disempowerment of women compared to the changing status of men. (situation) - The pamphlet was written from the point of view of a woman who was advocating for great equality of opportunity for women in society, as women's roles in public life remained limited in the immediate decades following the American Revolution. (POV)

3. Maria W. Stewart, African American lecturer, <i>Religion and the Pure Principles of Morality</i> , 1831	• Encourages African American women to set an example for their children • Promotes the founding of a school by African American women to aid their community • Argues that African American women are not developing their talents in favor of menial work • Encourages African American women to embrace a spirit of independence and the example of men's action to advocate for their rights	• Stewart's purpose in her address was to encourage greater activism by African American women to build institutions to support their community, which showed how some women began to engage in greater public activity in the mid-1830s and 1840s through reform efforts. (purpose) • Stewart gave her speech in the historical situation of the expansion of free African American populations in the North in the wake of the passage of gradual emancipation laws in the late 1700s and early 1800s. This created greater opportunities for African American women to become involved in public activities and the establishment of African American organizations. (situation)
4. Harriet H. Robinson, former factory worker in Massachusetts, recollection of events in the 1830s and 1840s	• Describes change in women's economic roles as money earners in cotton factories • Describes limits on the rights of women prior to 1840	• As a former factory worker, Robinson relates the experience of women who went into factory work in the 1830s and 1840s, which shows that despite the labor conditions faced by many factory workers, some women felt empowered by the economic opportunities and increased independence offered by factory labor compared to domestic labor. (POV) • The situation of Robinson's recollections was the growth of industrialization during the first half of the 1800s, which changed gender and family roles for some women, especially younger, unmarried women, by providing opportunities for work outside of the home. (situation)

5. Dorothea Dix, petition to the Massachusetts state legislature, 1843	• Describes investigations into conditions in prisons around Boston, Massachusetts • Argues that mentally ill people are being mistreated in prisons • Argues that as a woman she has undertaken this investigation to right social wrongs • Encourages the Massachusetts state legislature to take action with new legislation	• The historical situation of Dix's petition was the rise of reform movements in the wake of the Second Great Awakening, which encouraged many women to enter the public sphere by joining movements seeking to address social ills. (situation) • The audience for Dix's petition was the Massachusetts state legislature, which shows that women had the ability to influence formal politics through participation in reform movements. (audience)
6. "The Sphere of Woman," published in the magazine <i>Godey's Lady Book</i> , 1850	• Depicts a woman in a domestic setting • Shows a woman holding a baby and surrounded by other children • Depicts children's toys and family pets	• The audience for the image was likely middle-class women, who had time and resources to read media produced for women, such as <i>Godey's Lady Book</i>, and were influenced by the depiction of gender norms in such media to uphold such domestic ideals in their own lives and households. (audience) • The historical situation of the image was the spread of separate spheres ideology in the mid-1800s, which encouraged women to focus on domestic pursuits rather than public ones and helped to reinforce traditional gender roles. (situation)
7. Elizabeth Cady Stanton, address to the New York state legislature, 1854	• Claims a connection to the revolutionary heroes of 1776 • Demands a revision of the New York state constitution • Argues that women are citizens who own property and pay taxes but are denied the right to vote • Argues that women meet every qualification to participate in politics but are denied political rights because of their sex • Argues that despite the claim that "all men were created equal" state leaders are upholding inequality by discriminating against women	• As a women's rights reformer, Stanton criticized persisting gender inequality for women in United States society and the ways in which the country had fallen short of fulfilling the principles of the Declaration of Independence for women. (POV) • The historical situation of Stanton's address was the achievement of universal White male suffrage by the mid-1800s, which had empowered most White men but left women out of the formal political process. (situation)

Question 2: Long Essay Question, Geography and European Colonization**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 geography influenced European colonization in the Americas from 1500 to 1754.

