

2023

AP[®]



AP[®] United States History

Sample Student Responses and Scoring Commentary Set 2

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Document-Based Question

- Scoring Guidelines**
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Question 1: Document-Based Question, 19th Century Citizenship

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the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.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 definitions of United States citizenship changed from 1865 to 1920.

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: Provide a historically defensible thesis or claim about how the definitions of United States citizenship changed from 1865 to 1920. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.</p>
<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>“From 1865 to 1920, America became much more diverse with immigration from new parts of the world and the addition of new territories.”</i> <p>Provide an overly generalized response to the prompt</p> <ul style="list-style-type: none"> • <i>“There were some social and political changes to definitions of citizenship during Reconstruction.”</i> <p>Provide a restatement of the prompt</p> <ul style="list-style-type: none"> • <i>“Definition of United States citizenship changed from 1865 to 1920.”</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>“Amendments to the Constitution following the end of the Civil War resulted in some expansion of who was considered a citizen of the United States, but many states restricted the ability of citizens to use their rights.”</i> <p>Establish a line of reasoning with analytic categories</p> <ul style="list-style-type: none"> • <i>“Due to new constitutional amendments, immigration restriction, and wartime panics, definitions of citizenship both expanded and contracted in the period between 1865 and 1920.”</i> <p>Establish a line of reasoning</p> <ul style="list-style-type: none"> • <i>“The passage of new constitutional amendments expanded the scope of who could become a citizen.”</i> (Minimally acceptable thesis/claim)
<p>Additional Notes:</p> <ul style="list-style-type: none"> • The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs). • The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period. 		

Reporting Category	Scoring Criteria	
<p>Row B Contextualization</p>	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Describes a broader historical context relevant to the prompt.</p>
<p>(0-1 points)</p>	<p>Decision Rules and Scoring Notes</p>	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide an overgeneralized statement about the time period referenced in the prompt. • Provide context that is not relevant to the prompt. • Provide a passing phrase or reference. 	<p>Responses that earn this point: Accurately describe a context relevant to how the definitions of United States citizenship changed from 1865 to 1920.</p>	
<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 market revolution changed the economy a lot before 1865.”</i> <p>Provide historically inaccurate contextualization</p> <ul style="list-style-type: none"> • <i>“Before the Civil War, immigrants were not allowed to become citizens.”</i> 	<p>Examples of relevant context that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • The Alien and Sedition Acts • <i>Dred Scott</i> case • The Civil War • Immigration from Southern and Eastern Europe • The expansion of United States settlement in the West • Imperialism/Spanish-American War <p>Examples of acceptable contextualization:</p> <ul style="list-style-type: none"> • <i>“Before the Civil War, the Supreme Court decided in the Dred Scott case that African Americans could not be United States citizens.”</i> • <i>“Early in United States history, citizenship rights for immigrants were controversial in wartime, like when the Alien and Sedition Acts were passed during the Quasi-War with France.”</i> • <i>“In the year 1865, the United States Civil War came to an end, and afterward, so did the legalized system of human slavery in the South.”</i> (Minimally acceptable context) 	
<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: Accurately describe—rather than simply quote—the content from at least three of the documents to address how the definitions of United States citizenship changed from 1865 to 1920. 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>“In Document 1 Sojourner Truth wants rights for women too.”</i> (Document 6): <i>“Document 6 says that Puerto Ricans are citizens of the United States.”</i> 	Responses that earn 2 points: 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 1): <i>“During debates about extending voting rights to African American men, some critics, like Sojourner Truth, argued that Congress did not go far enough and that the franchise should be extended to women.”</i> (Uses evidence from Document 1 to support an argument about how many Americans called for expanding citizenship after the Civil War) (Document 6): <i>“While the United States did not grant citizenship to the residents of some possessions acquired during the Spanish-American War, like the Philippines, in others, citizenship rights were granted as with Puerto Rico through the Jones-Shafroth Act.”</i> (Uses evidence from Document 6 to support an argument about the selective expansion of United States citizenship in territories taken during the Spanish-American War) 	
Additional Notes: To earn two points, the six documents do not have to be used in support of a single argument—they can be used across sub-arguments or to address counterarguments.			

