

2021

AP[®]

CollegeBoard

AP[®] United States History

Sample Student Responses and Scoring Commentary

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Document-Based Question

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Question 1: Document-Based Question, Post-War Economic Growth

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 economic growth led to changes in United States society in the period from 1940 to 1970.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about how economic growth led to changes in United States society in the period from 1940 to 1970. The thesis or claim must either provide some indication of the reason for making that claim OR by establishing categories of the argument.
<p>Examples that do not earn this point:</p> <p>Do not focus on the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The Cold War represented the most significant source of social change in the United States from 1940 to 1970.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Economic growth led to few changes in United States society in the period from 1940 to 1970.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Economic growth led to changes in United States society in the period from 1940 to 1970.”</i> 		<p>Examples that earn this point:</p> <p>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</p> <ul style="list-style-type: none"> • <i>“Economic growth during and after World War II changed American society a great deal by encouraging suburban ideals and gender roles. Living the reality of these ideals, however, was more possible for White Americans than for African Americans.”</i> • <i>“Although economic growth changed American society between 1940 and 1970 by bringing more money to more people and providing consumer goods, it did not fundamentally change economic structures.”</i> • <i>“The Second World War helped to bring the United States out of the Great Depression. Continued economic growth through the 1970s resulted in a sense of affluence, particularly as suburbanization accelerated, though this feeling was not shared by all Americans.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Economic growth changed the United States from 1940 to 1970 by bringing more people into the middle class and encouraging suburbanization.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Economic growth changed the United States from 1940 to 1970 by growing the middle class.”</i>
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>		
Decision Rules and Scoring Notes				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The exceptional nature of America drove economic growth between 1940 and 1970.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“There were a lot of new transcontinental railroads built between 1940 and 1970.”</i> </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The economic downturn of the Great Depression prior to 1940 • Government spending during the Second World War • The growth of United States international power and influence following the end of the Second World War • Improvements in technology and efficiency • Corporate investment in research and development • The expansion of the military-industrial complex • The emergence of Cold War conflict • The establishment of international trade agreements <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“During the 1930s, the Great Depression limited opportunities for people to buy homes and begin families. The economic growth that began in the 1940s changed that.”</i> • <i>“The United States federal government invested heavily in the defense industry during World War II, which created one source of economic growth after the war.”</i> </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The exceptional nature of America drove economic growth between 1940 and 1970.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“There were a lot of new transcontinental railroads built between 1940 and 1970.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The economic downturn of the Great Depression prior to 1940 • Government spending during the Second World War • The growth of United States international power and influence following the end of the Second World War • Improvements in technology and efficiency • Corporate investment in research and development • The expansion of the military-industrial complex • The emergence of Cold War conflict • The establishment of international trade agreements <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“During the 1930s, the Great Depression limited opportunities for people to buy homes and begin families. The economic growth that began in the 1940s changed that.”</i> • <i>“The United States federal government invested heavily in the defense industry during World War II, which created one source of economic growth after the war.”</i>
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. <p>Examples that do not earn this point:</p> <p>Do not provide context relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“The exceptional nature of America drove economic growth between 1940 and 1970.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“There were a lot of new transcontinental railroads built between 1940 and 1970.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The economic downturn of the Great Depression prior to 1940 • Government spending during the Second World War • The growth of United States international power and influence following the end of the Second World War • Improvements in technology and efficiency • Corporate investment in research and development • The expansion of the military-industrial complex • The emergence of Cold War conflict • The establishment of international trade agreements <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“During the 1930s, the Great Depression limited opportunities for people to buy homes and begin families. The economic growth that began in the 1940s changed that.”</i> • <i>“The United States federal government invested heavily in the defense industry during World War II, which created one source of economic growth after the war.”</i> 			
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. • To earn this point, the context provided must be more than a phrase or reference. 				

