

Sample Responses from the

AP United States History Practice Exam

Sample Questions

Scoring Guidelines

Student Responses

Commentaries on the Responses

Effective Fall 2014

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Preface

This publication is designed to help teachers and students understand and prepare for the revised AP[®] U.S. History Exam. It includes sample free-response questions, scoring guidelines, student responses at various levels of achievement, and reader commentaries. Information is provided for the Document-Based Question and long essay questions, question types that have appeared on previous AP U.S. History exams, as well as on a set of short answer questions, a new question type that has been added to the redesigned AP history exams. Collectively, these materials accurately reflect the design, composition, and rigor of the revised exam.

The sample questions are those that appear on the AP U.S. History Practice Exam, and the student responses were collected from actual AP students during a field test of the exam. The students gave permission to have their work reproduced at the time of the field test, and the responses were read and scored by AP U.S. History Readers in 2013.

Following each free-response question, its scoring guideline, and three student samples, you will find a commentary about each sample. Commentaries include the score that each response would have earned, as well as a brief rationale to support the score.

UNITED STATES HISTORY**SECTION I, Part B****Time—45 minutes****4 Questions**

Directions: Read each question carefully and write your responses in the corresponding boxes on the free-response answer sheet.

Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

1. Using your knowledge of United States history, answer parts a and b.
 - a) Briefly explain why ONE of the following periods best represents the beginning of a democracy in the United States. Provide at least ONE piece of evidence from the period to support your explanation.
 - Rise of political parties in the 1790s
 - Development of voluntary organizations to promote social reforms between the 1820s and the 1840s
 - Emergence of the Democrats and the Whigs as political parties in the 1830s
 - b) Briefly explain why ONE of the other options is not as persuasive as the one you chose.

GO ON TO THE NEXT PAGE.

Information for Short-Answer Questions 1–4

Short-Answer Question 1

Learning Objective	POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.
Historical Thinking Skill	Periodization
Key Concepts in the Curriculum Framework	4.1 I, 4.1 II

Scoring Guidelines for Short-Answer Question 1

Using your knowledge of United States history, answer parts a and b.

- a) Briefly explain why ONE of the following periods best represents the beginning of a democracy in the United States. Provide at least ONE piece of evidence from the period to support your explanation.
- Rise of political parties in the 1790s
 - Development of voluntary organizations to promote social reforms between the 1820s and the 1840s
 - Emergence of the Democrats and the Whigs as political parties in the 1830s
- b) Briefly explain why ONE of the other options is not as persuasive as the one you chose.

SCORING GUIDE

0–3 points

A1. The response explains why one of the listed developments is best. The explanation must employ appropriate understanding of the period.

0–1 point(s)

A2. The response provides one piece of evidence from the period to support the explanation.

0–1 point(s)

B. The response explains why one of the other options is not as persuasive. The comparison must employ appropriate historical knowledge.

0–1 point(s)

SCORING NOTES**Option 1: The rise of political parties in the 1790s**

A1. The beginning of the political system provided stability that lasted until the 1830s, allowing peaceful transfers of power.

A2. Evidence may include the rise of the Federalists and the Democratic-Republicans, whose conflict culminated in the election of 1800. These parties represented varied regional interests on matters of economics, politics, and foreign policy.

B. Property and wealth qualifications for voting restricted White males from exercising full citizenship; women, slaves, free Black people, and American Indians were excluded altogether from voting and citizenship; and political factions and parties were contrary to the vision of some of the Republic's founders.

Option 2: The development of voluntary social-reform organizations between the 1820s and 1840s

A1. Organizations promoted the abolition of slavery and the expansion of women's rights.

A2. There were also efforts to expand citizenship and rights to those who had been excluded during the years of the Revolution. These included the writing of the Declaration of Independence and the Constitution and the efforts that led to the formation of the new Republic. Other possible topics include the efforts that supported public education, prison reform, and the Second Great Awakening.

B. Slavery remained in place, and women could not vote and had few rights under the law. Other possible topics include temperance, nativism, the persecution of Mormons, and American Indian removal.

Option 3: The emergence of the Democratic Party and the Whig Party in the 1830s

A1. Voting rights were expanded to include most White males, and property and wealth qualifications were removed.

A2. Possible examples include the emergence of widespread appeals to the common man, and the rise of mass political parties and organized campaigning and financing (including the use of banners, songs, rallies, etc.).

Note: Responses that merely list the Democratic Party or the Whig Party will not earn credit.

B. The expanded democracy still excluded enslaved people, free Black people, women, and American Indians from voting and citizenship; both parties tried to avoid addressing the institution of slavery and radical economic reform.

PAGE 1

Use a blue or black pen only for the free-response section. **Do not write your name.**

In the 1790s the Federalist Party and Democratic Republican Party merge as a clash of interests. The Federalist Party supported merchants and industrialism while the Democratic Republicans supported yeoman farmers. However at this time period, most people could not vote. The requirement was that only males with property can vote which denied many people the opportunity to voice their opinions. Most people at that time were not property owners. On the other hand, the emergence of Democrats and Whigs represented the beginnings of a democracy. During this period, suffrage was given to all white males that were adults. This allowed the common man to be able to influence the government much more than he could before. Hence Andrew Jackson was called the people's man. It was also at this time, the number of voters sharply rose.

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[illegible]

Sample SA-1B

PAGE 1

Your teacher will direct you to fill in the circles for your 6-digit school code, and the 4-digit form code that is printed in the lower right corner on the front cover of your test booklet. Please ensure that you grid the numbers correctly on this answer sheet. **You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil.**

Use a blue or black pen only for the free-response section. **Do not write your name.**

QUESTION 1

The rise of the federalists under Hamilton and the Democratic-Republicans under Jefferson was the true beginning of democracy in the United States. Although Washington warned against partisan politics in his farewell address, this very sectionalism prompted the increase in political decision-making that individual citizens had to consider. Because of the two separate parties, citizens could decide on which party their interests were most associated with. The rise of Jefferson after the Adams administration, for example, signified the change in tastes of the nation as a whole, and the increased political fervor that came with elections clearly represents increased democracy. On the other hand, the whigs and democrats were not as democratic contrary to what Jackson may have believed; Jackson's policies were more reminiscent of a king than a president and the whigs faced frequently lopsided elections. This democrat-controlled nation offered less choices for the average American citizen.

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Q3518/1-4

[illegible]

Sample SA-1C

PAGE 1

Your teacher will direct you to fill in the circles for your 6-digit school code, and the 4-digit form code that is printed in the lower right corner on the front cover of your test booklet. Please ensure that you grid the numbers correctly on this answer sheet. **You must use a No. 2 pencil and marks must be complete. Do not use a mechanical pencil.**

Use a blue or black pen only for the free-response section. **Do not write your name.**

QUESTION 1

d) In the 1790s, the Anti-Federalists rose up against the Federalists, who believed in a strong national government of the United States. Democracy is by definition, an increased public participation in government. This clearly shows more participation in the United States government because the Anti-Federalists who disagreed with the Federalists stood up to support their belief in states having individual rights, debts, and laws. This piece of evidence is shown by the Bill of Rights, which some thought was necessary.

b) Development of voluntary organizations to promote social reforms between the 1820s and the 1840s wasn't as persuasive as the one I chose because I wasn't sure if that included the labor unions, such as AFL and Knights Labor.

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Q3518/1-4

[illegible]

2014 Practice Exam Scoring Commentary

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

Section I, Part B

Short Answer Question 1 Commentary

Overview

This question instructs students to consider which one of three possible developments represents the true beginnings of democracy in the United States, write in support of their choice, cite a piece of historical evidence that supports their choice, and write an explanation of why their choice is more compelling than the others provided. The question primarily assesses student understanding of events from Period 4 (1800–1848), the theme of Politics and Power, and the historical thinking skill of periodization.

Sample: SA-1A

Score: 3

This response is a strong answer to all three parts of the question, analyzing the limits to democracy in the 1790s and investigating the spread of democracy in the 1830s. The response uses an unusual organizational technique, answering Part B before Part A. Rather than hindering the accuracy of the response, this technique enhances it.

Sample: SA-1B

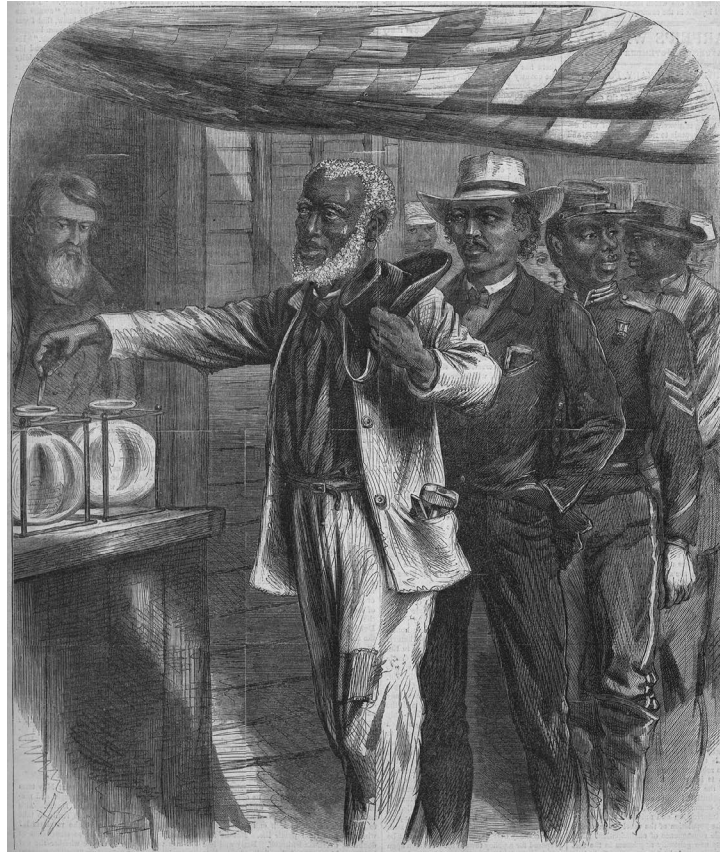
Score: 2

In Part A, this response effectively analyzes democracy in the 1790s with good supporting detail. However, the analysis of Part B (why the 1830s is not as persuasive as an exemplar of the spread of democracy) is too weak to earn a point: “lop-sided elections” and “less choices” are unclear as supporting examples or explanations.

Sample SA-1C

Score: 1

This response is confused and mostly incorrect, but it earns one point for properly using one reliable piece of evidence (the Bill of Rights).



“The First Vote” — Drawn by A. R. Waud

Courtesy of Library of Congress

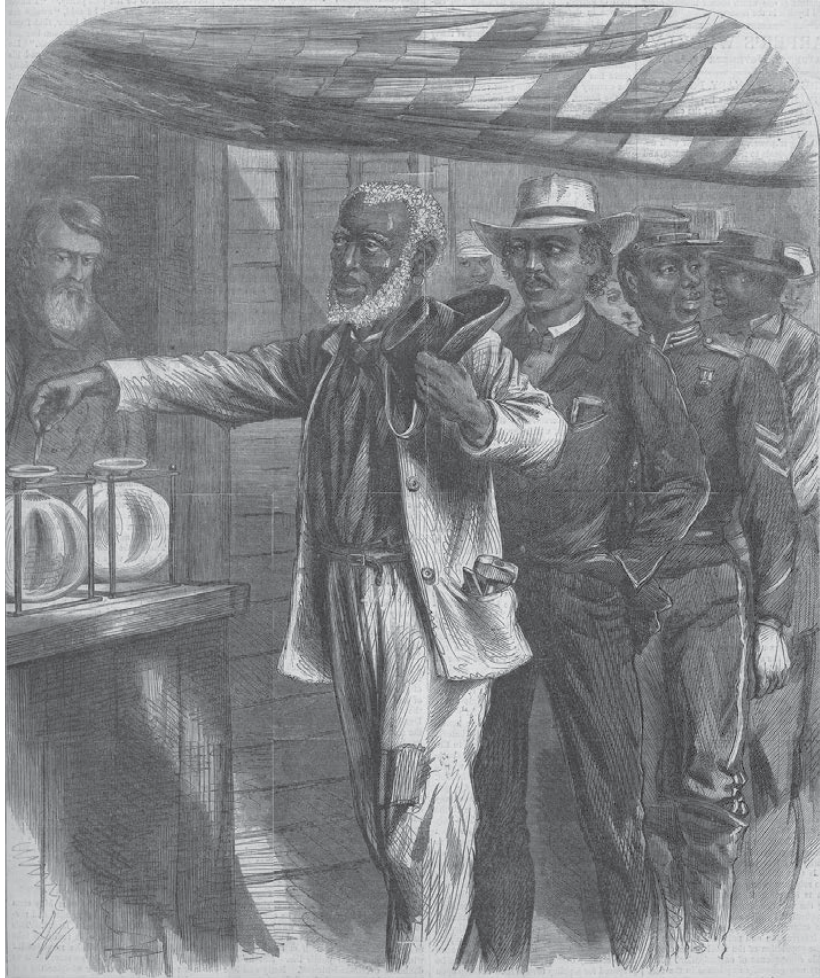
2. Use the image above to answer parts a, b, and c.
- a) Briefly explain the point of view expressed through the image about ONE of the following.
- Emancipation
 - Citizenship
 - Political participation
- b) Briefly explain ONE outcome of the Civil War that led to the historical change depicted in the image.
- c) Briefly explain ONE way in which the historical change you explained in part b was challenged in the period between 1866 and 1896.