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: - 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: Provide a historically defensible thesis or claim about the influence of geography on European colonization in the Americas from 1500 to 1754. 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 <i>“Geography influenced European colonization in the Americas from 1500 to 1754.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Geography influenced European colonization a lot.”</i> Provide a claim that is not historically defensible <i>“Geography had no influence on the development of European colonies in the Americas.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Geography influenced European colonization because the location of different European colonies and their proximity to each other encouraged competition and warfare over time.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“Because of their differing geographical locations, European colonies in the Americas developed different societies. In Central and South America, large mineral deposits led the Spanish to focus on mining; in the interior of North America, the French engaged in the fur trade; and in coastal North America, the British focused on cash crops and other agriculture.”</i> Establish a line of reasoning <i>“The geography of the Americas led to colonies relying on different natural resources to develop their economies.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - 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: - 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 <i>“Enlightenment ideas helped inspire the Patriots during the American Revolution.”</i> Provide a passing phrase or reference <i>“Native Americans grew some crops.”</i>	Responses that earn this point: - Accurately describe a context relevant to geography and European colonization from 1500 to 1754. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Native American lifeways pre-1500 - New European maritime technologies - European overseas voyages to Africa and Asia - Christopher Columbus and other European voyagers - Protestant Reformation - American Revolution - Louisiana Purchase - Market Revolution Example of acceptable contextualization: <i>“During the 1400s, European desire to gain greater access to luxury goods and tropical goods from southern and eastern Asia encouraged overseas ventures that eventually led Europeans to encounter the Americas.”</i> <i>“In 1492, Columbus traveled to the Caribbean and started colonization in the Americas.”</i> (Minimally acceptable contextualization)
	Additional Notes: - 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: - 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: Provide evidence that is outside the time period or region specified in the prompt <i>“Americans used the transcontinental railroad to cross mountains more easily.”</i>	Responses that earn 1 point: - Identify at least two specific historical examples relevant to geography and European colonization from 1500 to 1754. Examples of evidence that are specific and relevant include the following (two examples required): - Columbian Exchange - Transatlantic slave trade - Specific colonial regions (e.g., New Spain, New France, New England, Chesapeake, southern colonies, middle colonies, Caribbean) - Salutary neglect, self-government, and distance of colonies from Europe - Native American societies (e.g., Aztec in Mexico, Algonquian peoples in eastern North America, Pueblo people in North American Southwest) - Pueblo Revolt (1680) - Gold and silver deposits in Mexico and South America - Fur trade in northern North America - Rivers and waterways (e.g., Potomac River, Delaware River, Hudson River) - Natural harbors and ports (e.g., Boston, New York, and Philadelphia) - Rocky soil in New England - Fertile soil in the middle colonies - Long growing season in southern North America and Caribbean - Plantation agriculture/cash crops - Mercantilism Example of a statement that earns one point for evidence: <i>“Different British colonial regions had different economies; in New England they hunted whales and in</i>	Responses that earn 2 points: - Use at least two specific historical examples to support an argument regarding the influence of geography on European colonization from 1500 to 1754. Examples that successfully support an argument with evidence: <i>“Different geographical regions of North America had different climates, which influenced European colonization by leading to the development of different economies. In New England, shorter growing seasons led shipping to be a big part of the economy, while in the southern colonies, long growing season led to the growth of plantation agriculture.”</i> (Uses evidence to support an argument about how the climate in different geographical regions led to different colonial economies) <i>“In different regions of North America, differences in the Native societies Europeans encountered led to the development of a variety of relationships with them. In Mexico the Spanish encountered a large settled Native empire that they incorporated into their colonial society. In northern North America, the French encountered semi-sedentary peoples who they treated as sovereign nations and engaged in trade with.”</i> (Uses evidence to support an argument about how differences in Native societies in different geographical regions led to different European-Native relations) <i>“Most British North America colonies developed along rivers, such as the Hudson River in New York, which helped them to use them for transportation and focus their economies on shipping raw materials to Great Britain through the mercantilist system.”</i> (Uses