Reporting Category	Scoring Criteria		
Row C Evidence (0-3 points)	Evidence from the Documents		
	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 six documents.
Decision Rules and Scoring Notes			
Responses that do not earn points: <ul style="list-style-type: none"> Use evidence from less than three of the documents. Misinterpret the content of the document. Quote, without an accompanying description, of the content of the documents. Address documents collectively rather than considering separately the content of each document. 	Responses that earn 1 point: <ul style="list-style-type: none"> Accurately describe—rather than simply quote—the content from at least three of the documents to address how economic growth led to changes in United States society in the period from 1940 to 1970. 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 <ul style="list-style-type: none"> (Document 4): <i>“Document 4 explains why many Americans enjoyed owning two cars in the 1950s.”</i> (Document 1): <i>“It explains many of the benefits provided under the G.I. Bill of Rights.”</i> 	Responses that earn 2 points: <ul style="list-style-type: none"> Support an argument in response to the prompt by accurately using the content of at least six documents. Examples of supporting an argument using the content of a document: <ul style="list-style-type: none"> (Document 4): <i>“By encouraging Americans to purchase not only one but two automobiles in the 1950s, Document Four suggests how the economic growth of the era encouraged consumerism.”</i> (Uses evidence from Document 4 to support an argument about consumerism) (Document 1): <i>“By providing benefits for veterans such as loan guarantees and support for college educations, the GI Bill of Rights (Document 1) helped elevate many Americans into the middle class.”</i> (Uses evidence from Document 1 to support an argument about the growth of the middle class) 	
Additional Notes: <ul style="list-style-type: none"> To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments. 			

Row C (continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	Decision Rules and Scoring Notes	
	<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • 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. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Must use at least one specific piece of historical evidence relevant to how economic growth led to changes in United States society in the period from 1940 to 1970. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • White flight • Sun Belt migration • Betty Friedan, <i>The Feminine Mystique</i> • National Organization for Women (NOW) • Levittown (New York and Pennsylvania) • The Beat Movement • The counterculture movement • The baby boom generation • Harry Truman • Dwight Eisenhower • John F. Kennedy • Lyndon Johnson • Great Society / War on Poverty <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Suburbs such as Levittown used new industrial techniques to build many homes quickly and inexpensively.”</i> (Uses a piece of evidence beyond the documents to make a connection to suburbanization) • <i>“Betty Friedan’s book The Feminine Mystique helped articulate a concern about the role of White women in the suburban families encouraged by economic growth.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about gender)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • 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. 		

Reporting Category	Scoring Criteria	
Row D Analysis and Reasoning (0-2 points)	Sourcing	
	0 points Does not meet the criteria for one point.	1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
Decision Rules and Scoring Notes		
Responses that do not earn this point: <ul style="list-style-type: none"> Explain sourcing for less than three 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 to the point of view, purpose, historical situation, and/or audience. 	Responses that earn this point: <ul style="list-style-type: none"> 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 three documents sourced. 	
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 <ul style="list-style-type: none"> “The intended primary audience for Document 3 was most likely female magazine readers.” Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience <ul style="list-style-type: none"> “The historical situation with Document 1 is that it explains many of the benefits provided under the G.I. Bill of Rights.” 	Example of acceptable explanation of the relevance of the author’s point of view: <ul style="list-style-type: none"> (Document 7): “The journalist’s use of terms like ‘slice through,’ ‘wipe out,’ and ‘pounded into rubble’ indicates that he believes that federal highway policy was unjust and destructive. As a journalist he may reflect a larger concern about the unequal impact of economic growth in this period. (Provides sourcing regarding the point of view of the document relevant to an argument that addresses race and inequality) Example of acceptable explanation of the relevance of the author’s purpose: <ul style="list-style-type: none"> (Document 2): “The purpose of Document 2—restricting property sales by race and ethnicity—demonstrated the larger inequality in postwar economic expansion.” (Provides sourcing regarding the purpose of the document relevant to an argument that addresses the growth of a middle class and/or race and inequality) Example of acceptable explanation of the relevance of the historical situation of a source: <ul style="list-style-type: none"> (Document 1): “Because Document 1 emerged from the historical situation of World War II, it reflected the way that military experience and benefits created new opportunities for veterans.” (Provides sourcing regarding the historical situation of the document relevant to an argument that addresses the growth of a middle class) Example of acceptable explanation of the relevance of the audience: <ul style="list-style-type: none"> (Document 3): “Because Document 3 was most likely aimed at an audience of female magazine readers, it helped shape gender norms of domesticity in the 1950s.” (Provides sourcing regarding the audience of the document relevant to an argument that addresses gender issues in a period of economic growth) 	

