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AP[®]

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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timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 Billington’s and Schwantes’s historical interpretations of the American West. **1 point**

Examples that earn this point include the following:

- Billington emphasizes the agricultural expansion of the frontier, while Schwantes emphasizes wage labor in western lands.
- Billington emphasizes the importance of farmers in settling the frontier, while Schwantes emphasizes the importance of wageworkers in frontier expansion.
- Billington argues that farmers were central to settling the American West, and the frontier was generally closed to workingmen because they did not have the necessary skills, while Schwantes claims that wageworkers played a significant role by providing their manual labor and creating an area of transition between the growing industrial sector and western lands.
- Billington argues that most industrial workers did not have the skills to be successful in the West, while Schwantes claims that many industrial workers were employed in the region.
- Billington expresses the romanticized view of the rugged individual settling the West, while Schwantes indicates that industrial wagework in the West required lots of workers and connections with industrial centers in the East.

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- (B)** Briefly explain how one historical event or development in the period from 1848 to 1898 that is not explicitly mentioned in the excerpts could be used to support Billington’s interpretation. **1 point**

Examples that earn this point include the following:

- The passage of the Homestead Act encouraged many individuals to move into frontier regions to establish farms, which supports Billington’s claim that farmers and ranchers were the primary groups spurring westward expansion.
 - The requirements of the Homestead Act granted farmers 160 acres of land for free, but they needed to improve the land. Homesteaders would have to build a shelter, would have to plant trees, and would have to fence off property with barbed wire.
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This supports Billington’s claims because these tasks would not be easy for an untrained industrial worker.

- The creation of political organizations in support of farmers’ interests, like the Grange movement in the late nineteenth century, reinforces Billington’s assertion of the West being defined primarily by agricultural interests.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- African American Exodusters
- Populist Party
- Innovative farming techniques

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- (C)** Briefly explain how one historical event or development in the period from 1848 to 1898 that is not explicitly mentioned in the excerpts could be used to support Schwantes’s interpretation. **1 point**

Examples that earn this point include the following:

- The miners in the California Gold Rush supports Schwantes’ claim that wage workers were prevalent in the western frontier.
- The demand for unskilled laborers in the construction of the Transcontinental Railroad reinforces Schwantes’ argument about the demand for wage laborers in the West.
- The establishment of “Boomtowns” around resource extraction like logging helps to support Schwantes’ argument that western settlements looked like factory towns in the East.
- Cowboys herded cows to towns that processed meat and shipped it away from the West, which supports Schwantes’ argument that western wage work was closely tied to supplying eastern industrial demands.
- Ranchers would have hired a lot of men to watch and guide the cattle towards their destination, usually the Railroad. These hired hands would be an example of what Schwantes terms “wagework.”
- The railroads provided the connection to markets for the western industry to succeed and form jobs for wage workers.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Canning industry
- Labor by Chinese workers

Total for question 1 3 points

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 the point of view of the excerpt. **1 point**

Examples that earn this point include the following:

- Langston was a free African American community leader supporting the interests of the Black community in Ohio.
- Langston believed that free African Americans like him deserved political representation.
- The author claims that it is against the founding principles of the nation to limit suffrage rights.

(B) Briefly explain how one specific historical event or development between 1783 and 1854 led to developments such as that depicted in the excerpt. **1 point**

Examples that earn this point include the following:

- The creation of the United States Constitution established ideals for representation that the government did not always live up to; this motivated calls for reform.
- In the early nineteenth century, access to suffrage expanded for most White men but not for women and non-White men. This injustice motivated people like Langston to call for expanded voting rights.
- The Second Great Awakening fueled a range of reform movements that advocated for expanding people's rights, such as Black citizenship.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Gradual emancipation in the North
- The role of the market revolution in reform
- Growth of the antislavery movement
- Westward migration

- The role of Frederick Douglass
- Sectional crisis events
- The influence of Seneca Falls

(C) Briefly explain how one specific historical event or development between 1854 and 1877 resulted from developments such as that depicted in the excerpt. **1 point**

Examples that earn this point include the following:

- Activism by African Americans like Langston intensified sectional debates over the morality and legality of the practice of slavery.
- Following the Civil War, suffrage rights like those called for in the document were expanded through constitutional amendments.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Growth of the antislavery movement [can be used effectively for tasks B and C if appropriate elaboration is provided]
- Growth of the Republican Party
- Emancipation Proclamation
- Westward migration [NOTE: Exodusters are out of date range (1879)]
- Ratification of the 15th Amendment
- Ku Klux Klan and the backlash against African Americans' right to vote
- Civil War as it relates to African American rights
- The role of the Freedmen's Bureau

Total for question 2 3 points

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.