Row C (Continued)	Evidence beyond the Documents:	
	<p>0 points Does not meet the criteria for one point.</p>	<p>1 point Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>
	Decision Rules and Scoring Notes	
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Provide evidence that is not relevant to an argument about the prompt. • Provide evidence that is outside the time period or region specified in the prompt. • Repeat information that is specified in the prompt or in any of the documents. • Provide a passing phrase or reference. 	<p>Responses that earn this point: Must use at least one specific piece of historical evidence relevant to how the definitions of United States citizenship changed from 1865 to 1920.</p> <p>Examples of specific and relevant evidence beyond the documents that earn this point include the following, if appropriate elaboration is provided:</p> <ul style="list-style-type: none"> • Thirteenth Amendment (1865) • Fourteenth Amendment (1868) • Freedmen’s Bureau • Black codes • Jim Crow laws • The Chinese Exclusion Act (1882) • Dawes Act (1887) • Ellis Island • Settlement houses • Jane Addams • Incorporated United States territories (e.g., Alaska after 1912, Hawaii after 1900) • Unincorporated United States territories (e.g., the Philippines, Guam) • Nineteenth Amendment (1920) <p>Examples of evidence beyond the documents relevant to an argument about the prompt:</p> <ul style="list-style-type: none"> • <i>“Through the settlement house movement, reformers sought to help assimilate immigrants to American society, as they believed that this would help them to become better United States citizens.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about how some Americans believed that citizenship was not enough to fully integrate new Americans into society) • <i>“After the Civil War, through the passage of the Chinese Exclusion Act the United States brought into question for the first time the ability of immigrants to come to the United States and become naturalized citizens.”</i> (Uses a piece of evidence beyond the documents to make a connection to a larger argument about the contraction of citizenship rights in the late 1800s) 	
<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	
<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"> “The audience for Document 2 was government officials.” <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"> “The purpose of Document 7 was to assimilate new immigrants.” 	<p>Responses that earn this point: Must explain how or why—rather than simply identifying—the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</p> <p>Example of acceptable explanation of the relevance of the author’s point of view:</p> <ul style="list-style-type: none"> (Document 5): “From the point of view of an African American activist, Du Bois’ argument that full citizenship required his civil rights to be protected, added to calls for ending racial discrimination to allow African Americans the full benefit of their rights.” (Provides sourcing regarding the point of view of the document relevant to an argument that social activists fought against racism to protect the rights of citizens who faced discrimination) <p>Example of acceptable explanation of the relevance of the author’s purpose:</p> <ul style="list-style-type: none"> (Document 7): “The purpose of Document 7 was to encourage the idea that immigrants could only become fully American if they assimilated into United States culture.” (Provides sourcing regarding the purpose of the document relevant to an argument that the American viewed citizenship as insufficient for integrating immigrants into society) <p>Example of acceptable explanation of the relevance of the historical situation of a source:</p> <ul style="list-style-type: none"> (Document 3): “This historical situation of Document 3 was that the passage of the Chinese Exclusion Act had restricted the ability of Chinese immigrants to become American citizens. But the Supreme Court reinforced the 14th Amendment by stating that anyone born in the United States, regardless of where their parents came from, was a citizen.” (Provides sourcing regarding the historical situation of the document relevant to an argument that citizenship was progressively expanded between 1865 and 1920 despite the persistence of racism in society) <p>Example of acceptable explanation of the relevance of the audience:</p> <ul style="list-style-type: none"> (Document 2): “During the late 1800s, the United States was engaged in warfare with Native Americans. Government officials, who were the audience for Document 2, were seeking to find ways to end conflicts with Native Americans and believed that forced assimilation and, eventually, United States citizenship, would end warfare and integrate Native Americans into American society.” (Provides sourcing regarding the audience of the document relevant to an argument that citizenship was used as a tool by the United States government to facilitate westward expansion) 	