Row D (continued)	Complexity	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes		
	<p>Responses that earn this point: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables. • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects. • Explaining relevant and insightful connections within and across periods. • Confirming the validity of an argument by corroborating multiple perspectives across themes. • Qualifying or modifying an argument by considering diverse or alternative views or evidence. <p>Demonstrating complex understanding might include any of the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The response argues that economic growth led to great changes in United States society by encouraging migration. The response corroborates that argument with evidence of multiple migration patterns that included a variety of Americans. Evidence is provided for the migration of middle-class Americans to the suburbs, African Americans to northern cities, and the Sunbelt migration of the 1970s. The response demonstrates that while the motivations and destinations of the migrants differed, each migration was related to the economic growth of the period. • The response argues that sustained economic growth changed United States society through more widespread prosperity and an increase in the standard of living. It then qualifies that argument with evidence about the persistence of poverty. • The response argues that economic growth changed United States society through the growth of the middle-class. It then modifies the argument using evidence about Cold War politics to show that spending on the military and economic recovery abroad, driven by anti-communist ideology, was the origin of post-war economic prosperity and therefore the root cause of societal change. 	
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • This demonstration of complex understanding must be part of the argument, not merely a phrase or reference. 	

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. Franklin D. Roosevelt’s statement on signing the GI Bill of Rights, June 22, 1944	<ul style="list-style-type: none"> Describes educational benefits available to veterans Describes loan guarantees available to veterans 	<ul style="list-style-type: none"> Roosevelt’s statement reflected the ways that military experience during and after the Second World War and military benefits created new opportunities for veterans. (situation) By reaching out to veterans, the document helped create a culture of supporting the military and including veterans in civic and economic life. (audience)
2. Property deed to the McIntosh family for a home in Seattle, Washington, 1947	<ul style="list-style-type: none"> Document about property ownership Delineates restrictions on sale of property, barring African Americans and Asians from buying it Restricts residency in property, barring African Americans and Asians 	<ul style="list-style-type: none"> A purpose of the deed was to restrict property sales by race and ethnicity, demonstrating the larger inequality in postwar economic expansion. (purpose) As a legal document, this deed was superficially neutral but in fact reflected institutionalized racial assumptions of the era that limited prosperity beyond White middle-class Americans. (point of view)
3. “This is How I Keep House,” McCall’s magazine, 1949	<ul style="list-style-type: none"> Describes example of a woman planning to organize home months in advance of baby being born States that the female author’s greatest joy in her new home is the washing machine, which allows to have clean laundry States that the author saves time by planning and cooking meals in advance. Allows her to have social activities with guests 	<ul style="list-style-type: none"> Being written during early stages of mass suburbanization in 1949, this article reflected ideals for women and families at the time. (situation) The article helped shape gender norms of domesticity in the 1950s by being aimed at an audience of (most likely) White wives and mothers. (audience)
4. Automobile advertisement, 1950	<ul style="list-style-type: none"> Describes how many Americans now own two fine cars Describes various options among cars Encourages people to test drive cars today 	<ul style="list-style-type: none"> By encouraging people to buy automobiles, the advertisement promoted consumption and consumerism. (purpose) Because the advertisement was created during the height of economic growth in the 1950s, it reflects a larger idea that consumption, consumerism, and ownership provide satisfaction. (situation)
5. William H. Whyte, Jr., <i>The Organization Man</i> , 1956	<ul style="list-style-type: none"> Describes people—men—who not only work for organizations (mainly corporations) but have also adopted the values of these organizations Describes “organization men” talking about lack of control in their lives, though not necessarily perceiving this as a problem 	<ul style="list-style-type: none"> Because the document described a condition experienced by many white-collar workers between 1940 and 1970, it reflected the way that many workers—mostly men—prioritized work and companies over families and personal lives. (situation) The excerpt analyzed and critiqued the way that people gave over ideas and values to companies and suggested that this was a cultural problem. (purpose)