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- (A) Briefly describe one way that one Native American society adapted to its environment prior to European contact. **1 point**

Examples that earn this point include the following:

- Great Plains Indians primarily relied on the American buffalo/bison for their survival as a source of food.
- Mohawks and other Iroquois nations adapted to their environments by becoming semi-sedentary hunters, gatherers, and agriculturists.
- Pueblo Indians built irrigation systems and adobe houses to address the arid conditions of what would become the Southwestern United States.
- Native Americans in the Pacific Northwest built canoes, totem poles, and plank houses using the vast amounts of trees in the region.
- Cherokee Indians relied on the fertile soil and temperate climate in the Southeast to engage in “three-sister farming.”
- Members of the Iroquois Confederacy used the vast amounts of trees to build long houses and access to rivers to fish and trap animals for their furs.
- The people of the Aztec and Inca empires built sedentary civilizations, utilizing the productive soil with plenty of water to build agricultural societies that produced enough wealth to build large marketplaces and urban infrastructures.
- Groups like the Cherokee relied heavily on corn, fish, bison/buffalo, and maintaining important generational knowledge about the environment for survival.
- Some Native American groups, particularly in the Great Lakes region, built extensive networks of earthen mounds for cultural and religious purposes.
- Aztecs altered the physical environment to make areas more habitable by creating floating gardens (chinampas).
- Eastern woodlands peoples altered the physical environment to make areas more habitable by burning forests to maximize hunting conditions.
- Terraced agriculture was used by the Inca in Peru due to the mountain ranges.

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- (B)** Briefly explain one similarity in how Native American societies in two regions adapted to European contact from 1492 to 1763. **1 point**

Examples that earn this point include the following:

- Native American societies in the Northeast and Southwest welcomed European contact but then began to resist in order to preserve their lands and way of life.
- Groups in both the Great Plains and the Great Basin adapted their societies to center around access to horses introduced by Europeans.
- Native American societies in both New England and Middle colonies adopted guns, hatchets, copper kettles, and other manufactured items into their societies once they made contact with Europeans.
- Native American societies in French Canada and in the Middle colonies formed larger alliances with other Native American tribes in order to protect themselves from European invasion of their land.
- Algonquin and the Cherokees established extensive trade connections and networks with Europeans, ranging from rum to clothing.
- Both the Huron and Iroquois traded with the Europeans to get weapons so they could fight their enemies.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Aztec, Inca, Pueblo, Zuni, and Hopi resistance
- Native American alliances during the Seven Years' War
- Pocahontas from Powhatan and La Malinche from Aztec

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- (C)** Briefly explain one difference in how Native American societies in two regions adapted to European contact from 1492 to 1763. **1 point**

Examples that earn this point include the following:

- Some Native American societies responded through peaceful trade relations, such as in French Canada, compared to aggressive resistance, such as in some of the English colonies.
- Within French Canada Native American societies integrated French culture, whereas within New Spain, some Native American societies maintained sovereignty.
- The Plains Indians adapted European horses for hunting, while the groups in the Northeast continued to live by farming despite contact with Europeans.
- The Iroquois Confederacy made war on neighboring Indian groups to compensate for losses due to diseases introduced by Europeans (i.e., “mourning wars”), while Wendats (Huron) allied with the French.
- Some members of the Aztec elite entered into marriages with Europeans, while other tribes like the Pueblo refused assimilation.

Total for question 3 3 points

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.

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- (A)** Briefly describe one way reform movements responded to economic conditions from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- Progressive reforms called for government regulation of business.
- The power of railroads over farmers contributed to the rise of the Populist Party.
- The Populist Party advocated for economic reforms to address concerns of farmers.
- The rise of industrial capitalism and resulting issues such as poor working conditions and long hours contributed to the establishment and expansion of labor unions, such as the American Federation of Labor (AFL) in steel and other industries.
- Economic hardship among immigrants inspired the settlement house movement.
- Sanitation issues caused by urbanization and industrialization contributed to the emergence of groups that sought to establish and enforce public health measures.
- The exclusion of African Americans from many economic opportunities led organizations such as the NAACP to advocate for political and social change.

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- (B)** Briefly explain one similarity in how two reform movements attempted to change United States society in the period from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- Women activists and African American reformers attempted to expand suffrage.
 - Both Populists and Progressives sought to regulate big businesses and redefine the role played by the government in the economy.
 - Settlement house workers and temperance activists believed that women's distinctive qualities and political culture could cleanse society.
 - Social Gospel and Gospel of Wealth advocates wanted to improve American society by tackling poverty and other urban problems.
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- Union members and Populists both tried to get the government to regulate corporations in order to address economic problems.
- The Hull House/settlement house movement, led by Jane Addams, and the woman suffrage movement led by Susan B. Anthony, Elizabeth Cady Stanton, and others both advanced the leadership potential and political priorities of American women.

Examples that earn this point might include the following, if appropriate elaboration is provided:

- Anti-lynching and anti-big business movements calling for government action

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- (C)** Briefly explain one difference in how two reform movements attempted to change United States society in the period from 1880 to 1920. **1 point**

Examples that earn this point include the following:

- The temperance movement tried to get rid of alcohol, but the suffrage movement wanted the vote for women.
- Social Gospel advocates argued churches had a moral obligation to address social ills, while Gospel of Wealth advocates believed that the rich had an obligation to serve society and the less fortunate.
- The labor union and Social Gospel movements of the late nineteenth century both addressed social problems related to economic inequality in the Gilded Age. Yet, the two movements had very different solutions. Whereas labor unions fought for higher wages, better workplace safety, and other material benefits, Social Gospel leaders advocated for Christian-based cultural reforms to address poverty and other social ills.
- Preservationists and conservationists both cared about the environment and natural resources, but to different degrees. Preservationists wanted to limit human impact on large areas of the environment, while conservationists wanted to regulate the use of natural resources through long-term management.
- While both advocated for African American civil rights and social improvement, Booker T. Washington asserted that African Americans could still achieve change while accommodating segregationist policies, while W. E. B. DuBois argued that an improved place in society could not be achieved until segregation was eliminated.
- Artists and commentators of the Social Gospel during the Gilded Age suggested a new vision of economics and society, while Progressive Era reformers pushed for a more technical and efficient government.