GO ON TO THE NEXT PAGE.

Short-Answer Question 2

Learning Objective	POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.
Historical Thinking Skill	Appropriate Use of Relevant Historical Evidence
Key Concepts in the Curriculum Framework	5.3 II, 5.3 III

Scoring Guidelines for Short-Answer Question 2
Question 2



"The First Vote" — Drawn by A. R. Waud

Use the image above to answer parts a, b, and c.

- a) Briefly explain the point of view expressed through the image about ONE of the following.
- Emancipation
 - Citizenship
 - Political participation
- b) Briefly explain ONE outcome of the Civil War that led to the historical change depicted in the image.
- c) Briefly explain ONE way in which the historical change you explained in part b was challenged in the period between 1866 and 1896.

SCORING GUIDE

0–3 points

- A. The response explains one point of view suggested by the image about emancipation, citizenship, or political participation.
0–1 point(s)
- B. The response explains one outcome of the Civil War that led to the historical change depicted in the image.
0–1 point(s)
- C. The response explains one way in which the historical change explained in part b was challenged in the period between 1866 and 1896.
0–1 point(s)

SCORING NOTES

- A. Points of view suggested by the image could include the following.
 - Emancipation resulted in positive outcomes, including freedom for slaves and citizenship for African Americans by allowing African Americans to vote, serve in the military, and participate in business and the economy.
 - Political participation, as illustrated in the image of the men voting, was a fundamental aspect of the freedom and rights of citizenship granted to former slaves and other African Americans.
- B. Relevant outcomes of the Civil War could include the following.
 - During Radical Reconstruction, the federal government attempted to protect African Americans' rights in the South.
 - The Thirteenth Amendment, passed in 1865, abolished slavery; the Fourteenth Amendment, passed in 1868, guaranteed federal citizenship to African Americans and stated that rights cannot be abridged by the states; and the Fifteenth Amendment, passed in 1870, stated that male voting rights could not be denied based on race, color, or previous condition of servitude.
 - The Emancipation Proclamation still affected post–Civil War culture even though it was issued during the Civil War.
- C. Examples of challenges to the point of view of the image could include the following.
 - The Black Codes that restricted the rights of African Americans in the South
 - Grandfather clauses, poll taxes, literacy tests, and other ways of disenfranchising African Americans in the South despite the passage of the Fifteenth Amendment
 - The formation of the Ku Klux Klan and other white-supremacist groups
 - Terror, lynching, and violence against African Americans and their supporters
 - Failure to enforce the Civil Rights Act of 1866
 - Failure to implement the Enforcement Act of 1870 (Civil Rights Act of 1870)

- The Supreme Court decision *United States v. Cruikshank* (1876), which limited defense of African American citizenship rights
- The Supreme Court decision *Plessy v. Ferguson* (1896), which allowed racial segregation despite the Fourteenth Amendment
- Passage of Jim Crow laws in Southern states
- Sharecropping (when linked to challenges to emancipation) that limited African Americans' freedom and kept most Southern African Americans in poverty

Sample SA-2A

PAGE 2

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 2

The image portrays a positive view on citizenship. It shows a black man standing with white men actively participating in voting, one important responsibility of citizenship. Blacks are now virtually equal to whites because they are able to vote and perform duties as a citizen.

The fifteenth amendment of the constitution gave African-Americans the right to vote. The fifteenth amendment would allow all black males to conduct their responsibility as citizens to elect people to office.

Although the fifteenth amendment was supposed to allow African-Americans to vote, states still tried to stop them from doing so. One example of this is using literacy tests to stop illiterate blacks from voting. The tests given to blacks were usually much more difficult than the tests given to whites.

Sample SA-2B

PAGE 2

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 2

The political cartoon clearly depicts many hardworking African Americans lining up to finally use their right to vote. The ~~white man~~ African American men seem proud of their ability to participate in politics, whereas the white man at the booth seems to be angered by the participation of African American men in politics as he glares at the African American man voting. One outcome of the Civil War that led to the historical change depicted in the image was the obtaining of political rights for African Americans. This right to vote was often challenged by literacy tests, as African Americans were ~~not allowed to vote~~ and by often illiterate and ~~therefore~~ were not able to pass these tests, preventing them from voting. Therefore, preventing ~~them~~ most of the African American population from voting.

Sample SA-2C

PAGE 2

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 2

The point of view expressed through the image represents political participation. In the image, you can see that a black individual is given the right to vote. Therefore, he is able to participate in the right ~~to~~ to vote.

One outcome of the civil war that led to the historical change depicted in the image is the ending of slavery. As slavery ended after the Civil War, there were efforts in wanting to give blacks more rights. This would eventually lead to ^{the} right of voting for black males.

This historical change was challenged between 1866 and 1896. There was a lot of hatred and segregation during this period. White slave owners didn't like the idea of blacks freed from slavery. This would lead to a challenge in trying to end slavery.

Short Answer Question 2 Commentary

Overview

This question instructs students to consider the point of view of a historical cartoon about Reconstruction and African American suffrage for one of three possible topics, write a persuasive description of how the cartoon connects to their topic, explain how the Civil War's outcome led to the historical change described in the image, and explain a challenge to that change in the Reconstruction period. The question primarily assesses student understanding of events from Period 5 (1844–1877), the theme of Politics and Power, and the historical thinking skill of use of historical evidence.

Sample SA-2A

Score: 3

This response focuses on citizenship and uses the 15th Amendment and literacy tests effectively as examples. It earns one point for Part A by explaining the artist's point of view about citizenship, and one point for Part B by indicating that the 15th Amendment contributed to this new condition. The response earns one point for Part C by showing how literacy tests were a response to African American voting.

Sample SA-2B

Score: 2

This response earns one point for Part A with an explanation that demonstrates the student's general understanding of the cartoon. The response earns one point in Part C by citing literacy tests as a supporting example. Part B is too general and lacks sufficient historical specificity to earn a point for the section.

Sample SA-2C

Score: 1

This response earns one point for Part B with a general explanation of the persuasiveness of the cartoon. Parts A and C are accurate but their explanations lack adequate specific detail to earn the points.

“[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization.”

Frederick Jackson Turner, historian, “The Significance of the Frontier in American History,” 1893

“[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property.”

Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

3. Using the excerpts above, answer parts a, b, and c.
- a) Briefly explain ONE major difference between Turner’s and Limerick’s interpretations.
 - b) Briefly explain how someone supporting Turner’s interpretation could use ONE piece of evidence from the period between 1865 and 1898 not directly mentioned in the excerpt.
 - c) Briefly explain how someone supporting Limerick’s interpretation could use ONE piece of evidence from the period between 1865 and 1898 not directly mentioned in the excerpt.

GO ON TO THE NEXT PAGE.

Short-Answer Question 3

Learning Objective	ENV-5 Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.
Historical Thinking Skill	Interpretation
Key Concept in the Curriculum Framework	6.2 II

Scoring Guidelines for Short-Answer Question 3

“[W]e have in [United States history] a recurrence of the process of evolution in each western area reached in the process of expansion. Thus American development has exhibited, not merely advance along a single line, but a return to primitive conditions on a continually advancing frontier line, and a new development for that area. American social development has been continually beginning over again on the frontier. This perennial rebirth, this fluidity of American life, this expansion westward with its new opportunities, its continuous touch with the simplicity of primitive society, furnish the forces dominating American character. The true point of view in the history of this nation is not the Atlantic coast, it is the Great West. . . . In this advance, the frontier is the outer edge of the wave—the meeting point between savagery and civilization.”

Frederick Jackson Turner, historian, “The Significance of the Frontier in American History,” 1893

“[T]he history of the West is a study of a place undergoing conquest and never fully escaping its consequences. In these terms, it has distinctive features as well as features it shares with the histories of other parts of the nation and the planet. . . . Deemphasize the frontier and its supposed end, conceive of the West as a place and not a process, and Western American history has a new look. First, the American West was an important meeting ground, the point where Indian America, Latin America, Anglo-America, Afro-America, and Asia intersected. . . . Second, the workings of conquest tied these diverse groups into the same story. Happily or not, minorities and majorities occupied a common ground. Conquest basically involved the drawing of lines on a map, the definition and allocation of ownership (personal, tribal, corporate, state, federal, and international), and the evolution of land from matter to property.”

Patricia Nelson Limerick, historian, *The Legacy of Conquest: The Unbroken Past of the American West*, 1987

Using the excerpts above, answer parts a, b, and c.

- Briefly explain ONE major difference between Turner’s and Limerick’s interpretations.
- Briefly explain how someone supporting Turner’s interpretation could use ONE piece of evidence from the period between 1865 and 1898 not directly mentioned in the excerpt.
- Briefly explain how someone supporting Limerick’s interpretation could use ONE piece of evidence from the period between 1865 and 1898 not directly mentioned in the excerpt.

SCORING GUIDE

0–3 points

- A. The response explains one major difference between the two interpretations.
0–1 point(s)
- B. The response explains how one appropriate piece of evidence supports Turner's interpretation.
0–1 point(s)
- C. The response explains how one appropriate piece of evidence supports Limerick's interpretation.
0–1 point(s)

SCORING NOTES

- A. Major differences between interpretations could include the following.
 - Turner sees westward expansion as a positive good, essential to the development of American character and democracy (the frontier spirit). He also sees westward expansion as a civilizing force, taming the primitive savagery of the West. Finally, he sees the Great West as an open, untamed space and makes no mention of the many peoples already living there (American Indians, Mexicans, etc.); he casts westward expansion as an Anglo-dominated narrative, without any reference to the diversity of the West, and sees Western settlement as a safety valve for United States society.
 - Limerick sees westward expansion as characterized by conquest, contest, intermixing, and diversity. Westward expansion is not a positive good but a series of challenges and uneasy bargains. She paints the West as diverse, noting Latino, African American, White American, and Asian cultures and people as important influences. She presents the West as a populated place. To her, the West is a fixed geographic location but not a culturally static one; it is a place where evolving social and cultural processes constantly happen.
- B. Evidence supporting Turner could include the following.
 - Frontier settlers continued their trek West during the late nineteenth century, and homesteaders sought to establish themselves or make a new life in the West.
 - The frontier was fluid and the edge of civilization as defined in the period. The idea of taming the Wild West was widespread.
 - The United States brought railroads, towns, the telegraph, resource extraction, the herding of cattle, and agribusiness to the West.
 - Westward expansion and Manifest Destiny shaped American ideas and policies in the second half of the 19th century, as an extension of American democratic ideals.
- C. Evidence supporting Limerick could include the following.
 - Wars carried out by White settlers and the United States government, as well as broken treaties, decimated American Indian groups from 1860 to 1890.

- The displacement of American Indians, Mexicans, and other groups by White American expansion signals that the West was characterized by contest and intermixing and that the West was not an empty space.
- “Borders crossing people” took place, as demonstrated by Mexicans living in former Mexican territories that had been incorporated into the United States.
- African American and Mexican cowboys, Asian laborers, and other cultures all contributed to the great diversity of the West.
- The forcible conquest and annexation of the West were expressions of American expansionism and imperialism, which had outcomes antithetical to democracy and the democratic spirit.