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<p>6. Interstate and Defense Highways map, as of June, 1958</p>	<ul style="list-style-type: none"> • Map depicting extent of interstate highways in 1956 • Highways cross the country but are denser in North and East 	<ul style="list-style-type: none"> • In the 1950s, highways were built in order to facilitate transportation, access to suburbs, and civil defense in the event of a military conflict. (situation)
<p>7. A. Q. Mowbray, journalist, <i>Road to Ruin</i>, 1969</p>	<ul style="list-style-type: none"> • Describes proposed freeway system in the city of Nashville, Tennessee • Describes how freeways would go through predominately African American section of the city, demolishing homes and businesses and displacing residents 	<ul style="list-style-type: none"> • The journalist’s use of terms like “slice through,” “wipe out,” and “pounded into rubble” indicated that he believed that federal highway policy was unjust and destructive. As a journalist he may reflect a larger concern about the unequal impact of economic growth in this period. (point of view) • Highway construction such as that in Nashville that demolished urban neighborhoods was typical of other cities between 1940 and 1970, including New York City. (situation)

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

~~Migration was also a large part of the typical middle class family.~~ In Document 5, Whyte speaks of the middle-class suburbs as living in a binding society in which they are expected to live within social norms. One reason of this ~~and~~ conformity ~~a~~ could be ~~a~~ a result of the ongoing Red Scare and Cold War. As ^{Joseph} McCarthy enhanced fears by constantly pointing alleged Communists out, who were punished and arrested, middle-class and other people feared that the same would happen to them. Because of this, society emphasized conformity.

Migration also occurred greatly during this time. Returning soldiers were granted opportunities for better education, jobs, and housing through the GI Bill (Document 1). This allowed returning soldiers and their families to move to suburbs such as Levittown. Also, this migration to the Sunbelt region was made possible by the National System of Interstate and Defense Highways (Doc. 6). The historical situation for this is, as the Cold War continued as well as consumerism and the increased production of vehicles, Eisenhower developed the interstate system both as a possible way to transport the military and nuclear weapons faster and for more efficient transportation.

Minorities were still unable to have access to all of these new economic opportunities and continued to be discriminated against by society. In Document 2, the property deed states that no minorities such as African or Asian Americans would be allowed to own or live in the property. Also, as one of the interstate routes ran right through an African American community, all of the homes, businesses, and churches would be either destroyed or isolated. ^(Document 4) This shows how rampant discrimination continued to be a problem for African Americans and other minorities, whose whole communities were

Mandatory
Question 1

Question 2

Choose one
Question

Question

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destroyed. ~~Even~~ Even after the Double V campaign that encouraged African Americans to fight in World War II ^{and fight} to end racism, it would still be a while before the troops would be desegregated. Also, televisions only showed off white middle class culture on television shows ^{such as The Andy Griffith Show,} so minorities were never able to see themselves displayed in ^{American} culture.

Even though ^{many} Americans experienced ~~the~~ economic opportunities such as mass consumerism and migration that contributed to ~~the~~ ^{conformity} among the middle classes, minority groups continued to be discriminated against in American society and prevented ~~to~~ from experiencing as many economic opportunities. However, the suppression of minorities' civil rights would give way to the Civil Rights Era, in which African Americans, such as Martin Luther King Jr. and other minority groups would rise up ~~to~~ for an end to Jim Crow laws, segregation, and discrimination. Other minorities such as Native Americans, Asian Americans, and Latinos ~~would~~ would also rise up and demand equal rights.

Mandatory
Question

Question

Choose one
Question 3

Question 4

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

Prior to the economic growth in the mid-20th century, the United States experienced the worst economic depression in its history. Banks failed and unemployment skyrocketed. It wouldn't be until the 1930s, when President Roosevelt implemented his Deal Programs, that the American economy would display signs of progress. FDR's programs were based on more government intervention in the economy to increase availability of jobs. ~~The~~ more New Deal programs passed through Congress, and American consumers stopped buying on credit, the American economy began to grow. From 1940 to 1970, ~~the~~ economic growth changed American society drastically. Revival of the American economy led to the rise of consumer culture among the rich and an increase in the racial segregation in major cities for the poor. Considering the impact of the 1940s economic growth on both classes of citizens (the rich and poor), it is evident that economic growth changed American society to a great extent.