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 gains for African American citizenship were limited between 1865 and 1920 by racial discrimination. It then corroborates that argument with evidence of continued economic limitations on African Americans through systems such as sharecropping. • The response argues that the definition of who could be an American citizen expanded between 1865 and 1920. It then qualifies that argument with evidence of nativist sentiment in the period opposed to immigrants from China or southern and eastern Europe becoming citizens. • The response argues that American citizens became relatively more equal to each other between 1865 and 1920. It then qualifies the argument with evidence that the imperial expansion of the United States overseas led to the incorporation of people into the United States who were not given the rights of citizens. • The response acknowledges that significant changes in citizenship occurred between 1865 and 1920. It then modifies the argument with evidence that these changes were largely irrelevant because of the persistence of racism in the period.
<p>Additional Notes: This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</p>		

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. Sojourner Truth, speech, 1867	<ul style="list-style-type: none"> Argues that formerly enslaved African American men and women should both be granted rights Argues for equal rights between men and women 	<ul style="list-style-type: none"> As a formerly enslaved African American woman, Sojourner Truth believed that both men and women should be equal as citizens, which contributed to activism for expanding citizenship in the United States. (point of view) Sojourner Truth’s purpose was to criticize the extension of rights such as suffrage to African American men but not to women, showing the limitations of definitions of who should be a United States citizen in the 1860s. (purpose)
2. Commissioner of Indian Affairs, Department of the Interior, annual report, 1887	<ul style="list-style-type: none"> Argues for the cultural assimilation of Native Americans Calls for education so that Native Americans can become United States citizens Claims that assimilating Native Americans as citizens will benefit them 	<ul style="list-style-type: none"> During the later 1800s, the United States engaged in warfare with Native Americans, which many government officials sought to end through the long-term assimilation of Native Americans into United States society. (situation) The audience for the report was United States government officials who were seeking to implement policies that would better allow the United States to control Native Americans in the West, which included forced assimilation and the granting of citizenship. (audience)
3. United States Supreme Court ruling in <i>United States v. Wong Kim Ark</i> , 1898	<ul style="list-style-type: none"> Declares that ethnic Chinese people born in the United States are United States citizens States that foreign-born Chinese Americans cannot become naturalized citizens under existing laws 	<ul style="list-style-type: none"> With limits placed on many Chinese people becoming United States citizens, the Supreme Court had to decide whether birthright citizenship under the Fourteenth Amendment applied to Chinese Americans. It determined it was constitutional, which expanded citizenship to some Chinese Americans, despite widespread nativist sentiment. (purpose) During the 1880s, Congress restricted immigration from China through the Chinese Exclusion Act, but many Chinese Americans had already come to the United States during gold rushes or to work on transportation projects, and those born in the country became citizens. (situation)
4. United States Supreme Court ruling in <i>Downes v. Bidwell</i> , 1901	<ul style="list-style-type: none"> Declares that the United States could decide the citizenship status of the residents of its overseas empire Claims that Congress must explicitly grant citizenship to the residents of newly acquired territories Argues that Congress may consider the different cultures and races of the residents of colonial possessions in deciding whether to grant citizenship 	<ul style="list-style-type: none"> After the Spanish-American War, the United States acquired new colonial possessions overseas, and many people claimed that the residents of these colonies should not become full citizens because they were racially different from or inferior to White Americans. (situation) The purpose of the Supreme Court decision was to clarify the legal status of the overseas possessions acquired during the Spanish-American War, in relation to the rest of the country. Its decision allowed the United States to treat the residents of these territories differently from full United States citizens and to govern them as colonies rather than as equals to the existing states. (purpose)