Sample SA-3A

PAGE 3

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 3

While Turner believes the West to be a place of opportunity and simplicity, a place of constant rebirth of American society, Limerick believes it to be a place of conquest and displacement. Someone supporting Turner's interpretation would use the popular idea of the time known as Manifest Destiny. Americans felt that they had a God-given right to expand, and so the West was an opportunity to do so. Anyone who was disillusioned by city-life was captivated by the opportunity and simplicity of the West. Someone supporting Limerick, on the other hand, could mention the constant "Indian Wars" in which Americans fought with Indians to push them off the land. In order to go West, Americans continuously conquered the Indians and pushed them deeper and deeper into the West, displacing so many Indians from the land.

Sample SA-3B

PAGE 3

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 3

The major difference between Turner's and Limerick's interpretation is that ~~Turner's~~ Turner sees American expansion into the west as beneficial. He thinks that at every turn Americans have tamed the land and brought civilization to it. Limerick, on the other hand, sees American expansion into the West, negatively. She feels that at every turn Americans conquered and subjugated minorities. She also feels that they ~~have~~ ~~not~~ ~~made~~ ~~viewed~~ ~~the~~ ~~west~~ ~~materialistically~~. ~~Someone who~~ ~~was~~ ~~the~~ ~~support~~ Evidence that supports Turner's interpretation is that with American migration to the west a once ~~is~~ empty land became ~~is~~ inhabited. There was an increase in agricultural production as many Americans set out to the west to fulfill their dreams. Evidence that supports Limerick's interpretation of American expansion into the west is the Trail of Tears. When Americans began pushing into the west they constantly overtook ~~and~~ ~~took~~ Native American property. ~~They~~ ~~now~~ This eventually led to the Trail of Tears where they relocated several Indian tribes ~~for~~ just so that Americans could have the land.

Sample SA-3C

PAGE 3

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 3

- a) One major difference between Turner's and Limerick's interpretations was their view in the significance of the expansion of the American West. Turner believed that the West was of great influence in shaping American society. However, Limerick believed that the expansion overseas was more significant than the westward movement.
- b) Someone supporting Turner's interpretation could use the evidence that the movement of the West stimulated agriculture which bolstered the economy through the Homestead Act and other subsequent acts.
- c) Someone supporting Limerick's interpretation could use the Open Door Policy to argue that overseas expansion ~~to~~ gave more prosperity to America by allowing it to trade with foreign countries (China in this case). International trading allow the U.S. to be of influence to not just its own country but to foreign nations as well.

Short Answer Question 3 Commentary

Overview

This question instructs students to read and consider the arguments of two historians on the history of the American West. Students are asked to write a description of one way that the historians' interpretations contrast, provide outside evidence in support of both historians' arguments, and explain how this evidence would be persuasive. The question primarily assesses student understanding of events from Period 6 (1865–1898), the theme of Environment and Geography (Physical and Human), and the historical thinking skill of historical interpretation.

Sample SA-3A

Score: 3

This is a strong response, earning one point for showing an understanding of Turner and Limerick beyond merely quoting them. It also utilizes the examples of Manifest Destiny and Indian Wars effectively as evidence (e.g., the ideas of Manifest Destiny continued into this period), earning the second and third points.

Sample SA-3B

Score: 2

This response elaborates on the fairly common Turner “frontier is good” and Limerick “frontier is bad” arguments effectively enough to earn one point for Part A. Part B is adequate, using agriculture as an example, but Part C is incorrect because the example of the Trail of Tears is outside the time period, and therefore does not earn the point.

Sample SA-3C

Score: 1

This response does not earn a point for Part A because it incorrectly interprets Limerick. Part B uses the examples of agriculture and the “Headstead” Act to earn one point (“Headstead” is inaccurate — should be Homestead — but still given credit). Use of the Homestead Act works even though it was passed in 1863, since the answer is discussing its effects and “subsequent acts.” The response does not earn a point for Part C, because it continues the misunderstanding of Limerick’s message.

4. Answer parts a, b, and c.
- a) New forms of mass culture emerged in the United States in the 1920s and in the 1950s. Briefly explain ONE important similarity in the reasons why new forms of mass culture emerged in these two time periods.
 - b) Briefly explain ONE important similarity in the effects of new forms of mass culture in these two time periods.
 - c) Briefly explain ONE way in which some Americans responded critically to new forms of mass culture in either period.

GO ON TO THE NEXT PAGE.

Short-Answer Question 4

Learning Objective	CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.
Historical Thinking Skill	Comparison
Key Concepts in the Curriculum Framework	7.2 I, 8.3 I

Scoring Guidelines for Short-Answer Question 4

Answer parts a, b, and c.

- a) New forms of mass culture emerged in the United States in the 1920s and in the 1950s. Briefly explain ONE important similarity in the reasons why new forms of mass culture emerged in these two time periods.
- b) Briefly explain ONE important similarity in the effects of new forms of mass culture in these two time periods.
- c) Briefly explain ONE way in which some Americans responded critically to new forms of mass culture in either period.

SCORING GUIDE

0–3 points

- A. The response briefly explains one important similarity in the way that new forms of mass culture emerged in the United States in the 1920s and 1950s.
0–1 point(s)
- B. The response briefly explains one important similarity in the effects of new forms of mass culture on the United States in the 1920s and 1950s.
0–1 point(s)
- C. The response explains one way in which some Americans responded critically to new forms of mass culture in either the 1920s or the 1950s.
0–1 point(s)

SCORING NOTES

- A. Reasons that new forms of mass culture emerged in the 1920s and 1950s could include the following.
 - The increasing use of new forms of technology
 - 1920s: radio and movies
 - 1950s: television
 - The growth of consumer culture, advertising, and marketing
 - The booming economy, an improved standard of living, and increases in personal expendable income
 - The growth of the suburbs

- The growing significance of the automobile to American life
- The development of new artistic, cultural, and political movements and expressions
 - 1920s: the Harlem Renaissance/New Negro, Jazz Age, and Black nationalism (e.g., Marcus Garvey)
 - 1950s: rock 'n' roll, the Beat Generation, Abstract Expressionism, bebop, and the Civil Rights movement
- The increased focus on youth and teenage culture in popular culture

B. Similarities in the effects in the two periods could include the following.

- The expansion of the middle class
- Increasing cultural homogenization and conformity
- The increasing dominance of national culture by White Anglo-Saxon Protestant (WASP) and middle-class ideals (e.g., the nuclear family, consumerism, suburbanization, and home ownership)
- The growth of mass entertainment: radio (1920s), television (1950s), sports, and movies/talkies
- The growth of suburbs as a result of people's attempts to escape urban problems and acquire a middle-class lifestyle
- The spread of businesses and consumer culture as connected to the use of the automobile
- The growth of a widespread discontent with mass culture
- A rise in the overt expression of sexuality (e.g., flappers, *Playboy*, and the Kinsey Report)

C. Ways that Americans responded critically to either period could include the following.

1920s:

- Nativism in the 1920s and the National Origins Act (1924)
- Racism in the 1920s and the rise of the Ku Klux Klan
- Responses of traditionalists who feared threats to family and customs, and challenges to modernism (e.g., Prohibition)
- Reactions to urbanization through suburbanization and political opposition to urban political machines
- The rise of Fundamentalism and Evangelicalism (e.g., Billy Sunday)
- Challenges to evolutionary theory (e.g., Scopes trial)
- Disillusionment versus idealism (for example, the adoption of the Roaring Twenties ethos and a decline in political reform movements)
- Antilabor perspective of management (open-shop campaign, the use of court injunctions, and company unions)
- Antiradicalism (e.g., the Sacco and Vanzetti case)

1950s:

- Criticism of unprecedented affluence and rebellion against conformity (e.g., the Beat Generation)
- The rise of the women's movement and the critique of women's isolation in suburban life and their relegation to the domestic sphere
- The rise of Fundamentalism and Evangelicalism
- The widespread fear of perceived communist influence throughout culture and politics (e.g., the McCarthy period, blacklists, loyalty oaths, and the Rosenberg case)

Sample SA-4A

PAGE 4

Use a blue or black pen only for the free-response section. Do not write your name.

QUESTION 4

A new mass culture emerged in U.S. after 1920s & in 1950s as a result of the World Wars that took place before each period. At the end of the, wealth and leisure time increased allowing people to explore consumerism.

b) Both of the mass cultures led to ~~an~~ increased conformity as the people ~~for~~ advertisements promoting products ~~gave~~ people similar at persuaded people into buying popular products.

c) Americans criticized these forms of mass culture through writing. Writers from the Lost Generation ~~in the~~ after WWI & the author of the "Catcher in the Rye" used their stories to criticize the culture of the time.



Sample SA-4B

PAGE 4

Use a blue or black pen only for the free-response section. **Do not write your name.**

QUESTION 4

During the 1920s and the 1950s, new ~~for~~ forms of mass culture emerged. One reason for this was music. In the '20s, everyone was listening to jazz and going out dancing. In the '50s rock 'n' roll was huge among the young people. As a result, a cultural rebellion occurred. In the '20s, some women became "flappers." In the '50s, teenagers were dancing provocatively. In the '50s, parents tried to ~~limit~~ stop their children from listening to this music.

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PAGE 4

QUESTION 4

This, of course, led to ~~some~~ some Americans providing a critical response - in the form of mass prohibitions, bannings, and warning against these new forms of mass culture as self-appointed media/cultural guardians.

[illegible]

Short Answer Question 4 Commentary

Overview

This question instructs students to consider the causes, effects, and criticism of the rise of mass culture in the 1920s and 1950s. Students must write explanations of one similarity between the causes for the rise of mass culture in both periods, one similarity in the effects of the rise of mass culture in both periods, and an explanation of why some Americans responded critically to mass culture in either period. The question primarily assesses student understanding of events from Period 7 (1890–1945) and 8 (1945–1980), the theme of Ideas, Beliefs, and Culture, and the historical thinking skill of historical comparison.

Sample SA-4A

Score: 3

This response earned one point for Part A by arguing that new mass culture similarly emerged in the 1920s and 1950s because of postwar prosperity. The response earned one point for Part B by further arguing that in both time periods, this mass culture led to an increased conformity reinforced by advertising. It earned one point for Part C by asserting that Americans criticized the new mass culture in one of the periods through literature (the Lost Generation and *The Catcher in the Rye*).

Sample SA-4B

Score: 2

This response does not clearly address the rise of mass culture in the two periods and therefore does not earn any points in Part A. The response earned one point for Part B by arguing that the similarity of both periods was music (jazz in the 1920s; rock and roll in the 1950s) and one point for Part C by citing that a critical response to rock and roll in the 1950s was that parents were trying to prevent their children from listening to the new music.

Sample SA-4C

Score: 1

Part A describes change but does not include specific supportive details that explain why change took place, so it does not earn a point. Part B is somewhat vague but sufficiently addresses the effects of mass culture on youth in both periods to earn a point. Part C shows some understanding of critical responses to mass culture but lacks the necessary analysis and is too vague to earn a point.

Section II, Part A

UNITED STATES HISTORY

SECTION II

Total Time—1 hour, 35 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing period: 45 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes reading and planning and 45 minutes writing your answer.

Write your responses on the lined pages that follow the question.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents into your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

1. Compare and contrast views of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

GO ON TO THE NEXT PAGE.

Document 1

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

Document 2

Source: William Graham Sumner, sociology professor at Yale University, “The Conquest of the United States by Spain,” speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to uncivilized and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their “trade” for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

GO ON TO THE NEXT PAGE.

Document 3

Source: Statement attributed to President William McKinley, describing to a church delegation the decision to acquire the Philippines, 1899.

When next I realized that the Philippines had dropped into our laps, I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. . . . I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed to Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

- (1) That we could not give them back to Spain—that would be cowardly and dishonorable;
- (2) That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable;
- (3) That we could not leave them to themselves—they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was; and
- (4) That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them and by God's grace do the very best we could by them. . . .

And then I went to bed and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States [pointing to a large map on the wall of his office], and there they are and there they will stay while I am president!

Document 4

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that . . . the man who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

GO ON TO THE NEXT PAGE.

Document 5

Source: Theodore Roosevelt, “The Strenuous Life,” speech given to business owners and local leaders, Chicago, 1899.