Throughout the Great Depression, wealthy Americans stored their money and limited their spending. The Depression was alarming to many upper-class citizens which made them nervous and critical of their purchases. The economic growth of the 1940s put an end to this reluctance. Document 3, an article from McCall's magazine, discusses the benefits of consumer goods in the household. The author writes, "one of Helen's greatest joys in her new home is the washing machine." The purpose of this document is to highlight the importance of new, various household technologies. The article uses the story of a mother

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4



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

to show how new consumer goods can be extremely beneficial to American families. The document proves how wealthy Americans are coming out of the shell they developed in the Great Depression. It shows that the rich are now buying a "washing machine", "refrigerator", and a "television" which contradicts their prior habits of limiting spending to only necessary items. The economic growth of the 1940's changed American society greatly in means of ~~consumption~~ luxury consumption. To further advance this point, document 4, an Automobile advertisement, states "Now thousands own two fine cars!" The document is targeted for upper/middle-class Americans as it depicts a couple dressed nicely with a dog. The advertisement proves that the previous hesitant buying patterns are thrown out the window. People are buying two cars as a result of the revival of the economy. In the 1940's and 50's, wealthy Americans changed their consumption greatly after the economy began to rise, but they were not the only group affected by this growth.

With the economy becoming less of an issue for Americans, society faced increased segregation and discrimination. As the government gradually ~~started~~ obtained more money for funds, the highway system began to expand. This highway system enabled local government officials to discreetly harm the minority community. Document 6 is a map of the National system of Interstate and Defense Highways in 1958. It shows that each major highway intersects with another in ~~a~~ large cities. It is important to understand that, at the time, the vast majority of homeless and

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

Poor citizens resided in urban areas. ~~The purpose of this map is to~~
 Meaning, the purpose of this map is to illustrate how the National highway system cuts through the areas with the largest amount of minority communities. Document 7 can be used to further understand the importance of this. Document 7 is an excerpt from journalist A.Q. Mowbray which states that highways are being built in the city of Nashville, "wiping out all the Negro-owned businesses." This document proves that the interstate highway system is cutting through Negro communities and physically segregating them by a road. Highlighting the numerous impacts ~~of~~ of highways on minority communities, this document is strongly against the interstate system and is attempting to expose the negative effect it has on minorities. After the economic growth of the 1940s, ~~the~~ society began to see segregation in the form of infrastructure. Highways were used as a means to separate and damage minority communities, meaning that more highways resulted in more separation.

The economic growth from 1940 to 1970 caused societal changes for both upper class and lower class citizens. Wealthy Americans ~~the~~ indulged in consumer culture while poorer Americans were being divided by highways. Considering its impact on Americans across the board, it is clear that the economic growth of the 40s to 70s changed United States society immensely.

Mandatory Question 1 Question 2 Question 3 Question 4

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

During 1940-1970 there has been big changes in our Society in the United States. There were developments of machines and tools to help we live better, more relaxing, lifestyle. Economic growth has led to these changes by providing wealth, and transportation, ~~asset~~ which led to easy lifestyle.

Economic growth has provided wealth to our Society, which helped with individual's personal issues. Evidence from document one states, "[This bill] gives Servicemen and women the opportunity of resuming their education over training... without tuition a charge up to \$500 a year, but with the arrangement to receive monthly living allowance while pursuing their studies." Another detail from document 3 states, "One of Helen's greatest joys in her home is the washing machine, which takes care of the family's regular laundry... we don't use many dishes so it's just as relaxing for me for the guests." This detail actively demonstrates that because ~~because~~ of the wealth provided, the government could afford to make better lifestyles for the Society. As a result, people were satisfied, and peaceful.

Economic growth has provided transportation which also led easy lifestyles. Evidence from document 6 displays the construction of highways and lanes to get from place to place. This led to the

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

development of ^{but} cars that is stated in document 4.
 "With the ~~amplified~~ ^{but} continued over dome combustion
 chambers any other the 100 h.p V-8 and the 9.5 h.p. Six
 gives the high compression performance on gas...
 Your choice of fabric-and-leather or all-leather upholstery
 and 11 different body colors." These details illustrate how
 transportation to comfort, and ~~an~~ ^{an} easy lifestyle to
 Society. As a result, Economic Growth ~~gave~~ ^{gave} Society a
 chance at happiness.