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<p>5. W. E. B. Du Bois, “A Philosophy for 1913,” <i>The Crisis</i>, 1913</p>	<ul style="list-style-type: none"> • Declares that he is a United States citizen • Argues that he cannot perform the duties of citizenship if his rights are not protected • Declares he will assert his rights, including the right to vote • Seeks full equality with other Americans 	<ul style="list-style-type: none"> • As an African American activist, Du Bois asserted that his rights as a citizen lacked meaning if he could not use them in practice by voting and having access to public accommodations, and thus he sought full citizenship by opposing and ending racial discrimination. (point of view) • Despite the passage of the Civil War amendments, many states limited African Americans’ rights through voting restrictions, domestic terrorism, and racial segregation, which prevented them from being full citizens in practice. (situation)
<p>6. Jones-Shafroth Act, 1917</p>	<ul style="list-style-type: none"> • Declares due process of law and equal protection under the law for the people of Puerto Rico • Grants Puerto Ricans United States citizenship • Declares that the law of Puerto Rico shall be administered under the United States Constitution 	<ul style="list-style-type: none"> • After the Spanish-American War, Puerto Rico, rather than giving it nominal independence like Cuba or colonizing it like the Philippines, was incorporated more closely into the United States, with United States citizenship granted to its residents, which expanded definitions of citizenship in the United States. (situation)
<p>7. “National Americanization Day,” poster, circa 1915–1919</p>	<ul style="list-style-type: none"> • Depicts Uncle Sam shaking the hand of a worker holding a pickaxe • Depicts an immigrant receiving citizenship papers from an official • Encourages Americans to welcome foreign-born residents and naturalized citizens and celebrate with them on the Fourth of July • Encourages foreign-born Americans to pledge loyalty to the United States 	<ul style="list-style-type: none"> • During the early 1900s, immigration from Southern and Eastern Europe grew rapidly, and many Americans worried that immigrants and naturalized citizens needed to be better assimilated into United States society to preserve social peace and democratic institutions. (situation) • The purpose of the poster was to encourage Americans to be welcoming of foreign-born citizens into the country while encouraging their assimilation into United States culture, which represented an expansion of who could become a citizen through a narrow definition of how citizens should behave and act. (purpose)

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

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The Civil War changed its course with the Emancipation Proclamation which turned it into a moral war that would free the slaves. Once this war ended, the rights of freedom for these slaves were granted through the thirteenth amendment which then led to calls for further rights such as voting, which was granted by the fifteenth amendment, but most importantly citizenship which was given through the fourteenth amendment to African-Americans. This then went on to shape and influence the definition of United States citizenship over the next couple of decades. Although there continued to be a discrepancy of rights between different groups, more people joined the ranks of citizen from 1865 to 1920 and ~~debates~~ debates over citizenship changed the definition of it during this time period.

From the period of 1865 to 1920, the expansion of those considered a citizen of the United States changed the definition of citizenship. The Supreme Court ruled in United States vs. Wong Kim Ark that ~~it was~~ Chinese people born in the United States were to be considered United States citizens, but immigrants could

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not be (DOC 3). During this time, Chinese immigrants were being banned from coming to America through the Chinese Exclusion Act. The allowance of Chinese people, even if it is just those born in the US, to become citizens shows that the definition of citizenship is becoming more inclusive and more people are able to become citizens. Furthermore the Jones-Shafroth Act of 1917 allows those in Puerto Rico to be citizens of the United States (DOC 6). The audience of this act is the people of America. Even if they may not agree with this ~~addition~~ inclusion of people, it shows that they are forced to accept more people into the ranks of being a citizen, in this case the Puerto Ricans. This expands and changes the definition of citizenship in the United States because more people are allowed in their ranks.

Furthermore, ~~desire to civilize people also impacted~~ ~~debates over citizenship also~~ impacted the definition of citizenship from 1865 to 1920. The Commissioner of Indian Affairs called for assimilation of Indians through language and education and to live up to the ideals of the constitution (DOC 2). The audience of this excerpt is the US government to inform them to put priority in assimilating the

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Indians so they can be included as citizens in the United States. Although, they wanted to remove their culture they still wanted to include a conformed version of the Native Americans in their definition of citizen showing a change in the definition of citizenship. The inclusion of Native Americans had never been done before, at least not as citizens, so the consideration of allowing them to become citizens changed the definition of citizenship in the United States. On top of that, the Supreme Court ruling in *Downes vs. Bidwell* in 1901 that questioned whether annexed nations should become citizens of the United States because they had different habits and lifestyles that made them uncivilized (Doc 4). The context of this ruling was the United States winning the Spanish-American War and acquiring the Philippines where there was debate to include them as citizens or not. The consideration and desire to ~~assimilate~~ civilize these people inspired changes in the definitions of citizenship because of further inclusion in the definition.