The Philippines offer a [grave] problem. . . . Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scantier patience with those who make a pretense of humanitarianism to hide and cover their timidity, and who cant about “liberty” and the “consent of the governed,” in order to excuse themselves for their unwillingness to play the part of men. . . . Their doctrines condemn your forefathers and mine for ever having settled in these United States.

Document 6

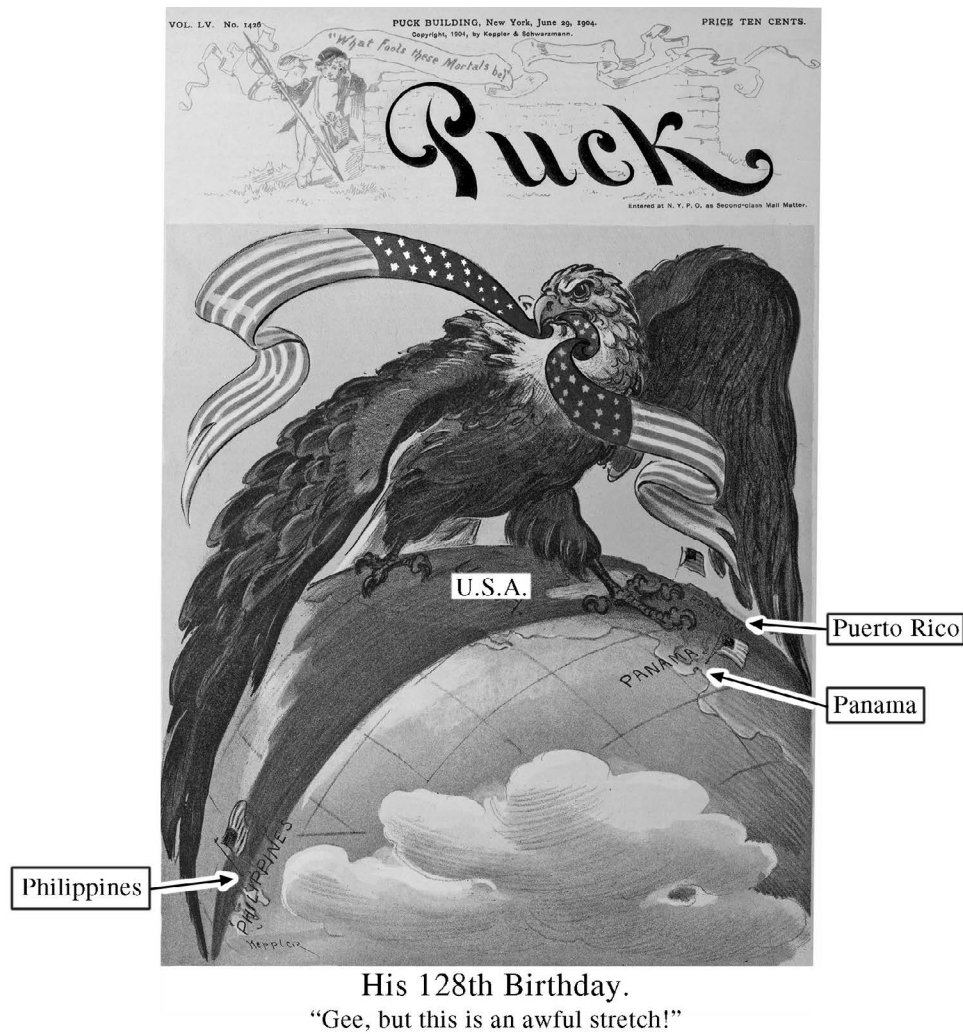
Source: William Jennings Bryan speech, campaign for the presidency, 1900.

Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the governed and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by so doing. . . . Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

GO ON TO THE NEXT PAGE.

Document 7

Source: *Puck*, a satirical magazine, June 29, 1904.



His 128th Birthday.
"Gee, but this is an awful stretch!"

END OF DOCUMENTS FOR QUESTION 1

GO ON TO THE NEXT PAGE.

Information for Document-Based Question 1

Timing	The student should spend approximately 55 minutes on this question.
Learning Objective	<p>WOR-6 Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century.</p> <p>WOR-7 Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.</p>
Historical Thinking Skill	Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Comparison, Contextualization, Synthesis
Key Concepts in the Curriculum Framework	7.3 I

Scoring Guidelines for Document-Based Question 1

Compare and contrast views of United States overseas expansion in the late 19th and early 20th centuries. Evaluate how understandings of national identity at the time shaped these views.

Maximum Possible Points: 7

A. Thesis: 0–1 point

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

1 point

B. Analysis of historical evidence and support of argument: 0–4 pointsSkills assessed: Use of Evidence, Argumentation, + targeted skill (e.g., **Comparison**)

Analysis of documents (0–3 points)			
Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument		Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;	Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument;
	OR	AND at least one of the following for the <u>majority</u> of the documents:	OR AND at least one of the following for <u>all</u> or <u>all but one</u> of the documents:
		<ul style="list-style-type: none"> • intended audience, • purpose, • historical context, and/or • the author's point of view 	<ul style="list-style-type: none"> • intended audience, • purpose, • historical context, and/or • the author's point of view
1 point		2 points	3 points

AND/OR

Analysis of outside examples to support the thesis/argument (0–1 point)
Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument. 1 point

C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes. 1 point

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, an analysis of the documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:

Appropriately extends or modifies the stated thesis or argument	OR	Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument	OR	Appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances	OR	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		1 point		1 point		1 point

SCORING NOTES**Thesis**

Possible thesis statements could include the following.

- Arguments about overseas expansionism tended to be framed in terms of who Americans were and what the United States stood for, whether or not one supported or opposed expansionism and imperialists and anti-imperialists.
- Contrasting views about United States expansion were linked to different notions of the United States mission.
- Positive views of expansion were linked to national ideals.
- Debates over expansionism hinged on the role of the United States as a world power.
- Negative views of expansion framed national identity in terms of the long-standing isolationist and anticolonial traditions of the United States.
- The prevalent racist notions of national identity shaped the views of both proponents and opponents of expansionism.
- The tendency of expansionism to become the dominant policy reflected a long-standing tendency in United States culture to link American identity with a mission to proselytize for the values of the United States, but expansionism also conflicted with the national history of anticolonialism and revolution.

Analysis of Documents

As explained in the scoring notes, to earn full credit for analyzing documents, responses must include at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, author's point of view. Although examples of these elements are listed below, these examples of analysis must explicitly be used in support of a stated thesis or a relevant argument.

Document 1

Source: E. E. Cooper, African American editor of the Washington, D.C., newspaper *Colored American*, newspaper articles, 1898.

March 19: [The war with Spain will result in a] quickened sense of our duty toward one another, and a loftier conception of the obligations of government to its humblest citizen. . . . April 30: [Black participation in the war will bring about] an era of good feeling the country over and cement the races into a more compact brotherhood through perfect unity of purpose and patriotic affinity [where White people will] . . . unloose themselves from the bondage of racial prejudice.

Components of document analysis may include the following.

- Intended audience: African American newspaper readers
- Purpose: to support African American military service
- Historical context: written during the same year as the outbreak of the Spanish-American War, prior to the United States acquisition of the Philippines, and two years after the *Plessy v. Ferguson* decision
- The author's point of view: written by an educated African American male with a sense of leadership of people, who presents African American participation in the Spanish-American War as a positive good for race relations and portrays patriotism and the United States as being a multiracial brotherhood

Document 2

Source: William Graham Sumner, sociology professor at Yale University, “The Conquest of the United States by Spain,” speech given at Yale in 1899.

The Americans have been committed from the outset to the doctrine that all men are equal. We have elevated it into an absolute doctrine as a part of the theory of our social and political fabric. . . . It is an astonishing event that we have lived to see American arms carry this domestic dogma out where it must be tested in its application to uncivilized and half-civilized peoples. At the first touch of the test we throw the doctrine away and adopt the Spanish doctrine. We are told by all the imperialists that these people are not fit for liberty and self-government; that it is rebellion for them to resist our beneficence; that we must send fleets and armies to kill them if they do it; that we must devise a government for them and administer it ourselves; that we may buy them or sell them as we please, and dispose of their “trade” for our own advantage. What is that but the policy of Spain to her dependencies? What can we expect as a consequence of it? Nothing but that it will bring us where Spain is now.

Components of document analysis may include the following.

- Intended audience: a speech to a university audience and population who were presumably educated, mostly White, and mostly affluent
- Purpose: to criticize imperialism
- Historical context: stated after the outbreak of the Spanish-American War and prior to the United States acquisition of the Philippines
- The author’s point of view: written by a White American intellectual, who was an opponent of imperialism and a proponent of Social Darwinism, skeptical about imperialism and the concept of exporting United States values via military force, and concerned that doing so would make the United States similar to Spain

Document 3

Source: Statement attributed to President William McKinley, describing to a church delegation the decision to acquire the Philippines, 1899.

When next I realized that the Philippines had dropped into our laps, I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. . . . I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed to Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came:

- (1) That we could not give them back to Spain—that would be cowardly and dishonorable;
- (2) That we could not turn them over to France or Germany, our commercial rivals in the Orient—that would be bad business and discreditable;
- (3) That we could not leave them to themselves—they were unfit for self-government, and they would soon have anarchy and misrule worse than Spain's was; and
- (4) That there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them and by God's grace do the very best we could by them. . . .

And then I went to bed and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States [pointing to a large map on the wall of his office], and there they are and there they will stay while I am president!

Components of document analysis may include the following:

- Intended audience: the American church delegation, magazine readers, and the general United States public
- Purpose: to justify the United States acquisition of the Philippines
- Historical context: stated soon after the conclusion of the Spanish-American War and the debates about the United States acquisition of the Philippines (but some questions exist as to whether McKinley really made the statement)
- The author's point of view: stated by a United States president who was a White male, holding leadership of people, who perhaps held a sense of religious mission, and who was explaining his thought process leading to the decision to annex the Philippines for the United States by considering the options available, suggesting that Filipinos were unfit for self-government and needed United States intervention, and ultimately suggesting that the United States had a Christian mission to uplift the Philippine people

Document 4

Source: Jane Addams, social reformer, "Democracy or Militarism," speech given in Chicago, 1899.

Some of us were beginning to hope that . . . we were ready to accept the peace ideal . . . to recognize that the man . . . who irrigates a plain [is] greater than he who lays it waste. Then came the Spanish war, with its gilt and lace and tinsel, and again the moral issues are confused with exhibitions of brutality. For ten years I have lived in a neighborhood which is by no means criminal, and yet during last October and November we were startled by seven murders within a radius of ten blocks. A little investigation of details and motives . . . made it not in the least difficult to trace the murders back to the influence of the war. . . . The newspapers, the theatrical posters, the street conversations for weeks had to do with war and bloodshed. The little children on the street played at war, . . . killing Spaniards. The humane instinct . . . gives way, and the barbaric instinct asserts itself.

Components of document analysis may include the following:

- Intended audience: excerpt from a speech to an audience that is uncertain but were likely similar-minded supporters of social reform, isolationism, and peace
- Purpose: to criticize the Spanish-American War and the militarism it encouraged in the United States
- Social context: stated soon after the conclusion of the Spanish-American War and immediately after the United States acquisition of the Philippines and reflects urban perspective
- The author's point of view: stated by a White American female, who was a social activist and a progressive reformer based in Chicago and a pacifist who asserts that United States participation in the Spanish-American War had undermined support for ideals of peace and had possibly encouraged more violence among Americans on the streets of Chicago

Document 5

Source: Theodore Roosevelt, “The Strenuous Life,” speech given to business owners and local leaders, Chicago, 1899.

The Philippines offer a [grave] problem. . . . Many of their people are utterly unfit for self-government, and show no signs of becoming fit. Others may in time become fit but at present can only take part in self-government under a wise supervision, at once firm and beneficent. We have driven Spanish tyranny from the islands. If we now let it be replaced by savage anarchy, our work has been for harm and not for good. I have scant patience with those who fear to undertake the task of governing the Philippines, and who openly avow that they do fear to undertake it, or that they shrink from it because of the expense and trouble; but I have even scanter patience with those who make a pretense of humanitarianism to hide and cover their timidity, and who cant about “liberty” and the “consent of the governed,” in order to excuse themselves for their unwillingness to play the part of men. . . . Their doctrines condemn your forefathers and mine for ever having settled in these United States.