Examples that earn this point might include the following if appropriate elaboration is provided:

- Progressives vs. Populists
- Industrial education vs. Talented Tenth
- National American Woman Suffrage Association supported the First World War, but Alice Paul's Congressional Union opposed the war

Total for question 4 3 points

Question 1: Document-Based Question, Early American Identity

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 the United States developed a national identity between 1800 and 1855.

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 the United States developed a national identity between 1800 and 1855. 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 United States got a nation because George Washington beat the British during American Revolution.”</i> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Americans began to think of themselves as one nation after 1800.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“The United States developed a national identity between 1800 and 1855.”</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>“During the first half of the 19th century, Americans were able to develop a unified national identity to a large extent. Specifically, by drawing distinctions against the British after the War of 1812 and identifying uniquely American national values, the U.S. started to move away from seeing itself primarily as a collection of states.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“The U.S. was developing a unified national identity by embracing the ideals of the founding documents, individuality, and voting rights.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“After 1800, the United States developed a national identity by continuing to break away from British identity.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization (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		
<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>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to how the United States developed a national identity between 1800 and 1855.
<p>Examples that do not earn this point:</p>		
<p>Provide a passing phrase or reference</p> <ul style="list-style-type: none"> • <i>“Americans had Transcendentalism.”</i> 		<p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p>
<p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“Fighting the Nazis made people feel really proud to be American.”</i> 		<ul style="list-style-type: none"> • Anglicization during the colonial era • American Revolution • Declaration of Independence • Ratification of the United States Constitution • Second Great Awakening • Jacksonianism • Native American dispossession • Growth of slavery • First and Second Party Systems • Market revolution • Domestic ideals/separate spheres • Immigration from Ireland and central Europe • Reform and utopian movements • Kansas-Nebraska Act • Civil War
<p>Examples of acceptable contextualization:</p>		
<ul style="list-style-type: none"> • <i>“During the late 1790s and early 1800s, conflicts over neutral trading rights and impressment with France and Great Britain, contributed to debates about U.S. foreign policy leading to questions about the young country’s place in the world.”</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 the United States developed a national identity between 1800 and 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 <ul style="list-style-type: none"> (Document 1) <i>“The growth in popular political participation by White men was a common experience across the United States between 1800 and 1850, especially in new western states founded by White migrants.”</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 5): <i>“Maria’s Stewart appeal to the example of figures such as George Washington in order to attack slavery shows the spread of common national heroes among diverse groups of Americans, such as free African Americans.”</i> (Uses evidence from Document 5 to support an argument about the spread of a common American national identity) (Document 4): <i>“The drafting of the Cherokee Constitution, through which the Cherokee nation sought to protect its sovereignty against incursions by the United States, shows that not all people living within the United States identified with an American nation, and many Native Americans preferred to remain separate in their own tribal groups.”</i> (Uses evidence from Document 4 to support an argument about the limitations of the spread of American national identity) 	
Additional Notes: <ul style="list-style-type: none"> To earn 2 points, the response does not have to use the six documents 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 the United States developed a national identity between 1800 and 1855. <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following if appropriate elaboration is provided:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Star-Spangled Banner • Era of Good Feelings • James Monroe • American System • Henry Clay • National Road • Erie Canal • Railroads • Noah Webster/<i>American Dictionary</i> • Washington Irving • Nathaniel Hawthorne • Edgar Allen Poe • James Fenimore Cooper • Indian Removal Act/Trail of Tears • Transcendentalism • Romanticism </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • “Self-Reliance” • Henry David Thoreau/<i>Walden</i> • Hudson River School • “Burned-over-district” • Charles Granderson Finney • Mormonism • Manifest Destiny • Mexican-American War • Southern regional culture /the “peculiar institution” • Revolts by enslaved people (Nat Turner, Denmark Vesey) • Abolitionism • Nullification crisis • John C. Calhoun • Declaration of Sentiments/Seneca Falls Convention </td> </tr> </table> <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“The writings of James Fenimore Cooper, focusing on the experiences of colonial-era frontiersmen, helped develop a sense of a common national heritage and character.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how literature contributed to the idea of a common national identity shared by all Americans) • <i>“The Erie Canal helped to link Americans in the Northeast and the Midwest, especially through increased commercial interactions like the grain trade, which contributed to the growth of regional connections.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how increased commercial connection contributed to the growth of national identity) 	<ul style="list-style-type: none"> • Star-Spangled Banner • Era of Good Feelings • James Monroe • American System • Henry Clay • National Road • Erie Canal • Railroads • Noah Webster/<i>American Dictionary</i> • Washington Irving • Nathaniel Hawthorne • Edgar Allen Poe • James Fenimore Cooper • Indian Removal Act/Trail of Tears • Transcendentalism • Romanticism