But although the definition of citizenship changed, there were still many exclusions to citizenship to consider. Sojourner Truth

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argued that african American men were given rights to vote after the civil war, but women were not, showing they were not regarded the same (Doc 1). The exclusion of women in many of these rights showed that the definition of citizenship didn't completely change because there were still exclusions even when more people were granted rights. Women didn't even have the right to vote during this time and were only granted in in the late 1910s with the nineteenth amendment which showed an expansion in citizenship because more rights were given. Another reason the definition of citizenship stayed the same as described by W.E.B. Du Bois was that African Americans continued to face discrimination and treated unfairly (Doc 5). This document's ~~purpose~~ writer was an activist for civil rights that wanted African Americans to further their scope of rights, because he knew even after Reconstruction they still weren't regarded with the same respect as white people showing a limitation in the definition of citizenship expanding to include African Americans because they weren't really regarded as such in the eyes of the people. The flyer

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national Americanization Day draws a clear distinction between American citizens and immigrants ^{who have become citizens}, stating that they will have an opportunity to join their ranks (DoC). The audience of this flyer is the immigrants of the United States to show that they are not currently regarded as true Americans. This shows a limitation on the changing ideas of citizenship because although they are being invited to become citizens, they are still shown as distinct from the citizens that are from the U.S.

Although there continued to be exclusions to those that were considered true citizens, the definition of citizenship changed significantly from 1865 to 1920 due to more inclusivity of those considered U.S. citizens with rights and the desire to ~~include those considered to be~~ civilize groups and include them as citizens of the United States.

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Following the end of the Civil War, ~~many~~ with the expansion of new rights to formerly enslaved people and with several factors leading to increased immigration, questions regarding American citizenship arose. Despite new Constitutional Amendments providing guidelines for citizenship, many issues were still called into question. Throughout the late 1800s and early 1900s, citizenship ~~was~~ addressed in terms of former slaves, ~~people~~ non-whites who were born in America, ^{such as children} and ^{immigrants} people living in territories which were newly acquired by the United States, such as Native Americans.

With the end of the Civil War came a series of new Constitutional Amendments, sometimes called the Reconstruction Amendments. Among these amendments was the 13th, which grants citizenship to all people born or naturalized in the United States. This, ~~included~~ most notably, meant that ~~the~~ enslaved African Americans gained U.S. citizenship, freeing them from slavery. The amendments that followed also granted ~~them~~ equal protection under the law, ~~and~~ ^{the} right to vote ~~granted~~ to African American men. ~~Despite~~ ^{granted} ~~these~~ ^{Despite} these new rights for former slaves, there were still several issues. While African American men were given the right to vote, many did not exercise their new right. Many were harassed by white men, and, ~~that~~ in the South, institutions were put in place to keep African American men from voting. ~~After~~ ~~that~~ Despite being granted these rights, African American men had to fight, ^{for decades} to exercise them. In 1913, W.E.B. Du Bois wrote an article

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that he was born an American citizen and had rights that he ^{saying} would exercise. He said he would not allow fear to keep him from voting or being out in ~~public~~ public. (Doc 5). Du Bois was an advocate for Civil Rights and worked to empower and encourage African Americans. Many African American men would ultimately end up ~~not~~ using their voting ~~to~~ rights. African American women, though, were not ~~to~~ offered or benefitted as much as men after the Civil War. In 1897, at a meeting for the American Equal Rights Association, former slave Sojourner Truth spoke to the attendees, saying that despite the new rights of African American men, women still had nothing (Doc 1). She said that she knew it would take a long time for all people to be equal. She was right. It would take until the early 1900s for women to gain the right to vote, and even longer before women would earn more equality to men.