Components of document analysis may include the following:

- Intended audience: excerpt from a speech to business owners and local leaders in Chicago, presumably White males who embraced a mainstream understanding of national politics
- Purpose: to justify the United States acquisition of the Philippines
- Historical context: stated soon after the conclusion of the Spanish-American War and immediately after the United States acquisition of the Philippines
- The author’s point of view: stated by a White American male political leader (the governor of New York at the time), an advocate of assertive late-nineteenth-century masculinity, imperialism, and militarism, who expresses that the United States had an obligation to provide government for the Philippines and criticizes opponents of the acquisition of the Philippines as being fearful and “unwilling . . . to play the part of men.”

Document 6

Source: William Jennings Bryan speech, campaign for the presidency, 1900.

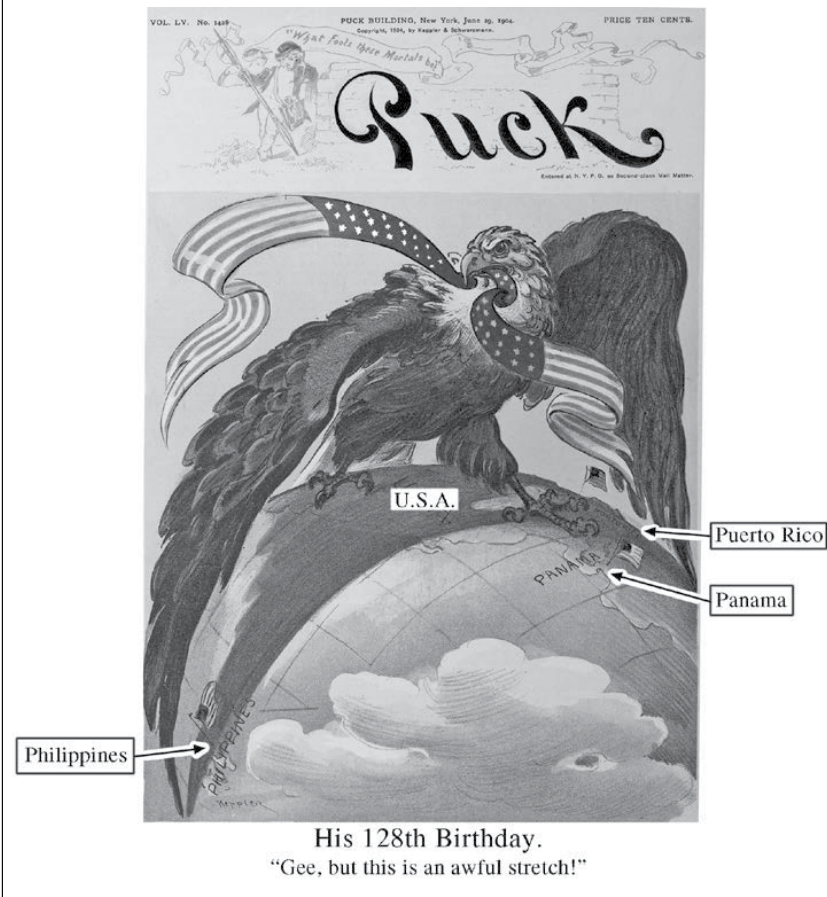
Imperialism is the policy of an empire. And an empire is a nation composed of different races, living under varying forms of government. A republic cannot be an empire, for a republic rests upon the theory that the government derive their powers from the consent of the government and colonialism violates this theory. We do not want the Filipinos for citizens. They cannot, without danger to us, share in the government of our nation and moreover, we cannot afford to add another race question to the race questions which we already have. Neither can we hold the Filipinos as subjects even if we could benefit them by so doing. . . . Our experiment in colonialism has been unfortunate. Instead of profit, it has brought loss. Instead of strength, it has brought weakness. Instead of glory, it has brought humiliation.

Components of document analysis may include the following.

- Audience: an excerpt from a speech given while Bryan was campaigning for president to an audience that is unclear but presumably made up of his political supporters
- Purpose: to condemn the United States acquisition of the Philippines, to make a case for ending colonialism, and to make a case for his own campaign for the presidency
- Historical context: stated soon after the conclusion of the Spanish-American War and soon after the United States acquisition of the Philippines
- The author's point of view: stated by a White American male political leader (a United States representative from Nebraska at the time), an opponent of imperialism who was supportive of Populist ideas, critical of United States imperialism and condemnatory of United States colonialism but at same time, critical of the notion of incorporating Filipinos as citizens

Document 7

Source: *Puck*, a satirical magazine, June 29, 1904.



Components of document analysis may include the following.

- Audience: a cartoon published on the cover of *Puck*, a satirical magazine whose audience is unclear but presumably the American reading public
- Purpose: to humorously critique the irony of an American symbol of liberty encompassing non-United States territories and to suggest that American interests may be overextended
- Historical context: published soon after the conclusion of the Spanish-American War and the United States acquisition of the Philippines and Panama and in the same year as the Roosevelt Corollary
- The author's point of view: unclear but seems to be critical of United States expansionism and presents the United States as a quasi-imperial power in the Western Hemisphere and as protective but with talons

Analysis of outside examples to support thesis/argument

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include the following.

- The Monroe Doctrine, 1823
- The doctrine of Manifest Destiny
- The formulation of the Roosevelt Corollary, 1904
- The American victory in the Spanish-American War leading to the following outcomes.
 - The United States acquisition of island territories
 - Expanded United States economic and military presence in the Caribbean and Latin America
 - The United States engagement in a protracted insurrection in the Philippines
 - Increased United States involvement in Asia
 - Widespread public support for expansionism in the late nineteenth century
- The active role of the press in mobilizing support for expansionism (e.g., yellow journalism and William Randolph Hearst)
- The opposition of some African American leaders to the war in the Philippines (e.g., W. E. B. Du Bois)
- Knowledge of the details of expansionism in the Pacific and the Caribbean (e.g., how United States sovereignty was extended to Hawaii and Samoa)
- Later events or topics related to United States overseas expansion
 - Dollar diplomacy
 - Moral diplomacy
 - The United States intervention in Mexico

Contextualization

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following.

- Debates and policies about race, immigration, nativism, and United States society in the late 19th century
 - Popular social-scientific theories including Social Darwinism and scientific racism
 - Codification of Jim Crow laws (segregation) de facto and de jure in the late nineteenth century; race riots and lynching
 - Rise of the Niagara Movement and the NAACP
 - Growth of the Social Gospel in the late nineteenth century
 - The Progressive reform movement
 - The perception in the 1890s that the western frontier was closed
- Contemporary debates over late-19th-century and early-20th-century imperialism
 - Yellow journalism and prevalent public support for expansionism
 - The desire to have outposts and coaling stations in the Pacific to facilitate commerce in Asia
 - The severe depression of the 1890s (the Panic of 1893) and the need to open up foreign commercial markets
 - Prior public support for the Cuban nationalists and revolutionaries
 - Distinctions in popular attitudes between support for the Spanish-American War and greater opposition to the subsequent war in the Philippines
 - The long history of the United States territorial expansion and conquest and debates over the United States role as a global power
 - Isolationism, the Monroe Doctrine, and the Roosevelt Corollary
 - Division of Africa on the part of European powers and imperial competition
 - The naval buildup in Europe, the rise of imperial Japan, and the subsequent American response to increase naval power
 - Arguments that Americans were destined to expand their culture and norms to others, especially the non-White nations of the globe
 - The notion of Christian evangelism contributing to a duty to expand United States influence in the world

Synthesis

- Essays can earn the point for synthesis by crafting a persuasive and coherent essay. This can be accomplished providing a conclusion that extends or modifies the analysis in the essay, by using disparate and sometimes contradictory evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include, but are not limited to, the following.
 - Linking the argument to earlier debates about United States involvement in European affairs, from George Washington's Farewell Address through the Monroe Doctrine
 - Linking the argument to debates about territorial expansion prior to the Civil War, including issues surrounding the Louisiana Purchase and the Mexican Cession
 - Linking the argument to later twentieth-century debates about expansionism and isolationism
 - Linking the argument to the rise of the United States as a world power following the Second World War

Sample: 1A

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

After the Civil War, the United States began to prosper because of the Second Industrial Revolution. With this domestic economic prosperity, ~~the~~ the urge to expand overseas spread amongst many Americans. During the late nineteenth and early twentieth centuries, foreign policy became an important debate amongst prominent Americans. While some Americans pushed forward for aggressive ~~foreign~~ foreign policy, others wanted the United States to not get involved in foreign affairs. Politicians, such as William McKinley and Theodore Roosevelt, believed that the prosperous United States should spread its good fortune to other states, such as the Philippines, Cuba and Puerto Rico. They believe imperialism was a good thing for the United States, while others, like William Jennings Bryan and Mark Twain condemned imperialism. They believed it violated American ideals, and that it did not fit with the nation's identity. Advocates argued that the United States served to civilize others, like an international policeman, while opposers argued that the United States should focus more on domestic problems and maintain its traditional identity.

~~The desire to expand came with economic prosperity. This is evident.~~

Imperialism became a problem during the Spanish American War. In essence, the war really did not need American intervention. Yellow journalism and the supposed attack on an American ship were ~~what~~ what led to American intervention. As soon as Americans intervened, the question about the future of these new colonies ~~was~~ arose. Some Americans wanted to fight the war to bring change at home. In particular, African Americans supported the war because they believed it would bring them civil rights (Doc 2). If they fought with white soldiers, if they

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

risks their lives with white soldiers, then maybe they would be treated like white soldiers. This is what E. E. Cooper argued in *A Colored American*, and his thoughts pushed African Americans to advocate for war. Others advocated for war because they believed the new nations could prosper from American help. Theodore Roosevelt, an aggressive imperialist, criticized anyone who opposed annexation of the Philippines (DOC 5). Before becoming president, he advocated for the United States to "parent" over the Philippines. He ignored the opposition from the Filipinos, something opponents of imperialism would later point out. After becoming president, his views from 1899 were carried over to his foreign policy. He treated the United States as an international police, and advocated for his "Big Stick" policy. This includes his Roosevelt Corollary to the Monroe doctrine, which argued that the United States could and should intervene in Latin American affairs whenever its interests were threatened. Not everyone was happy with this. In fact, Rubén Darío, a Latin American poet, wrote a poem targeting Roosevelt and condemning his big stick policy. José Martí, another Latin American writer, wrote about Latin America coming together to stand up to the United States. Roosevelt, however, ignored them both and spread his ideas around.

Roosevelt was not the only president advocating imperialism. William McKinley did as well, for he was the president who annexed the ~~Philippines~~ Philippines. He believed the Filipinos needed the Americans to help them become civilized, that the Filipinos

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

could not govern themselves (Doc. 3). This idea was reflected in some Senator's "March of the Flag" speech, which argued that the United States could annex these territories because ~~they~~ these territories weren't fit to govern themselves yet, that uncivilized people did not have the same rights as civilized people. ~~that more~~ As time passed by, the United States had more overseas colonies besides the Philippines, there was Cuba and Puerto Rico. The need for these colonies was advocated by Alfred Mahan a couple of years earlier. He believed that the United States should have colonies for its expanding Navy. This Navy would protect American interests, and it needed bases, or else it would be like a bird without wings. These bases would be colonies.

Other Americans, ~~however~~ however, were strictly opposed to imperialism. They did not view the U.S. as some international police, and most of them stuck to the ideas expressed in George Washington's Farewell address. They opposed ventures like the Panama Canal, and ventures like the United Fruit Co. They opposed the Spanish-American War, and they opposed the idea of the United States becoming an empire. One scholar, William Graham Sumner, was strictly opposed to the Spanish American War. He believed that the United States was following Spain's footsteps and that the U.S. would eventually lose these territories in the same way Spain did ~~see~~ (Doc. 2). Sumner was more worried about problems at home, not the future of other peoples. He believed these colonies would be a problem. Other opposers believed imperialism caused problems at home. Jane Addams believed advocating

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

(1)

Part B — Circle one

2 or 3

imperialism was advocating militarism. Within time, ~~After~~ Americans viewed the Spanish-American War as a good thing, but Addams argued that it caused issues at home (Doc. 4). People ~~were~~ openly hated Spaniards and advocated killing them. For Addams, this wasn't what America stood for. Becoming an empire was not the democratic thing to do. How could a 'just republic be an empire'? Presidential candidate William Jennings Bryan argued this idea ~~there~~ in his campaign (Doc. 6). He believed the government could not represent the desires of citizens and ~~for~~ foreigners (from the annexations) equally. The colonies would hurt America's reputation and they would cause problems. Racism was a huge problem at the time, and there was no way that Americans would get along with more races (such as Filipinos) and view them equally. It would bring humiliation. Opposers of imperialism ~~knew~~^{believed} this wasn't the American way. To some, it may have looked like the United States spread the wings of liberty abroad, but some knew that this was not the case (Doc. 7). Mark Twain, for example, frequently opposed annexation of the Philippines ~~for~~ he ~~knew~~ the U.S. had no right to decide the lifestyles for other peoples. The U.S. was abusing the Philippines at the time, with methods like the water cure. Opposers argued that this wasn't liberty, it wasn't democracy, rather it was an empire that didn't represent the ideals set by the forefathers of the United States. All these conflicting views arose because some Americans grew greedy and they believed that the United States

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

Should protect its interests. They viewed the U.S. as a nation that needed to supervise "lesser" nations. Opposers argued that this wasn't the case. They believed that if the U.S. were prospering, then that it should prosper at home, not get involved in foreign affairs. In the end, it all came down to views of national identity.