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<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				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn this point:</p> <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. <p>Examples that do not earn this point:</p> <p>Identify the point of view, purpose, historical situation, and/or audience, but do not explain how or why it is relevant to an argument</p> <ul style="list-style-type: none"> • <i>“In Document 4, the situation was like this, the United States was taking a bunch of Cherokee land and they were mad.”</i> <p>Summarize the content of the document without explaining the relevance of this to the point of view, purpose, historical situation, and/or audience</p> <ul style="list-style-type: none"> • <i>“In Document 3, James Madison said that the United States needs internal improvements.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <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. <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> • (Document 5): <i>“Stewart’s perspective as a free African American woman, especially her appeal to national heroes such as George Washington, shows the growth of national identity across different groups in the United States beyond White Americans.”</i> (Provides sourcing regarding the point of view of the document relevant to an argument that addresses the spread of national identity to different ethnic and racial groups.) <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> • (Document 2): <i>“In seeking to rally the country to war in 1812, Congress’ purpose was to drive pro-war sentiment by appealing to the injuries inflicted on the country by Great Britain, which contributed to the growth of a sense of national identity in the United States.”</i> (Provides sourcing regarding the purpose of the document relevant to an argument that addresses the growth of national identity.) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> • (Document 3): <i>“In the early 1800s manufacturing grew as Americans increasingly produced goods for sale. 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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 the development of national identity was widespread, reaching multiple regions of the country. It corroborates that argument with relevant and insightful evidence from multiple variables such as how greater connections created by canals and railroads during the market revolution linked regions economically, culturally, and politically. • The response argues that military conflicts in North America contributed to the growth of American national identity. It then qualifies that argument with evidence that debates over how to manage new territory acquired through warfare, especially whether to allow the expansion of slavery, counteracted nationalism with sectional sentiment. • The response argues that some Americans developed a national identity through American literature. It then qualifies the argument with evidence that demonstrates the economic differences between the North and the South, noting that regional cultures led to Americans identifying more with their locality than with the nation as a whole. • The response argues that there was a limited sense of national identity in the period from 1800 to 1855 rooted in the acceptance of democratic ideals and a strong central government. It then modifies this argument with evidence that these elements of national identity actually predate 1800. The response claims that the foundations of national unity are instead found in the Revolutionary period and early republic. 	
	<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. White Male Suffrage Property Qualifications Map, 1800–1850	<ul style="list-style-type: none"> Shows dropping of property qualifications for White male suffrage Shows that most new states after 1800 never enforced property qualifications on White male voting 	<ul style="list-style-type: none"> Ideas about popular participation in republican government led to the democratization of access to voting rights for White men (situation) Increased rights for White men in the Jacksonian era often depended on restricting the rights of other groups such as women, African Americans, and Native Americans, which undermined a unified national identity (situation)
2. Congressional War of 1812 report, 1812	<ul style="list-style-type: none"> Describes causes of the War of 1812. Describes sense of nationalism inspired in Americans across regional divisions because of Great Britain’s actions 	<ul style="list-style-type: none"> Conflict between Great Britain and France after the French Revolution led to disruptions of United States commerce despite claims to neutrality and the impressment of American sailors into the British navy leading to debates about how the United States should respond (situation) As political leaders seeking national consensus, Congress sought to rally support for their declaration of war against Great Britain (point of view)
3. James Madison, annual message to Congress, 1815	<ul style="list-style-type: none"> Claims the importance of transportation infrastructure projects for the development of the United States Describes how it may be appropriate for the national government to fund some projects 	<ul style="list-style-type: none"> Although many Americans claimed the importance of internal improvements for national development, there were debates over whether the federal government should fund internal improvements more generally (situation) Madison sought to articulate to Congress the appropriate boundaries of when the federal government should intervene to support internal improvement projects that would benefit the nation as a whole (purpose)
4. Constitution of the Cherokee Nation, 1827	<ul style="list-style-type: none"> Exhibits influence of the model of the United States Constitution Declares the sovereignty of the Cherokee as a nation independent from the United States Seeks to protect Cherokee property from the United States 	<ul style="list-style-type: none"> The Cherokee nation sought to establish a government that would be recognized by the United States by modeling elements of their constitution on the U.S. constitution (purpose) As leaders of the Cherokee, the drafters of the Cherokee Constitution sought to protect the nation from United States attempts to acquire its land by establishing a government similar to that of the United States (point of view)
5. Maria W. Stewart, New-England Anti-Slavery Society speech, 1832	<ul style="list-style-type: none"> Claims that free African Americans are equal to White Americans but are given fewer opportunities Argues for action to end slavery emulating American revolutionaries 	<ul style="list-style-type: none"> The growth of slavery in the southern United States, driven by the cotton economy, contributed to the development of an abolitionist movement in the North that undermined the development of a national identity (situation) Stewart sought to convince White activists of the ability of free African Americans to improve their status by likening the African American struggle for equality to White Americans’ struggle to settle the Americas and gain independence; this provides some evidence of common ideological traditions (audience)