~~At~~ With westward expansion, immigration increased drastically. People came from many different countries seeking new job opportunities and freedom. As these immigrants came, questions about citizenship ~~of~~ of them and their children. The ^{largest} primary immigrants at this time were Chinese, who came to work on the railroads and in gold mines in California. In the late 1890s, a Supreme Court case finally addressed the issue of ~~the~~ citizenship of children of these Chinese immigrants. In 1898, the decision was made that, despite the state of citizenship

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

of the parents, if a Chinese baby was born on American soil, ~~the baby was an American citizen (Doc 3).~~ and the parents lived in America, then the baby was an American citizen (Doc 3). ~~This led to an increase in Chinese with American citizenship.~~ It also addressed the issue of preventing ~~Chinese~~ American-born Chinese from gaining citizenship, saying that ~~it~~ was no longer the case. This helped Chinese gain more rights and freedoms in America.

Immigrant citizenship became celebrated (Doc 3) Also arising from westward expansion, citizenship was called into question regarding those born on newly-acquired territories, including Native Americans. The first approach that the government took was assimilation. This meant ~~bringing~~ bringing Native Americans into American society, but not necessarily granting them citizenship. In the late 1880s, ~~in~~ in the annual report of the Department of the Interior, the Commissioner of Indian Affairs said that the ~~the~~ first way to assimilate the Native Americans was to make them literate (Doc 2). The ~~question~~ question of Native American citizenship would be answered, though, ~~in~~ through ~~as~~ a Supreme Court ~~truly~~ truly decision in 1901, in which ~~to~~ the Court ruled that all people living in American-acquired territories would be granted U.S. ~~to~~ citizenship (Doc 4). This was regardless of "race, habits, laws, and customs." The question of citizenship was answered again ~~that~~ in 1917, this time in terms of Puerto Rico. The Jones-Shafroth Act granted ~~the~~ American citizenship to all citizens of Puerto Rico. (Doc 6)

Page 6

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● **Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1
●

Question 2
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Choose one
Question 3
○

Question 4
○

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

The issues of immigrant citizenship in the late 1890s are similar to those that came ~~was~~ with the wave of immigration that followed World War II. In this wave, soldiers came home from war with European spouses and, sometimes, children. Questions arose about what to do about these new ~~spouse~~ Europeans who were already married to Americans.

Page 7

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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Mandatory
Question 1

Question 2

Choose one
Question 3

Question 4

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

Definitions of US citizenship have drastically changed from 1865 to 1920 depending on the time, political climate, and economic status of the US. At first^{in 1865} the idea of citizenship was based on whether or not the person was a slave. In document 1 we see a speech given by African American activist Sojourner Truth in which she ties the rights of African American women into being truly free, and thus a citizen of the United States. In 1913 we also see blackness and citizenship being brought up by W.E.B. Du Bois, this time in an entirely different way. Although both Truth and Du Bois discuss the rights of African Americans in the US, Truth rejects her supposed citizenship and implies she will not be a citizen until slavery is entirely gone while Du Bois embraces his citizenship and uses it to defend his rights. Definitions of citizenship have also been drastically influenced by land. Document 4 shows an ~~association~~ association between land and citizenship with the Supreme Court ruling that anyone who owns land in the US should be considered a part of the US. Document 6 also shows this association, stating that anyone in or from the newly acquired Puerto Rico is a citizen of the US because they are on US land. The definition of citizenship has even gone as far as

Page 2

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Question 2
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Question 3
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Question 4
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Begin your response to each question at the top of a new page. Do not skip lines.

to be defined by ones desire. Document 7 shows a poster depicting an advertisement for "Americanization Day" which was meant to celebrate immigrants and invite them to become citizens, thus citizenship was offered and defined by a desire to be a citizen. Document 2 and 3 show very different definitions of citizenship. Document 2 describes Native American forced assimilation as necessary for Native Americans to become citizens and consequently defining citizenship by a shared language and culture. Lastly, Document 3 defines a citizen as anyone born in the US. All of these documents show changes in American politics and policies that vastly differ over time, from citizenship being defined by race to land to birth and even to an individuals desire.