		<i>the southern colonies they grew cash crops."</i>	evidence to support an argument about how the geography of waterways in British colonies contributed to the economic development of the colonies)
	Additional Notes: - 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 (0–2 points)	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.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the influence of geography on European colonization from 1500 to 1754. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	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: - 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: - 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.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“The French engaged in the fur trade with Native Americans.”</i>	Using a historical reasoning process to frame or structure an argument could include: - Explaining how the cold climate in Europe during the Little Ice Age contributed to the development of the fur trade in colonial North America. - Explaining a difference between the European settlement pattern in New England and the settlement	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: A response may argue that geographical difference between British colonies led some British regions to focus more on cash crop production than others. The response then demonstrates a complex understanding by

		pattern in the British southern colonies. Example of acceptable use of historical reasoning: “In New England, the limits placed on agriculture by the climate encouraged more families to settle there and engage in subsistence farming, while the long growing season in the southern colonies encouraged more single young men to migrate there as indentured servants to work on plantations.” (Indicates a difference between the demographics of New England and the southern British colonies)	comparing British colonization to French and Spanish colonization, showing how geographical differences from the British in these regions led the French and Spanish colonial economies to focus less on agriculture and more on the fur trade (for the French) and the extraction of precious metals (for the Spanish). (Explains relevant and insightful connections across geographical areas) A response may argue that the geographical location of most British colonies, along the East Coast of North America and along rivers, encouraged the growth of close economic ties through the mercantilist system. The response then demonstrates a complex understanding by explaining how the British American colonies’ geographical distance from the mother country also encouraged autonomy from Great Britain and the development of institutions of self-government. (Uses evidence to demonstrate a sophisticated understanding of different perspectives)
	Additional Notes: - 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.		

Question 3: Long Essay Question, Westward Expansion Influenced Society**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 westward expansion influenced United States society from 1865 to 1898.

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: - 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: Provide a historically defensible thesis or claim about the influence of westward expansion on United States society from 1865 to 1898. 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 <i>“Westward expansion influenced United States society from 1865 to 1898.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Westward expansion encouraged people to migrate.”</i> Provide an overly generalized response to the prompt <i>“Westward expansion influenced United States society by spreading freedom.”</i>	Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“United States westward expansion influenced United States society by creating new opportunities for White settlers and immigrants while also leading to movements to defeat and assimilate Native American nations.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“United States westward expansion influenced United States society by leading to debates over immigration from Asia and attempts to forcibly assimilate Native American nations.”</i> Establish a line of reasoning <i>“Westward expansion led to conflict with Native Americans on the Great Plains.”</i> (Minimally acceptable thesis/claim)
Additional Notes: - 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: - 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 <i>“Many Americans were influenced by Romantic beliefs from Europe.”</i> Provide a passing phrase or reference <i>“Immigrants came to the United States for jobs.”</i>	Responses that earn this point: - Accurately describe a context relevant to westward expansion and United States society from 1865 to 1898. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Colonial era European settlement and expansion - Royal Proclamation of 1763 - Northwest Ordinance - Louisiana Purchase - Industrialization - Native American forced removal in the 1830s - Manifest Destiny - Missouri Compromise - Mexican-American War - California gold rush - Compromise of 1850 - Kansas-Nebraska Act - Civil War - Great Depression / Dust Bowl - Postwar migration to the Sun Belt Example of acceptable contextualization: <i>“During the first half of the 1800s, the market revolution and the beginning of industrialization encouraged United States territorial expansion to supply new commercial goods and raw materials.”</i> <i>“During the early 1800s, the United States expanded in size through the Louisiana Purchase.”</i> (Minimally acceptable contextualization)
	Additional Notes: - 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: - 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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to westward expansion and United States society from 1865 to 1898.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding the influence of westward expansion on United States society from 1865 to 1898.
	Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>“The Erie Canal connected the Northeast and the Midwest.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Transcontinental railroad - Gilded Age - Business consolidation (e.g., vertical and horizontal integration) - Laissez-faire ideology - Populist Party - Specific conflicts between United States and Native American nations (e.g., forced relocation to reservations, Plains Wars, Wounded Knee Massacre) - Bison hunting - Dawes Severalty Act (1887) - Homestead Act - Purchase of Alaska - Boom towns - Economies in the West (e.g., ranching, mining, farming) - Agricultural mechanization - Immigration from southern and eastern Europe and Asia - Exodusters - Labor unions - Regional cooperative organizations (e.g., the Grange) - Spanish-American War - Chinese Exclusion Act - Klondike gold rush Example of a statement that earns one point for evidence: <i>“During the late 1800s, businesses pushed laissez-faire government policies to encourage economic expansion in the West. Many</i>	Examples that successfully support an argument with evidence: <i>“The growth of the business consolidation in the West as Americans migrated there and the economy developed led to the growth of political movements to support the interests of farmers and other ordinary Americans against powerful business interests, such as the Populist Party.”</i> (Uses evidence to support an argument about how western economic development influenced the rise of new political movements) <i>“The migration of United States settlers to western territories created both opportunities for Americans, through federal support for acquiring land through the Homestead Act, but it also led to many Native Americans being dispossessed of their land through warfare with the United States and forced relocation to reservations.”</i> (Uses evidence to support an argument about how westward expansion both created economic opportunities and harmed Native peoples)