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<p>6. Ralph Waldo Emerson, “The American Scholar,” 1837</p>	<ul style="list-style-type: none"> • Argues against American imitation of European cultural models • Describes philosophy for American culture focused on individualism and innate knowledge and ability 	<ul style="list-style-type: none"> • American culture in the first half of the nineteenth century was influenced by Romantic ideas about the innate wisdom naturally within people and ideas about human perfectibility (situation) • Emerson was writing for scholars and intellectuals who sought to find and develop a unique American culture independent of European influences (audience)
<p>7. Reverend Samuel W. Fisher, “Female Education,” <i>Godey’s Lady’s Book</i>, 1850</p>	<ul style="list-style-type: none"> • Describes the equal abilities of men and women in pursuing education 	<ul style="list-style-type: none"> • As a religious leader espousing ideas about male and female equality, Fisher was influenced by more liberal social ideals that appealed to advocates of women’s rights; this highlights the growing reach of elements of national identity (point of view) • Fisher sought to advocate for women’s equality in education, while maintaining more traditional notions of separate gender roles for men and women (purpose)

Question 2: Long Essay Question, Population Movement to British America

6 points

General Scoring Notes

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

Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

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				
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<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>“Early explorations by Vikings helped establish a model for European settlement of the Americas between 1607 and 1754.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The 1600s and 1700s were a time of new technology and new trade routes.”</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 the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Earlier Spanish settlement of Southwest • English ambitions in 1500s to create overseas colonies • Enclosure movement in England • Protestant Reformation • European political/economic competition • Spread of Old-World diseases among Native Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The splintering of Christian churches into different denominations during the Protestant Reformation created unrest in Europe that lasted into the period of North American colonization.”</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>“Early explorations by Vikings helped establish a model for European settlement of the Americas between 1607 and 1754.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The 1600s and 1700s were a time of new technology and new trade routes.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Earlier Spanish settlement of Southwest • English ambitions in 1500s to create overseas colonies • Enclosure movement in England • Protestant Reformation • European political/economic competition • Spread of Old-World diseases among Native Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The splintering of Christian churches into different denominations during the Protestant Reformation created unrest in Europe that lasted into the period of North American colonization.”</i>
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<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					
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>			
Decision Rules and Scoring Notes						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“Hernan Cortez conquered the Aztecs to gain control of their gold.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Religious dissidents (Puritans, Quakers, Catholics) John Winthrop Mayflower Compact John Smith Jamestown Joint stock companies/Virginia Company Plantation agriculture (rice, tobacco, etc.) Headright system Glorious Revolution Fur trade Lumber, shipping, fishing industries Indentured servitude African slave trade European immigrants (Scots, Irish, Germans) Primogeniture Mercantilism <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“John Winthrop was an important leader among the Puritan colonists in Massachusetts.”</i> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“John Winthrop led the Puritan colonists to Massachusetts in pursuit of religious freedom.”</i> (Uses evidence to support an argument about religious freedom) <i>“Joint stock companies such as the Virginia Company organized colonization efforts aimed at making profits.”</i> (Uses evidence to support an argument about pursuing profits) <i>“They also needed people to work on plantations and millions of enslaved Africans were brought to America to work in the colony.”</i> (Uses evidence to support an argument about the introduction of the trade in enslaved people) </td> </tr> </table>				<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“Hernan Cortez conquered the Aztecs to gain control of their gold.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Religious dissidents (Puritans, Quakers, Catholics) John Winthrop Mayflower Compact John Smith Jamestown Joint stock companies/Virginia Company Plantation agriculture (rice, tobacco, etc.) Headright system Glorious Revolution Fur trade Lumber, shipping, fishing industries Indentured servitude African slave trade European immigrants (Scots, Irish, Germans) Primogeniture Mercantilism <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“John Winthrop was an important leader among the Puritan colonists in Massachusetts.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“John Winthrop led the Puritan colonists to Massachusetts in pursuit of religious freedom.”</i> (Uses evidence to support an argument about religious freedom) <i>“Joint stock companies such as the Virginia Company organized colonization efforts aimed at making profits.”</i> (Uses evidence to support an argument about pursuing profits) <i>“They also needed people to work on plantations and millions of enslaved Africans were brought to America to work in the colony.”</i> (Uses evidence to support an argument about the introduction of the trade in enslaved people)
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“Hernan Cortez conquered the Aztecs to gain control of their gold.”</i> 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Religious dissidents (Puritans, Quakers, Catholics) John Winthrop Mayflower Compact John Smith Jamestown Joint stock companies/Virginia Company Plantation agriculture (rice, tobacco, etc.) Headright system Glorious Revolution Fur trade Lumber, shipping, fishing industries Indentured servitude African slave trade European immigrants (Scots, Irish, Germans) Primogeniture Mercantilism <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“John Winthrop was an important leader among the Puritan colonists in Massachusetts.”</i> 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the causes of population movement to colonial British America in the period from 1607 to 1754. <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“John Winthrop led the Puritan colonists to Massachusetts in pursuit of religious freedom.”</i> (Uses evidence to support an argument about religious freedom) <i>“Joint stock companies such as the Virginia Company organized colonization efforts aimed at making profits.”</i> (Uses evidence to support an argument about pursuing profits) <i>“They also needed people to work on plantations and millions of enslaved Africans were brought to America to work in the colony.”</i> (Uses evidence to support an argument about the introduction of the trade in enslaved people) 				
<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about seeking religious freedom with evidence about Puritans and about seeking profits with evidence about Jamestown.) 						