Page 3

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Question 1—Document-Based Question

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

Overview

- This question required students to evaluate the extent to which the definitions of United States citizenship changed from 1865 to 1920. The content tests Periods 5, 6, and parts of 7 of the course framework, focusing on the expanding definition of who was a citizen within the boundaries of the United States and the expanding inclusion of territories to the United States. The question also required an understanding of social issues involving race, gender, and immigration.
- The intention of the question was to determine if students could defensibly evaluate the extent to which the definition of American citizenship was growing and whether the pursuit of equality was a part of American national identity. The most frequent historical development to contrast with this growing definition of citizenship was continued discrimination against African Americans, Native Americans, women, and immigrants. The question allowed for flexibility in approach. Responses could address the role government played in expanding citizenship. They could also then address the societal issues surrounding African Americans, Native Americans, women, inhabitants of acquired territories, and immigrants.
- This question primarily focused on continuity and change, contextualization, analyzing primary sources, and argument development.
- This question primarily addressed Topics 5.10-11, 6.2-3, 6.8-9, and 7.2-3.

Sample: 1A

Thesis/Claim: 1

Contextualization: 1

Evidence: 3

Analysis and Reasoning: 2

Total Score: 7

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it makes a claim that responds to the prompt by establishing a historically defensible line of reasoning in the last sentence of the paragraph: “Although there continued to be a discrepancy of rights between different groups, more people joined the ranks of citizen from 1865 to 1920 and debates over citizenship changed the definition of it during this time period.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. The response describes a broader historical context relevant to the prompt in the opening paragraph by referencing the Civil War, emancipation, and the 13th Amendment and connecting all three to the call for more rights.

Question 1—Document-Based Question (continued)

C. Evidence (0–3 points): 3

Evidence from the Documents

The response earned 1 point for using the content of all seven documents to address the topic of the prompt.

The response earned 1 point for using the content of seven documents to support an argument in response to the prompt. In the second paragraph, Documents 3 and 6 are used to argue that the definition of citizenship was expanded by the inclusion of the children of Chinese nationals born in the United States and the inhabitants of the newly acquired territory in Puerto Rico. In the third paragraph, Documents 2 and 4 are used to highlight the ways that citizenship was limited by noting the literacy requirements for Native Americans and the absence of guaranteed citizenship for the inhabitants of new territories outside the United States. In the fourth paragraph, Documents 1 and 5 are used to support an argument that the rights of African American men and women have not been fully realized. At the end of the fourth paragraph, Document 7 is used to highlight how even after achieving citizenship, distinctions between immigrants and citizens continued to exist.

Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents. In paragraph four, the response discusses the 19th Amendment in connection with the earlier pleas for women’s suffrage by Sojourner Truth.

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

Document Sourcing

The response earned 1 point for explaining the relevance of sourcing to the argument for five documents. In paragraph two, the response explains the historical situation of Document 3 as the passage of the Chinese Exclusion Act in 1882. In paragraph three, the audience of Document 2 is correctly identified as United States government officials who were seeking to implement policies that would result in Native American assimilation. Further down in the paragraph, the historical situation of Document 4 is explained by tying it to the Spanish-American War and the acquisition of new territory. In the next paragraph, the response explains DuBois’ point of view in Document 5 as an activist who “wanted African Americans to further their scope of rights.” Finally, the audience of Document 7 is accurately explained as immigrants “to show that they are not currently regarded as true Americans.” Although the audience of Document 6 is incorrectly identified as “the people of America” rather than the inhabitants of Puerto Rico, enough other documents are accurately sourced for the response to earn this point.

Question 1—Document-Based Question (continued)

Demonstrating Complex Understanding

The response earned 1 point for demonstrating a complex understanding of the historical development that is the focus of the prompt. Throughout the response, evidence is used to corroborate its argument that the United States became more accepting of who it considered to be a citizen and the definition of citizenship was therefore changing. In the final paragraph, the response qualifies the argument that the definition of citizenship expanded during this time period by noting that for women and African Americans, discrimination continued to exist and essentially did not change their definition of citizenship.

Sample: 1B

Thesis/Claim: 1

Contextualization: 1

Evidence: 2

Analysis and Reasoning: 1

Total Score: 5

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it establishes a historically defensible claim that establishes a line of reasoning in the last sentence of the first paragraph: “Throughout the late 1800’s and early 1900s, unclear issues regarding citizenship were addressed in terms of former slaves, non-whites who were born in America such as children of immigrants, and people living in territories which were newly acquired by the United States, such as Native Americans.”