		<i>farmers worried about the growth of large businesses, contributing to the formation of the Populist Party.”</i>	
	Additional Notes: • 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 (0–2 points)	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.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the influence of westward expansion on United States society from 1865 to 1898. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	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: - 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: - 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.
	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument <i>“United States settlers hunted bison excessively.”</i>	Using a historical reasoning process to frame or structure an argument could include: Explaining how United States treatment of Native Americans as it expanded after 1865 represented a continuation of warfare and forced relocation that began in the early 1800s.	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: A response may argue that westward expansion from 1865 to 1898 influenced United States society by encouraging ideas about economic opportunity and laissez-faire economics during the Gilded

	- Explaining how westward migration contributed to new economic opportunities for Americans and immigrants. Example of acceptable use of historical reasoning: <i>“The United States continued using approaches to gaining western land from Native Americans developed in the 1830s, such as forced relocation to reservations, into the later 1800s as United States settlers moved to and beyond the Great Plains.”</i> (Indicates a continuity in United States policies toward Native American during the 1800s)	Age. The response then demonstrates a complex understanding by explaining how ideas about economic and business opportunities changed at the end of this period, as concerns about the “closing of the frontier” and need of industry to find new sources of raw materials contributed to the rise of overseas imperialism and the Spanish American War. (Uses evidence to demonstrate a sophisticated understanding of different perspectives) A response may argue that westward expansion from 1865 to 1898 promoted economic development, led to warfare with Native Americans, and contributed to ideas about spreading United States political institutions and culture. The response then demonstrates a complex understanding by explaining how these developments during the later 1800s represented a continuity with earlier westward expansion, including the market revolution, warfare with Native Americans during the early 1800s (such as the War of 1812), and the idea of Manifest Destiny. (Explains both continuity and change)
Additional Notes: - 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.		

Question 4: Long Essay Question, Politics Influence on Society, 1945 to 2000**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 politics influenced United States society from 1945 to 2000.