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain the causes of population movement to colonial British America in the period from 1607 to 1754, although the reasoning may be uneven, limited, or imbalanced. 	<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the 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>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“Colonists in Virginia grew tobacco.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how English desires to create profitable enterprises in the Americas led to the founding of Jamestown and establishment of tobacco farming in Virginia which attracted migrants. Discussing how different factors contributed primarily to population movement to the New England and Chesapeake colonies. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> <i>“English desires to create profitable enterprises in the Americas led to the founding of Jamestown and establishment of tobacco farming in Virginia. This opportunity for wealth attracted migrants to the colony.”</i> (Indicates a cause of population movement to the American colonies) 	<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, while the desire for religious freedom played an important role in population movement to colonial British America, economic incentives served as the primary incentive for both voluntary and forced migration to the region between 1607–1754. It then corroborates that argument with evidence from multiple variables such as the motives and economic activities of White settlers as well as evidence about the growth of the slave trade. The response argues that most people migrated to America seeking religious freedom and economic opportunities. It then qualifies that argument with evidence about how different groups and colonies weighted either religious freedom or economic opportunity more than the other. The response argues that the pursuit of religious freedom primarily drove population movement to the colonies. It then qualifies the argument with evidence that the Massachusetts colony quickly shifted to emphasizing commerce, and Boston rapidly became an important trading port which in some ways changed the reasons for migration. 	
<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. 			

Question 3: Long Essay Question, Industrial Capitalism Later 1800s

6 points

General Scoring Notes

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

Evaluate the relative importance of causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900.

Reporting Category	Scoring Criteria	
<p>Row A Thesis/Claim (0-1 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</p>
Decision Rules and Scoring Notes		
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 		<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument.
<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many factors caused the rise of industrial capitalism in the United States in the period from 1865 to 1900.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The rise of industrial capitalism in the last nineteenth century resulted mainly from increased government regulation to protect the environment.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Industrial capitalism grew in the late nineteenth century.”</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>“The rise of industrial capitalism between 1865 and 1900 was primarily caused by ‘captains of industry’ who benefitted from technological innovations and new forms of business enterprises. Secondary roles were played by the availability of enhanced transportation systems and the availability of a large labor supply that facilitated America’s industrialization.”</i> • <i>“Industrial capitalism grew between 1865 to 1900 due to the discovery of many natural resources along with improvements in a national transportation system. However, the most important cause were the inventions, such as the Bessemer process, that made industrialization possible.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“The causes of the growth of industrial capitalism were innovations in manufacturing technology and the end of the Civil War.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The cause of the growth of industrial capitalism in the late nineteenth century was the end of the Civil War.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (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 that is relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Power in the South shifted from Republicans to Democrats in the years after the Civil War.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“New technological ideas produced economic innovation and the industrial revolution.”</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 the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900. <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Westward expansion • Market Revolution • Technological innovation • Transportation innovation • Cottage industry • Civil War • Competition with European powers • Segregation • Business organization • Immigration • Urbanization <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Transportation innovations and advances in manufacturing during the market revolution led to the growth of business and laid the groundwork for the rise of industrial capitalism after the Civil 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 that is relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Power in the South shifted from Republicans to Democrats in the years after the Civil War.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“New technological ideas produced economic innovation and the industrial revolution.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900. <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Westward expansion • Market Revolution • Technological innovation • Transportation innovation • Cottage industry • Civil War • Competition with European powers • Segregation • Business organization • Immigration • Urbanization <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Transportation innovations and advances in manufacturing during the market revolution led to the growth of business and laid the groundwork for the rise of industrial capitalism after the Civil 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 that is relevant to the topic of the prompt</p> <ul style="list-style-type: none"> • <i>“Power in the South shifted from Republicans to Democrats in the years after the Civil War.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“New technological ideas produced economic innovation and the industrial revolution.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900. <p>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Westward expansion • Market Revolution • Technological innovation • Transportation innovation • Cottage industry • Civil War • Competition with European powers • Segregation • Business organization • Immigration • Urbanization <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Transportation innovations and advances in manufacturing during the market revolution led to the growth of business and laid the groundwork for the rise of industrial capitalism after the Civil 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 (0-2 points)	0 points Does not meet the criteria for one point.	1 point Provides specific examples of evidence relevant to the topic of the prompt.	2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.
Decision Rules and Scoring Notes			
Additional Notes: <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about business organization and the role of the federal government with evidence about government land grants.) 			

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence to an argument. May assert the use of historical reasoning but does not use it to frame or structure an argument. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Must demonstrate the use of historical reasoning to explain the causes of the rise of industrial capitalism in the United States in the period from 1865 to 1900, although the reasoning may be uneven, limited, or imbalanced. 	<p>Responses that earn 2 points: May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining the 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>Examples that do not earn points: Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> <i>“Telegraphs and telephones became popular means of communication.”</i> 	<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> Explaining how the development of new technologies such as the Bessemer process contributed to the rise of steel production and heavy industry. Explaining how federal land grants and subsidies encouraged the growth of transcontinental railroads. <p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> “The development of new technologies such as the Bessemer process contributed to the rise of steel production and heavy industry.” (Indicates a cause of the rise of industrial capitalism) 	<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 new inventions were the primary reasons for the rise of industrial capitalism. It then corroborates that argument with evidence from multiple variables, such as how multiple industries in different regions of the country benefited from different types of inventions. The response argues that new inventions were the primary reason for the rise of industrial capitalism. It then qualifies that argument with evidence that new forms of business organization allowed these new inventions to be implemented and incorporated into manufacturing practices. The response argues that the rise of industrial capitalism resulted mainly from laissez-faire government policies. It then qualifies the argument with evidence claiming that while there were few government regulations, government subsidies and pro-business policies, which were not strictly speaking laissez-faire, also supported the growth of capitalism. 	
<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. 			