B. Contextualization (0–1 points): 1

The response earned 1 point for contextualization. In the first paragraph, the response explains the broader historical context when it discusses the newly acquired rights for formerly enslaved people after the Civil War and the factors leading to increased immigration, both of which forced new questions about citizenship.

Question 1—Document-Based Question (continued)

C. Evidence (0–3 points): 2

Evidence from the Documents

The response earned 1 point for using the content of Documents 1, 2, 3, 5, and 6 to address the prompt.

The response did not earn 1 point for using the content of at least six documents to support an argument in response to the prompt. In the second paragraph, Documents 5 and 1 are used to support an argument that the rights of African American men and women have not been fully realized. In the third paragraph, Document 3 is used to affirm birthright citizenship for the children of Chinese nationals. In that same paragraph, Document 2 is used to illustrate the expectation of learning English as a path to assimilation and possible citizenship for Native Americans. At the end of paragraph three, Document 6 is used to show that citizenship was expanded to include residents of Puerto Rico. Document 4 was incorrectly used to argue that “all people living in American-acquired territories would be granted U.S. citizenship.” This document actually denies immediate citizenship to inhabitants of newly acquired territory unless explicitly granted by Congress. Therefore, the response uses only five documents to support an argument relevant to the prompt.

Evidence Beyond the Documents

The response earned 1 point for using evidence beyond the documents because it accurately describes the 14th Amendment and its granting of citizenship after the Civil War at the beginning of paragraph two.

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

Document Sourcing

The response earned 1 point for explaining the relevance of sourcing to the argument for three documents. In paragraph two, it correctly identifies the historical situation of Document 1 by connecting Sojourner Truth’s quest for suffrage with the coming of the vote in the early 1900s. In the middle of paragraph two, the response explains the relevance of the point of view of Document 5 by noting, “DuBois was an advocate for Civil Rights and worked to empower and encourage African Americans.” In paragraph three, the response explains the historical situation of Document 3 by placing it in the context of Chinese railroad workers and their eventual demands for citizenship.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding of the historical development that is the focus of the prompt. It does not attempt to explain how the evidence corroborates, qualifies, or modifies the argument.

Question 1—Document-Based Question (continued)

Sample: 1C

Thesis/Claim: 1

Contextualization: 0

Evidence: 1

Analysis and Reasoning: 0

Total Score: 2

A. Thesis/Claim (0–1 points): 1

The response earned 1 point for the thesis because it establishes a historically defensible claim that establishes a line of reasoning in the first sentence: “Definitions of US citizenship have drastically changed from 1865 to 1920 depending on the time, political climate, and economic status of the US.”

B. Contextualization (0–1 points): 0

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

C. Evidence (0–3 points): 1

Evidence from the Documents

The response earned 1 point for using the content of Documents 5, 6, 7, and 2.

The response did not earn 1 point for using the content of at least six documents to support an argument in response to the prompt. Document 1 misinterprets Sojourner Truth’s message of women’s suffrage and does not support an argument relevant to the prompt. The response accurately uses Document 5 to support an argument about U.S. citizenship. The response describes Document 4 as saying that “anyone who owns land in the US should be considered a part of the US,” which is not a historically accurate claim. Document 6 is used to support an argument that citizenship is changing as the U.S. expands its territory. Document 7 supports an argument about the expansion of citizenship to immigrants. Document 2 supports an argument about the conditions of citizenship. Lastly, the response inaccurately describes Document 3 and does not use it to support an argument relevant to the prompt. Therefore, the response uses only four documents accurately to support an argument.

Evidence Beyond the Documents

The response did not earn the point for using evidence beyond the documents because it makes no attempt to use at least one additional piece of specific historical evidence relevant to the argument about the prompt.

Question 1—Document-Based Question (continued)

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

Document Sourcing

The response did not earn the point for document sourcing because it makes no attempt to explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.

Demonstrating Complex Understanding

The response did not earn the point for demonstrating a complex understanding because it makes no attempt to corroborate, qualify, or modify an argument that addresses the question.