However it can be argued that Economic Growth did
 separate Society because of racism. Details from document
 2 states, "no part of ~~land~~ ^{land} property shall ever be used
 or occupied by any person of any Asiatic, Negro, Hawaiian,
 or Malay race, or any person of extraction ~~and~~ ^{and} descent of
 any such race..." Another piece of evidence from document 7
 entails, "... where it would wipe out negro homes and
 churches, ... wiping out all the negro-owned complex... wiping
 out the negro-owned businesses on one side of the street
 and isolating those on the other side." These details actively
 display the separation Economic growth had on Society.
 As a result, there was fight for equity, and the end
 of ~~an~~ ^{an} segregation.

To conclude, Economic Growth has led to the ~~an~~ ^{an} health ~~and~~ ^{and}
 and transportation change in the U.S. Society from 1940-1970.
 This change has ~~helped~~ ^{helped} ~~evolved~~ ^{evolved} Society in good

Mandatory
Question 1



Question 2



Choose one
Question 3



Question 4



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

and bad ways. As much as it brought peace,
it brought separation, and racial tension.

Question 1 — Document-Based Question

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

Overview

- This question required students to evaluate the extent to which economic growth impacted United States society between 1940 and 1970. The content tests Period 8 of the course framework, focusing both on government efforts to encourage economic growth, as well as the social effects of an expanding economy and technological innovations.
- The intention of the question was to determine if students could defensibly evaluate the extent to which economic expansion transformed the lives of Americans but also limited opportunities for others. The most frequent historical development to contrast with this economic affluence was continued discrimination against minority groups. The question allowed for flexibility in approach. Responses could address the role the federal government played in economic development, the impact of new technologies on Americans’ lives, the Civil Rights movement, the growth of suburbanization and affluence, and the resulting effects of these developments. Responses could also take a chronological approach by discussing the end of the Second World War and its impact on the economy; the suburbanization of white, middle class Americans; the beginnings of the Civil Rights movement; and the white flight from United States cities throughout the 1960s.
- The documents encouraged students to discuss issues of governmental support of a postwar economy, the increase of consumerism, the growth of the middle class in the suburbs, the maintenance of typical gender roles, technological innovation, and the disparity between white and non-white populations.
- This question primarily focused on continuity and change, contextualization, analyzing primary sources, and argument development.
- This question primarily addressed Topics 8.4, 8.5, 8.6, and 8.10.

Sample: 1A

Thesis/Claim: 1

Contextualization: 1

Evidence: 3

Analysis and Reasoning: 2

Total Score: 7

A. Thesis/Claim (0–points): 1

The response earned 1 point for the thesis. The response provides a historically defensible claim that establishes a line of reasoning in the last sentence of the opening paragraph: “From 1940 to 1970, although many Americans were able to experience new economic opportunities such as mass consumerism and migration that led to mass culture experienced by them, minorities such as African Americans continued to be discriminated against and still lacked the opportunities to experience this.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the opening paragraph, the response explains the broader historical context by addressing Franklin Roosevelt’s New Deal and its attempts to “bring the United States out of the Great Depression” and then acknowledges that the Second World War led to “mass mobilization, production, and federal spending that immediately brought America out of the Great Depression.”

Question 1 — Document-Based Question (continued)

C. Evidence (0–3 points): 3

Evidence from the Documents

The response earned 1 point for effectively using the contents of Documents 3, 4, 5, 1, 6, 2, and 7 to support the thesis/claim of increased mass consumerism and movement in the country that also increased segregation and discrimination against African Americans.

The response earned 1 point for using evidence to support an argument in response to the prompt. Documents 3 and 4 are used to offer support for a rise in postwar consumerism and mass production in the 1950s. The response also uses Document 5 to support the argument that middle-class suburbs created “binding” societal norms as a result of the Red Scare. Documents 1 and 6 are used to support the argument that migration occurred as a result of government programs. Documents 2 and 7 are used to support the argument that there was persistent discrimination and limited economic opportunities for minority groups.

Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents. The response has a variety of historical evidence ranging from Levittowns and the Sun Belt to the Double V campaign and the Red Scare/McCarthyism.

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

Document Sourcing

The response earned the point for document sourcing for at least three documents. In Document 3, the response identifies the intended audience as mothers and housewives, which is relevant to the argument that mass production of goods allowed Americans access to new goods. Supporting the same argument, the response also accurately identifies the intended audience of Document 4 as white, suburban members of the middle class. The response identifies the historical situation for Document 5, supporting the argument that society emphasized conformity as a result of the Red Scare and the Cold War. The response identifies the historical situation of Document 6 as during the Eisenhower administration and the Cold War, which supports the argument that the interstate highway system was built to both transport weapons and make human travel more efficient.