Question 4: Long Essay Question, Internal Migration 1900 to 1970

6 points

General Scoring Notes

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

Evaluate the relative importance of causes of internal migration within the United States in the period from 1900 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						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <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. </td> <td style="width: 50%; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of internal migration within the United States in the period from 1900 to 1970. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument. </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Internal migration took place for social, economic, and cultural reasons.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The primary reason from internal migration 1900 to 1970 was the search for religious freedom.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Many factors caused internal migration within the United States in the period from 1900 to 1970.”</i> </td> <td style="width: 50%; padding: 5px;"> <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>“Although living in hostile environments where natural disasters or a history of unfair treatment forced some Americans to migrate within the U.S., it has been the allure of economic opportunities that has served as the main reason for these movements.”</i> • <i>“Americans moved inside the U.S. often to escape racism and discrimination or in the 1930s to escape the Dust Bowl. The most important reason for internal migration was the industrialization of northern cities that offered the promise of economic prosperity and a better life.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Internal migration during the period between 1900 and 1970 were driven by wars, economic opportunities, and the growth of the middle class.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many Americans moved to urban areas between 1900 and 1970 to pursue the growing jobs in industry.”</i> (Minimally acceptable thesis/claim) </td> </tr> </table>			<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of internal migration within the United States in the period from 1900 to 1970. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument. 	<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Internal migration took place for social, economic, and cultural reasons.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The primary reason from internal migration 1900 to 1970 was the search for religious freedom.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Many factors caused internal migration within the United States in the period from 1900 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>“Although living in hostile environments where natural disasters or a history of unfair treatment forced some Americans to migrate within the U.S., it has been the allure of economic opportunities that has served as the main reason for these movements.”</i> • <i>“Americans moved inside the U.S. often to escape racism and discrimination or in the 1930s to escape the Dust Bowl. The most important reason for internal migration was the industrialization of northern cities that offered the promise of economic prosperity and a better life.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Internal migration during the period between 1900 and 1970 were driven by wars, economic opportunities, and the growth of the middle class.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many Americans moved to urban areas between 1900 and 1970 to pursue the growing jobs in industry.”</i> (Minimally acceptable thesis/claim)
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Are not historically defensible. • Only restate or rephrase the prompt. • Do not respond to the prompt. • Do not establish a line of reasoning. • Are overgeneralized. 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Provide a historically defensible thesis or claim about the causes of internal migration within the United States in the period from 1900 to 1970. The thesis or claim must either provide some indication of the reasoning for making that claim OR by establishing analytic categories of the argument. 					
<p>Examples that do not earn this point:</p> <p>Provide a historically defensible claim, but do not establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Internal migration took place for social, economic, and cultural reasons.”</i> <p>Provide a claim that is not historically defensible</p> <ul style="list-style-type: none"> • <i>“The primary reason from internal migration 1900 to 1970 was the search for religious freedom.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Many factors caused internal migration within the United States in the period from 1900 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>“Although living in hostile environments where natural disasters or a history of unfair treatment forced some Americans to migrate within the U.S., it has been the allure of economic opportunities that has served as the main reason for these movements.”</i> • <i>“Americans moved inside the U.S. often to escape racism and discrimination or in the 1930s to escape the Dust Bowl. The most important reason for internal migration was the industrialization of northern cities that offered the promise of economic prosperity and a better life.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Internal migration during the period between 1900 and 1970 were driven by wars, economic opportunities, and the growth of the middle class.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“Many Americans moved to urban areas between 1900 and 1970 to pursue the growing jobs in industry.”</i> (Minimally acceptable thesis/claim) 					
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 						