Sample: 1B

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

Starting in the late 19th Century, American views on foreign policy began to undergo a radical change. Since George Washington's farewell address in the late 18th Century, Americans had favoured an isolationist, non-interventionist approach to foreign affairs. However, by entering the Spanish American War in the 1890s, the United States largely gave up ~~the~~ these long-held beliefs in favour of a desire to control — and, at least nominally, to better — the people in the colonies it acquired as a result of that war. Although the overwhelming views of that era held that expansionism was right and proper, views began to change in the early 20th Century to favour a return to the old ways.

There were a great many viewpoints on expansion in this period, but ~~almost all~~ of them supported expansion. The most force advocates for it were the political leadership of the Republican party. Even before the Spanish-American War, the Republicans had shown this tendency, through their annexation of Hawaii's under President William McKinley (01). After the war, it was the Republican leadership which ~~continued~~ called for the United States to keep its new colonies as opposed to freeing them. President McKinley himself led the charge for this movement, making the crucial decisions to keep Guam, Puerto Rico, Cuba and the Philippines (3). When McKinley was assassinated by an anarchist in 1901, Theodore Roosevelt became perhaps an even more vocal advocate of expansionism. He argued in no uncertain terms that the Filipino people were unfit for democracy, and that ~~any~~ anyone who disagreed was weak-minded (5). ~~The~~ He further expanded this philosophy by staging a rebellion in the Colombian Province of Panama in the early 20th century to gain land for a transcontinental canal, and symbolically broke with Washington by becoming the first sitting President to visit a foreign country after he went to clean-up on the canal issue (01). There were ~~also~~ ^{some} social activists who felt that conquest would bring continental American closer together (1). There were also, however, a few detractors. The social reformer Jane Addams, better known for

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

①

Part B — Circle one

2 or 3

Championing birth control, noted that the constant culture of violence had made even here 'non-violent' neighbourly experience an increased murder rate — presumably of ~~the~~ Latino or Hispanic Americans by Whites (4). Some scholars ~~asserted~~ pointed out the irony of lambasting Spanish cruelty while praising subjugation of former Spanish colonies (5). But overall, the tide was towards conquest.

By the end of 20th century, however, many more were seeing the errors of the last century. The Presidential nominee of the opposition Democratic Party, William Jennings Bryan, began using the word 'imperialism' along with others, comparing America's foreign policy to that of the European powers it so desperately wanted to be different from (6). Furthermore, public opinion began to turn against the expansionists after seeing the horrors of the Philippine War, in which about 200,000 Filipinos were killed and a system with heavy indoctrination from the ~~Spain~~ oppressive Spanish 'Reconcentration' system was imposed by the American Army. Satirists ~~looked~~ ^{mocked} the United States' for oversteering itself dangerously, and many began to feel that the loss of happy colonies far outweighed the bene fits (7). After the First World War, expansionism completely died out, replaced by an isolationism perhaps even more radical than that which came before it. This changed before reflected, in part, a ~~change from a view~~ ^{change from a view} of America as a bottom-of-international democracy at all costs to one of an America that should refrain from 'dragging its hands' by delving into foreign affairs. ~~The nation~~ ^{The nation} ~~operational~~ ^{operational} ~~functioned~~ ^{functioned} ~~from that time on, and on~~

The debate over expansion has roared on America since the ~~later~~ inception of the nation, and continues to this day. The matter is by no means settled, and probably never will be. The ~~late~~ ^{late} 19th century represents a period favouring expansion, ~~was~~ ^{was} the early 20th, a period rejecting it. The tide of public

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

①

Part B — Circle one

2 or 3

option has ~~been~~ shifted many times since then, reflecting an ever-changing world view for Americans, that helps to keep the worst excesses of empire behind in America. In addition, the shift represents a constantly-changing definition of America's place in the world.

Sample: 1C

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory 1	Part B — Circle one 2 or 3
--------------------------------	--------------------------------------

The Spanish American war brought about a slew of questions in the United States. ~~As a~~ The nation was torn between whether it was a spreader of goodwill, or an imperialist like Spain. The overseas expansion of the United States cause controversy because government officials felt it necessary and good to expand, while the people saw no benefit to these imperialist campaigns. As a nation we wanted to seem good and just, spreading liberty and democracy; however, we also wanted to compete with imperialist powers such as Spain.

Government officials saw it necessary to conquer "savage" nations so that the U.S. could civilize them with the ideas of liberty and freedom. This is seen most clearly in the case of the Philippines, which we conquered from Spain during the Spanish American war. William McKinley explained that for keeping the Philippines would be the only option after the war, he believed there wasn't to govern themselves. (123) There was still a great racial prejudice in the United States and the leaders of the nation believed the Filipinos to be inferior savages. This is also reflected by McKinley's successor, Theodore Roosevelt. He believed that the Filipinos may in time be able to govern themselves, but at the moment they needed firm guidance from the U.S. (123) He called all those who opposed the plan cowards, because he believed the U.S. should civilize the Philippines.

~~The~~ Some people in the U.S. believed the war had done more harm than good in the U.S. They believed the war bred barbarism and that expansion would lead to an overreach of the United States' ambitions. Jane Addams

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

believed that the Spanish American war bred barbarism in the streets of the country, (Doc 4). She believed that the war and the subsequent expansion was causing everyone to behave aggressively and brutally. As a social reformer, she would have wanted to change this. ~~The~~ Puck magazine held the view that the war was causing the U.S. to overreach. In an issue published in 1904, the cover was an eagle stretching its wings far over the Pacific to the Philippines, and stating "Get out this is an awful stretch." ~~Asma~~ (Doc 7). As a satirical magazine, their goal would be to criticize the U.S. for expanding so far out of its reach.

This view was also held by many who believed the U.S. was starting to lose Imperialist ambitions. William Graham Sumner believed that the U.S. was using the guise of democracy & liberty so that it could be imperialistic. (Doc 2). He believed that the U.S.'s claims

that the ~~Spanish~~ Philippines was not fit for self governance was ~~the same as~~ a ploy that made us no better than the Spanish. William Jennings Bryant also mentioned that the U.S. was trying to be

Imperialistic. He stated a country cannot be an empire and a republic because a republic requires consent of the governed, something an empire does not give. (Doc 6)

As someone running for president, he would promise to the people that he would end the new Imperialist policy of the U.S., and focus

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

on the country itself.

While the saying the country believed
colonization or the Philibing was the United States duty
those living in the US believed that there was no benefit
to this clearly imperialist campaign.

Section II, Part A

Question 1: Document-Based Question Commentary

Overview

The question asks students to consider how the different ideas of American national identity expressed in the late 19th century affected contemporary debates on U.S. overseas expansionism. Students must read a set of historical documents and then write an essay that contains a plausible thesis, analyzes the documents and explains their relevance to the question, places the documents and the debate into wider historical context, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Period 7 (1890–1945), the theme of America in the World, and the historical thinking skills of historical comparison, historical argumentation, contextualization, appropriate use of historical evidence, and synthesis.

Sample: 1A

Score: 7

A. Thesis (+1 point):

This response earns the thesis point near the end of the first paragraph by explaining how the different versions of American identity used by advocates and opponents shaped their positions and arguments regarding expansionism.

B. Analysis of historical evidence and support of argument (+4 points):

This essay achieves one point for including information not found in the documents as evidence in support of the stated thesis, including "big stick" diplomacy and the Roosevelt Corollary. The essay earns all three possible points related to analysis of documents and using documents as evidence. The essay uses all the documents in support of the thesis and correctly extended the analysis of almost every document. The one document it fails to analyze beyond simple use is document 4: while the essay used "militarism" as a reference to Jane Addams' view in document 4, it did not count as extended analysis because "militarism" was given in the document source line.

The essay achieves extended analysis for document 1 by explaining the author's purpose, stating "it would bring them civil rights" and treatment that was "like white soldiers." In the lines preceding the use of document 2, the essay provides the historical context of Washington's Farewell Address. The essay analyzes Theodore Roosevelt's point of view, describing him as an "aggressive imperialist" and further describing his purpose in document 5 as convincing Americans to "parent the Filipinos." The essay provides historical context relevant to document 3 mentioning imperialist senators and the "March of the Flag." The essay successfully contextualizes both documents 6 and 7 by referring to Bryan's arguments as a part of American racism and by citing Mark Twain's position as an example of criticism similar to that of the cartoon in document 7.

C. Contextualization (+1 point):

This essay provides numerous examples that earn one point for contextualization, including yellow journalism, Washington's Farewell Address, March of the Flag, the Spanish American War, and racism. Although some of these examples are mentioned in the extended document analysis and context, the response also provides additional examples that are mentioned beyond the document analysis.

D. Synthesis (+1 point):

This essay crafts a persuasive argument that earns one point for synthesis. This synthesis point could have been granted either for employing disparate evidence to craft a coherent argument or for using other geographical contexts, as in the reference to Latin American poets.

Sample: 1B**Score: 6****A. Thesis (+1 point):**

The opening paragraph describes "views" of America and contrasts tradition with newer expansionist "views." The thesis paragraph culminates in the final sentence, which solidifies the thesis and earns the thesis point.

B. Analysis of historical evidence and support of argument (+3 points):

This essay achieves one point for including information not found in the documents as evidence in support of its stated thesis; in particular, the essay uses the example of the annexation of Hawaii. The essay uses almost all the documents in supporting its thesis, but falls one extends analysis short of earning the fourth point in this category. The essay extends its analysis of document 3 by stating McKinley's purpose as being a desire to keep the colonies. For document 4, the essay mentions Addams as an advocate of birth control, which provides an implicit context of Addams as a social reformer.

The essay analyzes Theodore Roosevelt's point of view in discussing his expansionist philosophy and by relating the additional historical context of the Panama Revolution. In reference to document 6, the essay relates Bryan's purpose of opposing imperialism to his campaign for president; placing Bryan as a Democratic candidate for president also extends the analysis by providing a historical context. Lastly, the essay does a thoughtful extended document analysis by contextualizing the cartoon in document 7 as a part of a satirical movement that increased isolationism prior to World War I.

C. Contextualization (+1 point):

This essay earned the contextualization point more for placing the events within the context of competing political parties and aims of Republicans and Democrats rather than for explaining the documents as responses to events of the Spanish American War.

D. Synthesis (+1 point):

In both the introduction and conclusion, the essay extends its argument to other historical periods with relevant commentary, touching on Washington's Farewell Address and later 20th-century debates over expansionism and isolationism.

Sample: 1C**Score: 3****A. Thesis (+1 point):**

The first paragraph earns the thesis point by presenting competing views of the United States as either a "spreader of goodwill" or an "imperialist like Spain" and treats the debate about expansionism as an issue of identity.

B. Analysis of historical evidence and support of argument (+1 point):

This essay provides no relevant information beyond that in the documents and therefore does not earn a point for analysis of outside examples. The essay offers a plausible analysis of six documents in supporting its thesis, which earns one point on the rubric under the category of "analysis of documents."

The essay only successfully extends the analysis of documents 5 and 6. Using document 5, the essay succeeds in describing Roosevelt's purpose as the author, and for document 6, the essay analyzes Bryan's point of view as that of a "candidate seeking votes." For document 4, the characterization of Jane Addams as a "social reformer" does not count because it is given in the source line of the document. If the essay had analyzed at least six documents, it could have earned another two points, or with extended analysis of four or five documents, another point.