Demonstrating Complex Understanding

The response earned the point for demonstrating a complex understanding as it uses evidence to qualify how the Cold War policies had implications on racial tensions. There is sophistication as the response connects both the conformity of the suburbs as a byproduct of Cold War tensions to McCarthyism and the Red Scare. Additionally, the response acknowledges continued racism after the Double V campaign in the Second World War.

Question 1 — Document-Based Question (continued)

Sample: 1B

Thesis/Claim: 1

Contextualization: 1

Evidence: 1

Analysis and Reasoning: 1

Total Score: 4

A. Thesis/Claim (0–1 points): 1

The response earned the point for the thesis because the last two sentences of the opening paragraph state, “The revival of the American economy led to the rise of consumer culture among the rich and an increase in racial segregation in major cities for the poor. Considering the impact of the 1940s economic growth on both classes of citizens (the rich and the poor), it is evident that economic growth changed American society to a great extent.”

B. Contextualization (0–1 points): 1

The response earned the point for contextualization because the opening paragraph describes the broader context of the Great Depression and Roosevelt’s New Deal to stimulate economic growth.

C. Evidence (0–3 points): 1

Evidence from the Documents

The response earned 1 point for using evidence from the documents because the response uses Documents 3, 4, 6, and 7 in addressing the topic of the prompt.

The response did not earn a point for supporting an argument with at least six documents because it only uses four documents to support an argument. The response uses the content of Documents 3 and 4 to support the argument that an increase in consumerism resulted after a period of limited spending because of the Great Depression. In addition, the response uses the content of Documents 6 and 7 to support the argument that society faced increased segregation and discrimination.

Evidence Beyond the Documents

The response did not earn the point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt.

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

Document Sourcing

The response earned 1 point for document sourcing because it accurately explains the purpose of Document 3 by connecting the discussion of access to new innovations and technologies with the increase in consumerism because of more wealth after the war. Furthermore, the response explains the intended audience of Document 4 by illustrating how advertisements such as this one were aimed at the growing middle class due to its access to more disposable money in this period. The response accurately describes the historical situation of

Question 1 — Document-Based Question (continued)

Documents 6 and 7 when it explains that the construction of the national highway system isolated minority groups and demolished urban areas historically dominated by these same groups of people.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding because the response does not use evidence to corroborate, qualify, or modify its argument. The response provides a straightforward approach in its answer to the prompt, without demonstrating the nuance or complexity required to have earned a point in this category.

Sample: 1C

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned the point for thesis by responding to the prompt with a historically defensible claim that establishes a line of reasoning in the first paragraph: “During 1940–1970 there has been big changes in Society in the United States. There were developments of machines and tools to help live a better, more relaxing, lifestyle. Economic growth has led to these changes by providing wealth, and transportation, which led to easy lifestyle.”

B. Contextualization (0–1 points): 0

The response did not earn the point for contextualization because it did not attempt to describe a broader historical context relevant to the prompt.

C. Evidence (0–3 points): 1

Evidence from the Documents

The response earned 1 point for using evidence from the documents because the response accurately describes Documents 2, 3, 4, and 6. The response merely quotes Documents 1 and 7.

The response did not earn a point for supporting an argument with at least six documents. The response simply quotes Documents 1, 2, and 7. The response attempts argument support with Document 3 by connecting it to the idea of wealth providing better lifestyles through access to new products, like the washing machine. Furthermore, the response attempts to support, with Documents 4 and 6, the argument that transportation developments in the highway system and newer cars “led to comfort, and easy lifestyle to society.”

Question 1 — Document-Based Question (continued)

Evidence Beyond the Documents

The response did not earn the point for using at least one additional piece of specific historical evidence that relates to an argument about the prompt. There is no attempt to provide evidence beyond the documents.

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

Document Sourcing

The response did not earn the point for sourcing because it does not attempt to explain for at least three documents how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding because the response does not use evidence to corroborate, qualify, or modify its argument. The response provides a straightforward approach in its answer to the prompt without demonstrating the nuance or complexity required to have earned a point in this category.