Reporting Category	Scoring Criteria			
<p>Row B Contextualization (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%; vertical-align: top; padding: 5px;"> <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 Vietnam War encouraged the baby boom generation to become politically engaged.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The period from 1900 to 1970 was an era of social and cultural tension.”</i> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of internal migration within the United States in the period from 1900 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"> • World Wars I and II • The Great Depression • Post-war affluence • Urbanization • Growth of industrial capitalism • Western expansion • Imperialism • Southern segregation and violence toward African Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The United States provided a large amount of the supplies for both the First and Second World Wars, this led to a major increase in manufacturing during a period that many young men were needed for military service.”</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 Vietnam War encouraged the baby boom generation to become politically engaged.”</i> <p>Provide an overgeneralized statement about the time period referenced in the prompt</p> <ul style="list-style-type: none"> • <i>“The period from 1900 to 1970 was an era of social and cultural tension.”</i> 	<p>Responses that earn this point:</p> <ul style="list-style-type: none"> • Accurately describe a context relevant to the causes of internal migration within the United States in the period from 1900 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"> • World Wars I and II • The Great Depression • Post-war affluence • Urbanization • Growth of industrial capitalism • Western expansion • Imperialism • Southern segregation and violence toward African Americans <p>Example of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“The United States provided a large amount of the supplies for both the First and Second World Wars, this led to a major increase in manufacturing during a period that many young men were needed for military service.”</i>
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<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								
<p>Row C Evidence (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Provides specific examples of evidence relevant to the topic of the prompt.</p>	<p>2 points Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>						
Decision Rules and Scoring Notes									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="327 386 747 695"> <p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. </td> <td data-bbox="747 386 1377 540"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the causes of internal migration within the United States in the period from 1900 to 1970. </td> <td data-bbox="1377 386 1950 540"> <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the causes of internal migration within the United States in the period from 1900 to 1970. </td> </tr> <tr> <td data-bbox="327 695 747 1302"> <p>Examples that do not earn points:</p> <p>Provide evidence that is outside the time period</p> <ul style="list-style-type: none"> <i>“The ‘48 Gold Rush encouraged many Americans to migrate to California.”</i> </td> <td data-bbox="747 540 1377 1302"> <p>Examples of evidence that are specific and relevant include the following (two examples required):</p> <ul style="list-style-type: none"> Jim Crow Ku Klux Klan Sharecropping/debt peonage Great Migration Harlem Renaissance Redlining Okies/ Dust Bowl Military bases/defense contracting in South and West Zoot Suit Riots Rosie the Riveter Internment of Japanese Americans Post-war service jobs Suburbanization Levittown White Flight Interstate Highway Act of 1956 Sunbelt GI Bill Air conditioning <p>Example of a statement that earns one point for evidence:</p> <ul style="list-style-type: none"> <i>“Levittowns were suburbs of New York City and Philadelphia built after the Second World War.”</i> </td> <td data-bbox="1377 540 1950 1302"> <p>Examples that successfully support an argument with evidence:</p> <ul style="list-style-type: none"> <i>“The appeal of affordable homes on small plots of land in developments like Levittown encouraged many people to move from cities to the suburbs.”</i> (Uses evidence to support an argument about suburbanization) <i>“Sharecropping, debt peonage, and Jim Crow segregation encouraged many African Americans to move from the South to the North.”</i> (Uses evidence to support an argument about the African American Great Migration) <i>“Air conditioning made living conditions in the American South and West much more comfortable, encouraging people to move there.”</i> (Uses evidence to support an argument about migration to the Sun Belt) </td> </tr> </table>				<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. 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<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> Identify a single piece of evidence. Provide evidence that is not relevant to the topic of the prompt. Provide evidence that is outside the time period or region specified in the prompt. Repeat information that is specified in the prompt. 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> Identify at least two specific historical examples relevant to the causes of internal migration within the United States in the period from 1900 to 1970. 	<p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> Use at least two specific historical examples to support an argument regarding the causes of internal migration within the United States in the period from 1900 to 1970. 							
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<p>Additional Notes:</p> <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. (For example, supporting a two-part argument about movement in the 1930s with evidence about both the Dust Bowl and the 1950s with Levittown.) 									

Reporting Category	Scoring Criteria		
<p>Row D Analysis and Reasoning (0-2 points)</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.</p>	<p>2 points Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>
Decision Rules and Scoring Notes			
<p>Responses that do not earn points:</p> <ul style="list-style-type: none"> • May include evidence but offer no reasoning to connect the evidence to an argument. • May assert the use of historical reasoning but does not use it to frame or structure an argument. 			
<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must demonstrate the use of historical reasoning to explain the causes of internal migration within the United States in the period from 1900 to 1970, although the reasoning may be uneven, limited, or imbalanced. 			
<p>Responses that earn 2 points:</p> <p>May demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining the 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>Examples that do not earn points:</p> <p>Provide evidence but offer no reasoning to connect the evidence to an argument</p> <ul style="list-style-type: none"> • <i>“As more leisure activities, such as the TV and the radio were created, people were able to enjoy their days more satisfying.”</i> 			
<p>Using a historical reasoning process to frame or structure an argument could include:</p> <ul style="list-style-type: none"> • Explaining how factors such as sharecropping and racial segregation contributed to African American population movement out of the South during the Great Migration. • Discussing similarities and differences between the African American Great Migration and the movement of urban dwellers to the suburbs. 			
<p>Example of acceptable use of historical reasoning:</p> <ul style="list-style-type: none"> • <i>“Innovations such as the automobile, airplane travel, and air conditioning encouraged increased population movement to the American Southwest.”</i> (Indicates a cause of internal migration to the Southwest) 			
<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 the allure of economic opportunities served as the main reason for these population movements. It then corroborates that argument with evidence from multiple variables about multiple population movements, such as the African American Great Migration, the movement of people in pursuit of war industry jobs, the movement of people to the Sun Belt, and the movement of people from cities to suburbs. • The response argues that the allure of economic opportunities served as the main reason for these population movements. It then qualifies that argument by pointing out and providing evidence that while economic opportunity was significant for all groups, racism was also an important factor for some segments of the population, both motivating and preventing migration. • The response argues that economic opportunity, climate, and discrimination contributed to internal migration. It then modifies the argument by claiming that internal migration was not a significant development in this period, providing evidence that most Americans did not, in fact, migrate between 1900 to 1970. 			
<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. 			