C. Contextualization (+1 point):

This essay provides appropriate historical context, showing how U.S. debates originated in a contest between competing imperial powers, thereby earning one point.

D. Synthesis (+0 points):

This essay did not earn the synthesis point because the conclusion fails to extend the essay into a larger argument. The essay neglects to offer disparate examples, additional categories of analysis, or connections to other geographical regions or historical periods.

Question 2 or Question 3**Suggested writing period: 35 minutes**

Directions: Choose EITHER question 2 or question 3. You are advised to spend 35 minutes writing your answer. Write your responses on the lined pages that follow the questions.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
 - Support your argument with evidence, using specific examples.
 - Apply historical thinking skills as directed by the question.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.
- .
2. Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.
 3. Evaluate the extent to which increasing integration of the United States into the world economy contributed to maintaining continuity as well as fostering change in United States society from 1945 to the present.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

GO ON TO THE NEXT PAGE.

Information for Long Essay Question 2

Timing	The student should spend approximately 30 minutes on this question. (This is one of two possible choices in this section.)
Learning Objective	WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
Historical Thinking Skill	Patterns of Continuity and Change over Time
Key Concepts from the Curriculum Framework	2.3 I, 3.1 II

Scoring Guidelines for Long Essay Question 2

Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.

Maximum Possible Points: 6**A. Thesis: 0–1 point**

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question

1 point

B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence	OR	Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument
1 point		2 points

C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME		
Describes historical continuity AND change over time	OR	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time
1 point		2 points

For questions assessing COMPARISON		
Describes similarities AND differences among historical developments	OR	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments
1 point		2 points

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development	OR	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development
1 point		2 points

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed	OR	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis
1 point		2 points

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.						
Appropriately extends or modifies the stated thesis or argument		Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt		The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances		(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point	OR	1 point	OR	1 point	OR	1 point

SCORING NOTES

Thesis: Possible thesis statements addressing continuity and change include the following.

- Trans-Atlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1763 but also fostered change in the kinds of labor systems in use.
- Trans-Atlantic interactions fostered continuity in the need for labor in the British North American colonies from 1600 to 1763 but also fostered change in the use of race-based labor.
- Trans-Atlantic interactions fostered continuity in the demand for labor in the British North American colonies from 1600 to 1763 but also fostered change in the sources of labor.
- Trans-Atlantic interactions fostered changes in labor systems from 1600 to 1763 but the conditions of labor systems remained constant.
- Trans-Atlantic interactions fostered continuity in the importation of labor to the British North American colonies from 1600 to 1763 but also fostered change in the types of crops planted and the organization of labor systems.

Support for Argument: Possible evidence that could be used for an argument stressing continuity over time includes the following.

- Demand for labor in the colonies remained high throughout the period.
- The harsh conditions of indentured servitude remained the same throughout the period.
- English beliefs in the superiority of European peoples was maintained by colonists throughout the period.
- Systems of coerced labor (English indentured labor, bound labor, African slave labor, and Native American forced labor) remained the same throughout the period.
- People were imported for labor throughout the period; both forced migration and voluntary migration characterized the importation of labor throughout the period.
- Farming and/or other types of labor focused primarily on cash crops (tobacco, indigo, rice, and cotton) throughout the period.
- Family-farm labor and subsistence farming characterized the organization of labor in the colonies throughout the period.
- The Portuguese played a role in the slave trade throughout the period.

Support for Argument: Possible evidence that could be used for an argument stressing change over time includes the following.

- European demands for colonial cash crops and staple crops rose during the period.
- Employers sought out new sources of labor during the period.
- Employers shifted from using indentured servitude to African slave labor.
- Indentured servitude decreased along with the increase in the use of African slave labor.
- Race-based labor systems rose in the colonies during the period.

- The plantation labor system emerged in the colonies during the period.
- The use of racial stereotyping and racial hierarchies rose among British colonists during the period.
- European imperial systems shifted from mercantilism to capitalism during the period.
- The triangular trade/trans-Atlantic slave trade rose during the period.
- The shift from the Dutch to the English as the primary slave traders took place during the period.
- British colonists shifted from farming varied cash crops to farming monoculture cash crops, especially tobacco and cotton, which impacted labor systems.

Application of Historical Thinking Skills

- Essays earn points by using the evidence offered in support of their argument to identify and illustrate continuity and change over time. Examples include, but are not limited to, the following.
 - The high demand for labor in the colonies is identified and illustrated as a continuity throughout the period, while the shift from White indentured servitude to African slave labor is identified and illustrated as an important change.
 - The constant need for labor in the colonies is identified and illustrated as a continuity throughout the period, while the shift in the kinds of crops planted and the rise of plantation labor systems are identified and illustrated as important changes.
 - The shift from White indentured servitude to African slave labor is identified and illustrated as an important change during the period, while the harsh conditions in labor systems are identified and illustrated as remaining constant.

Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period or context. Examples include, but are not limited to, the following.
 - Explaining how continuity and change in labor systems introduced a race-based labor system with long-term impact for the British North American colonies and the United States
 - Connecting the continuity and change in labor systems to a broader analysis about the exploitation of labor
 - Connecting the time period discussed in the essay to other periods or events, such as the American Revolution, sectionalism in the antebellum period, the Civil War, or Reconstruction
 - Explaining how continuity and change in labor systems proved a long-term economic benefit or boon to the British North American colonies and/or had long-term political implications for the colonies

Sample: 2A

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

As sailing ships carried goods across the Atlantic from the old world to the new and vice versa, labor systems in the colonies were changed. Naturally, as the number of people grew in the colonies there was more change than continuity; this was largely due to cost and also a change in the goods produced in the colonies and the desires of the old world for American goods.

The old world craved American furs throughout the colonies' histories. First, the French went deep into the Louisiana and Canadian territories, seeking out beaver and bears. The high demand then persuaded British colonists to go west. This means that men went out in small groups or by themselves on search of unique furs, therefore they formed a system where each man was his own solitary provider and seller. This system of artisan-like labor was a constant throughout the colonies' existence. Early Puritans arrived on Massachusetts in the mid-1600s, and began to farm just enough to provide for their families. The independent subsistence farmer or fisherman defined the agriculture on the North unlike the South which relied on massive amounts of forced labor. Because no food was arriving from Europe, the early northern colonists had to "live off the land" that they settled, but they never mass produced goods because Europe

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

② or 3

required no American food. These systems of solitary trappers and subsistence farmers persisted from the founding of the colonies through the 1760s.

However, changes in transatlantic trade reshaped the South as well as northern industry. Initially, the South's labor came in the form of indentured servants, and most died before their term was served. Eventually though, the servants began to survive and because of their survival, the plantation owners looked for a new labor source. So, as the ex-indentured servants went to farm their own small plots of land, the plantation owners began the importation of slaves. This dramatic shift was caused in part by the mass production of tobacco, along with a more sophisticated slave trade. So when demand went up and the opportunity for labor that only had initial cost arose, the plantation owners took off. As products from the Caribbean colonies trickled up the Atlantic coast, some northern merchants set out to create massive merchant empires based out of New York and Boston. Starting much later than the initial founding of the colonies, the northern colonies began to build industrial economies, causing a shift from subsistence farming to an industrial workforce.

As the colonies grew and prospered, and the demands for goods changed in Europe, while the

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

(2) or 3

Caribbean colonies and Africa became exploited, changes were made in who was working where and in what fashion. However much change there was, though, it was a constant throughout the colonies for poor white families to be farming just to feed themselves. And the changes from European indentured servants to slaves didn't disrupt their subsistence farming.

Sample: 2B

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

In the time period from 1600 to 1763, trans-Atlantic interactions caused many changes and continuities in labor systems in British North American Colonies. One change was that these ~~colonies~~ colonies were beginning to bring in slaves from Africa. One continuity was that these colonies were continuing to bring in indentured servants. During this time period, there would be many changes in the way labor systems were ~~also~~ developed, and it would continue to impact the colonies for many centuries to come.

One change that occurred for labor systems ^{in British North American colonies} in the time period from 1600 to 1763 was that these colonies were ~~beginning~~ beginning to import slaves from Africa. ^{the first slaves were brought to America in 1619.} They were discovering that they could bring mass amounts of slaves at a time to the colonies, and that they were also a cheaper source of labor. Plus, they could be traded and sold whenever people needed money or new slaves. This was a huge advantage over indentured servants, which had been used previously. Also, slaves did not have to be kept in the same house as their owner, like indentured servants. All of these advantages made slaves the next best source of labor in the British North American colonies. This decision would bring about radical change for labor systems until the passage of the 14th amendment which gave African Americans "equal rights under the law."

One continuity that occurred for labor systems in British North American colonies in the time period from 1600 to 1763 was that these colonies still continued to import

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

indentured servants. Indentured servants had been used for centuries prior to this time period, and people were slightly reluctant to give them up. They provided a more personal type of servitude, than did slaves, and some people greatly enjoyed this. Plus, many people already had ~~and~~ indentured servants and did ^{not} want or feel the need to buy slaves. Indentured servitude, however, wouldn't last much longer, as eventually, slaves would take over most of the work in labor systems.

So, as one can see, there were many changes and continuities in the British North American colonies in the time period from 1600 to 1763. One change was that these colonies began to import slaves from Africa because they found they were a cheaper source of labor and could be brought over in mass quantity. One continuity was that these colonies still imported indentured servants as they still saw them to be of value to them. However, due to the importation of slaves, slaves would eventually take over all the work of labor systems in America. This change would remain in affect until the passage of the 14th amendment, which gave African Americans "equal protection under the law".

Sample: 2C

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

(2) or **3**

The trans-Atlantic interactions from 1600-1763 helped bring about many new labor systems ~~and~~ but kept many of the old labor systems the same as well. Without the trans-Atlantic interactions, our country would have not changed for the better as it did and would have always been stuck in their old ways.

The trans-Atlantic interactions brought about one very important new labor system which was slavery. The triangular trade that took place during this time involved slaves from Africa and the West Indies, and traders brought these to the colonies. The southern colonies especially loved these slaves and found great use for them. They put them to work on their large plantations planting and picking cotton and other crops and the slave owners made a large profit off of them. Without these slaves, the amount of crops they produced wouldn't have been possible.

The trans-Atlantic interactions also helped to keep labor systems and the economy the same and stable. With certain crops for the trade being in high demand, the colonies made sure to keep producing these crops and this allowed the economy to stay stable. Since the colonies

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or **3**

needed to keep producing these crops,
they kept their labor systems the same
in order to produce these crops efficiently.

The trans-Atlantic interactions brought good
new things to the colonies that really helped the
colonies. Without these interactions, the colonies
would have not developed as they did, and therefore
they wouldn't have thrived as they did.

Section II, Part B

Long Essay Question 2 Commentary

Overview

This question asks students to consider the causes and degree of change and continuity over time in labor systems in colonial British North America. Students must write an essay that contains a plausible thesis, makes a persuasive argument about the degree and causes of change and continuity in the period, and synthesizes the information to make a larger argument about American history. This question primarily assesses student understanding of events in Periods 2 (1607–1754) and 3 (1754–1800); the theme of Work, Exchange and Technology; and the historical thinking skill of awareness of historical continuity and change over time, historical argumentation, and synthesis.

Sample: 2A

Score: 6

A. Thesis (+1 point):

This essay earns the thesis point. The first paragraph implies a continuity in growth in population while stating clear changes. This idea is fleshed out in the last paragraph of the essay, which states a fully developed thesis that addresses both continuity and change. In the last paragraph, the essay directly addresses continuity in stating, “it was a constant throughout the colonies for poor white families to be farming just to feed themselves” and it also specifies the changes.

B. Support for Argument (+2 points):

This essay relates factual historical continuities in the fur trade and various ways in which some colonists supported themselves in a subsistence fashion (farming and fishing) throughout the colonial period. The essay further develops an extensive argument about change in the plantation labor system, from mostly using indentured servants to mostly using enslaved labor. The essay earns two points because of the direct links established between the evidence and trans-Atlantic interactions.

C. Application of targeted historical thinking skill (+2 points):

This essay earns two points for applying the historical thinking skill of analyzing continuity and change over time through explanation of historical examples of both continuities (methods of fur traders and subsistence farming) and change (the change to slave labor).