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: - 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. Examples that do not earn this point: Provide a restatement of the prompt <i>“Politics influenced United States society from 1945 to 2000.”</i> Provide a historically defensible claim, but do not establish a line of reasoning <i>“Conservative politicians became increasingly successful in the 1970s.”</i> Provide a claim that is not historically defensible <i>“Politics had no effect on the United States after 1945.”</i>	Responses that earn this point: - Provide a historically defensible thesis or claim about how politics influenced United States society from 1945 to 2000. The thesis or claim must either provide some indication of the reason for making that claim OR establish categories of the argument. Examples that earn this point: Establish a line of reasoning that evaluates the topic of the prompt <i>“Politics influenced United States society between 1945 and 2000 as politicians dedicated to a more active government were elected between 1945 and 1968, which contributed to the growth of a new conservative movement between 1968 and 1980.”</i> Establish a line of reasoning that evaluates the topic of the prompt with analytic categories <i>“From 1945 to 2000, politics influenced United States society through the ways politics reshaped the economy, contributed to the growth of the civil rights movement, and led to increasing United States involvement in foreign wars.”</i> Establish a line of reasoning <i>“Politics influenced United States society by ending legal segregation.”</i> (Minimally acceptable thesis/claim)
	Additional Notes: - 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: - 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 <i>“New forms of music became popular in the 2000s.”</i> Provide a passing phrase or reference <i>“The United States government changed during the 1930s.”</i>	Responses that earn this point: - Accurately describe a context relevant to politics and United States society from 1945 to 2000. Examples of relevant context that earn this point include the following, if appropriate elaboration is provided: - Washington’s Farewell Address - End of the Second Party System - Gilded Age - Progressivism - First World War - Roaring Twenties - The Great Depression - The New Deal - Roosevelt political coalition - Second World War - Beginning of the Cold War - Global war on terrorism Example of acceptable contextualization: <i>“During the Great Depression, Democrats expanded the role of government in the economy in order to provide relief and promote recovery, but the depression didn’t fully end until massive amounts of money were spent fighting the Second World War.”</i> <i>“Government projects during the New Deal helped provide relief to unemployed people.”</i> (Minimally acceptable contextualization)
	Additional Notes: - 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: - 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.	Responses that earn 1 point: Identify at least two specific historical examples relevant to politics and United States society from 1945 to 2000.	Responses that earn 2 points: Use at least two specific historical examples to support an argument regarding how politics influenced United States society from 1945 to 2000.
	Examples that do not earn points: Provide evidence that is outside the time period or region specified in the prompt <i>“The Progressives encouraged a broader role for the government in the economy.”</i>	Examples of evidence that are specific and relevant include the following (two examples required): - Liberalism - Conservatism - Cold War - Second Red Scare, McCarthyism - Baby boom - Sun Belt migration / Suburbanization - Federal spending (e.g., defense contracting, the Space Race, the Great Society) - Lyndon B. Johnson - Richard Nixon / Watergate - Civil Rights movement - Women’s movement - Martin Luther King, Jr. - The New Right / The New Left - Counterculture - Anti-war movement - Evangelical political activism - Moral Majority - Ronald Reagan - Deindustrialization - Immigration from Latin America and Asia - Bill Clinton Example of a statement that earns one point for evidence: <i>“During the postwar years, many Americans migrated away from cities through suburbanization. Many suburban areas embraced conservatism through low taxes and pro-business policies.”</i>	Examples that successfully support an argument with evidence: <i>“During the 1950s and 1960s, politicians funded government spending on defense and the Space Race that contributed to economic growth in the South and helped to promote population growth and the rising political influence of the Sun Belt.”</i> (Uses evidence to support an argument about how political funding shaped social changes) <i>“As politicians sought to fight the Cold War against the Soviet Union, a growing fear of communism led to the Second Red Scare and young men were drafted into the military during the Korea and Vietnam Wars.”</i> (Uses evidence to support an argument about how politicians’ engagement in foreign conflicts influenced United States society) <i>“During the 1960s and 1970s, growing political and economic differences between the North and the Midwest and South and the West, such as deindustrialization in the North and the growth of businesses in the Sun Belt, led to the decline in influence of liberalism, and ultimately, the rise of Reaganism.”</i> (Uses evidence to support an argument about how political differences between United States regions led to the rise of conservatism)

	Additional Notes: • 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.
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Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning Complex Understanding (0–2 points)	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.
	Decision Rules and Scoring Notes		
	Responses that do not earn points: - 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.	Responses that earn 1 point: Must demonstrate the use of historical reasoning to frame or structure an argument about the influence of politics on United States society from 1945 to 2000. The reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.	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: - 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: - 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.

	Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument • <i>“Ronald Reagan was elected president in 1980.”</i>	Using a historical reasoning process to frame or structure an argument could include: • Explaining the political change from liberalism to conservatism between 1945 to 1980. • Explaining the effects of Civil Rights activism in the South. Example of acceptable use of historical reasoning: • <i>“During the Civil Rights movement, activists sought to protect the civil and voting rights of African Americans, particularly in the South, and this movement led to growing political and economic rights of African Americans.”</i> (Indicates an effect of Civil Rights activism in the South)	Demonstrating a complex understanding might include any of the following, if appropriate elaboration is provided: • A response may argue that between 1945 and 1980 there were continuities and changes in the influence of politics on United States society. It starts by arguing that there was a shift from the liberalism of the New Deal era to the rise of the New Right and the election of Ronald Reagan. The response then notes that in spite of these changes, the United States remained deeply involved in the world throughout the period, and its spending on defense industries continued to affect society throughout the period. (Examines continuity and change) • A response may argue that the influence of politics on society varied by region and time period. It utilizes multiple pieces of specific and relevant evidence to examine the effects of the shift from support for the Democratic Party to support for the Republican Party in the South and the shift from conservatism to liberalism on the West Coast. (Explains relevant connections across geographic regions)
	Additional Notes: • 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.		