D. Synthesis (+1 point):

This essay qualifies for a synthesis point by referencing the Caribbean to make a larger argument about American history. This reference also represents an extra geographical region not explicitly called for by the prompt.

Sample: 2B**Score: 4****A. Thesis (+1 point):**

In the first paragraph this essay states a clear change by discussing the introduction of slaves into the colonies and a clear continuity by discussing the ongoing importations of indentured servants. The paragraph also links both situations to trans-Atlantic interactions.

B. Support for Argument (+1 point):

This essay earns one point for outlining some general factual historical information about servitude (connected to continuity) and slavery (connected to change), but it makes no substantive linkages to trans-Atlantic interactions and describes rather than argues. The essay does not introduce additional historical examples.

C. Application of targeted historical thinking skill (+1 point):

This essay earns one point for basic application of the skill of continuity and change over time by describing both a change and a continuity. The essay would have to offer more analysis of the degree and causes of continuity and change by making stronger connections to trans-Atlantic interactions. The essay makes broad, vague generalizations and would need specific supporting examples to earn the second point in this category.

D. Synthesis (+1 point):

This essay earns the synthesis point by referencing a different time period by noting the persistence of the slave labor system “until passage of the 14th Amendment, which gave African Americans ‘equal protection under the law.’” While the 13th Amendment might have been the historically preferable reference in terms of ending the slave labor system, the essay still earns the synthesis point for connecting the topic of the essay to a relevant later period or event.

Sample: 2C**Score: 1****A. Thesis (+0 points):**

This essay merely restates the prompt without introducing anything to indicate specific arguments about trans-Atlantic interactions and continuity and change and therefore earns no point in the thesis category.

B. Support for Argument (+1 point):

This essay includes correct historical information (triangular trade, slaves from Africa and the West Indies, and cash crops) pertinent to relevant arguments. However, it does not make clear and consistent connections between this information and the way in which it supports relevant arguments, falling short of clear linkages to the thesis.

C. Application of targeted historical thinking skill (+0 points):

This essay does discuss change (slavery) but lacks any discussion of continuity connected to trans-Atlantic exchanges or labor systems. In order to earn one point for applying the skill of continuity and change, the essay must discuss BOTH continuity and change.

D. Synthesis (+0 points):

No synthesis point is earned, as the essay does not extend its thesis, introduce an additional category of analysis, or connect its argument to other periods of United States history.

Question 2 or Question 3**Suggested writing period: 35 minutes**

Directions: Choose EITHER question 2 or question 3. You are advised to spend 35 minutes writing your answer. Write your responses on the lined pages that follow the questions.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
 - Support your argument with evidence, using specific examples.
 - Apply historical thinking skills as directed by the question.
 - Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or connects it to a different category of analysis.
- .
2. Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.
 3. Evaluate the extent to which increasing integration of the United States into the world economy contributed to maintaining continuity as well as fostering change in United States society from 1945 to the present.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

GO ON TO THE NEXT PAGE.

Information for Long Essay Question 3

Timing	The student should spend approximately 30 minutes on this question. (This is one of two possible choices in this section.)
Learning Objective	WOR-3 Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century.
Historical Thinking Skill	Patterns of Continuity and Change over Time
Key Concepts from the Curriculum Framework	8.3 I, 9.3 I

Scoring Guidelines for Long Essay Question 3

Evaluate the extent to which increasing integration of the United States into the world economy contributed to maintaining continuity as well as fostering change in United States society from 1945 to the present.

Maximum Possible Points: 6**A. Thesis: 0–1 point**

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question

1 point

B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence	OR	Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument
1 point		2 points

C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME		
Describes historical continuity AND change over time	OR	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time
1 point		2 points

For questions assessing COMPARISON		
Describes similarities AND differences among historical developments	OR	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments
1 point		2 points

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development	OR	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development
1 point		2 points

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed	OR	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis
1 point		2 points

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.

Appropriately extends or modifies the stated thesis or argument	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt	OR	The argument appropriately connects the topic of the question to other historical periods, geographic areas, contexts, or circumstances	OR	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		1 point		1 point		1 point

SCORING NOTES

Thesis: Possible thesis statements addressing continuity and change include the following.

- Increasing integration of the United States into the world economy contributed to continuity in the standard of living for people living in the United States but has also fostered changes for the middle class since the 1970s.
- Increasing integration of the United States into the world economy contributed to maintaining continuity in consumption but also fostered an economic downturn and led to the closing of factories in the United States.
- Increasing integration of the United States into the world economy contributed to maintaining continuity in defense spending but also fostered debates about the size and scope of the federal government from the 1970s to the present.
- Increasing integration of the United States into the world economy contributed to maintaining the social safety net and the welfare state but also fostered new conservative challenges to social programs from the 1970s to the present.
- Increasing integration of the United States into the world economy contributed to maintaining the demand for oil but also fostered debates about dependence on fossil fuels and threats to foreign policy.

Support for Argument: Possible evidence that could be used for an argument stressing continuity over time includes the following.

- Relatively high standards of living persisted in United States society throughout the period.
- Access to modest prosperity was a constant for most of United States society throughout the period.
- United States society maintained a large middle class throughout the period.
- Social mobility was a feature of United States society throughout the period.
- Technological developments spurred continued economic growth in United States society throughout the period.
- A large federal government and federal budget in the United States were constants throughout the period.
- High levels of defense spending in the United States persisted throughout the period.
- A large military-industrial complex existed throughout the period.
- A social safety net and welfare state existed for United States society throughout the period. (Popular programs were hard to reform.)
- The prevalence and persistence of inequalities and poverty were constants in United States society throughout the period.
- Liberalism and liberal programs remained largely in place in the United States throughout the period.
- The demand for oil and petroleum remained high in the United States throughout the period.

Support for Argument: Possible evidence that could be used for an argument stressing change over time includes the following.

- United States society changed through experiencing economic instability and downturn in the 1970s.
- A new conservatism rose in response to economic, social, and cultural challenges.
- Tax revolts and the reform of tax codes took place in the 1970s and 1980s.
- Deregulation of industries was a change for United States society in the late 1970s and 1980s.
- High inflation and high unemployment were changes for United States society in the 1970s (stagflation).
- Increased consumption of imported goods, especially manufactured products like electronics and automobiles, took place from the 1970s to the present.
- United States society experienced increased economic inequality in wages and the standard of living after 1980.
- Many United States manufacturing jobs were eliminated in the 1970s and 1980s.
- Union membership declined during the 1980s.
- The middle class experienced stagnating wages from the 1970s to the present.
- Liberal policies and the welfare state were challenged by conservatives during the late 1960s through the present.
- Debates about limiting the size and scope of the federal government occurred during the 1970s and 1980s.
- Debates about maintaining the social safety net and programs like Social Security occurred during the 1980s.
- Welfare reforms enacted in the 1990s brought change for United States society.
- Debates about free-trade agreements occurred in the 1990s.
- Concerns about the impact of economic growth on the environment and United States society occurred during the 1970s.
- Concerns about dependence on fossil fuels and oil supplied from foreign states, especially those in the Middle East, occurred during the 1970s.
- The spread of computer technology and the Internet changed United States society from the 1970s to the present.
- The South and the West (Sun Belt) became new sources of economic power after the 1960s.
- Surges in migration after 1965 from regions like Latin America and Asia occurred as people took advantage of economic opportunity.
- New migrants increasingly became an important part of the labor force after 1965.
- Sharp debates about the economic and social impact of immigration, especially illegal immigration, occurred from the 1980s to the present.
- Increasing numbers of women entered the paid workforce from the 1970s to the present.
- Dual-income families increased from the 1970s to the present.

Application of Historical Thinking Skills

- Essays can earn points by using the evidence offered in support of their argument to identify and illustrate continuity and change over time. Examples include, but are not limited to, the following.
 - General economic growth and a relatively high standard of living are identified and illustrated as social continuities throughout the period, while stagnating and declining real wages for the middle class are identified and illustrated as important changes in United States society since the 1970s.
 - The persistence and prevalence of social inequality in United States society are identified and illustrated as continuities throughout the period, while economic instability and downturn are identified and illustrated as important changes during the 1970s.
 - High levels of consumption are identified and illustrated as important continuities throughout the period, while increasing reliance on foreign suppliers since the 1970s are identified and illustrated as changes.
 - High levels of demand for oil and petroleum are identified and illustrated as important continuities throughout the period, while concerns about dependence on fossil fuels and foreign suppliers since the 1970s are identified and illustrated as changes.

Synthesis

- Essays can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing a conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period or context. Examples include, but are not limited to, the following.
 - Explaining how the integration of the United States into the global economy and the impact that has had on United States society have important connections to changes in production and labor in foreign economies such as China
 - Connecting the integration of the United States into the global economy and the impact that has had on United States society to an analysis about the exploitation of labor
 - Connecting the integration of the United States into the global economy and the impact that has had on United States society to an analysis about changing gender roles and family structures during the period
 - Connecting the time period discussed in the essay to other periods or events, such as the United States recession since 2008 and the implementation of austerity measures in many European economies during the same period
 - Explaining how the integration of the United States into the global economy and the impact that has had on United States society has had a lasting impact on the role of the United States as a world power

Sample: 3A

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory 1	Part B — Circle one 2 or (3)
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Prior to World War Two's United States' entry, Americans looked at the rest of the world with disdain, as a horde who wouldn't pay back their debts and started lots of trouble. But after Pearl Harbor, America changed forever, along with her society. America's emergence into the global economy merely confirmed ~~the~~ the beneficial view of Americans, however the exposition into the global economy took away the possibility of isolation and diversified our vocations & population.

United States citizens continued to believe in their superiority as a result of the dominance of the world's economy. After WW2 industrial giants Japan, Germany, and Britain were covered in rubble and megalith Russia had faced a devastating war in its homeland. Europe's ruins were only renovated as a result of the Marshall plan. Meanwhile after a short recession, America's economy boomed. Its industrial capacity was not damaged but enhanced by the war, allowing it to dominate the world's manufacturing sector. While most citizens had considered themselves superior, the United States dominance provided evidence. This unbridled optimism is what allowed the greatest generation to first liberate the world's people and then conquer their markets. Despite the lull of the 70's, American pride can still be called upon in elections, as a candidate stating that we live in the greatest country on God's green earth can still reach the nostalgic soul of our society.

Although U.S. was now the best, it was no longer alone. The greatest advantage America had was being lost, its isolationism.

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

A tool used by the country since Washington to Wilson, a dependence on the global economy reduced its effectiveness. Originally an agricultural economy and then an industrial powerhouse, it relied mostly on its own citizens, a result of the archaic

American system of Henry Clay. But the wide open consumers of the world required the U.S. to grow stupendously & riskily, as more and more of the GNP depended on un dependable foreigners. Most devastating is oil, as after WWII the US was no longer an oil exporter but an importer. Organizations such as OPEC began to hold the United States hostage, as the turmoil in the seventies the rocked the social fabric of America resulted from this. The American society could no longer be so independent, we were no longer isolated. Cultural influences from our society spread such as blue jeans but the increase in interaction influenced us as well. Society now had to accept that while the world needed us, the U.S. needed the world, quite the conceptual shock.

Finally, the integration into the world economy diversified the United States' vocations & population. ~~essentially~~ After world War Two and all the way into the fifties manufacturing reigned supreme in the United States, but the service sector began to take over and even surpass the old industrial giant. By changing to services, more women obtained job opportunities that had never been present before. And as the cheaper workforces emerged in countries such as Mexico, unions saw their numbers plummet. As world trade increased, more immigrants came.

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

diversifying the population, so by women entering the workforce and leaving the home, this caused social mayhem as the birth rate decreased, divorce sky rocketed, and the foundation of the home was shaken. And without the liberal influence of unions in the service sector, socialism & liberal agendas declined. The loss of manufacturing seemed to do psychological damage to society as well, as "made in china" seems to draw their ire. So by jumping so wholeheartedly into the volatile world economy, drastic societal impacts occurred.

Sample: 3B

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory 1	Part B — Circle one 2 or 3
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The increasing integration of the United States into the World Economy produced many changes in the society of the US from 1945, while maintaining few continuities. The United States's society did not experience many ~~changes~~ ^{continuities} during this time, ~~because the~~ other than the fact that its ~~work force was~~ ^{work force was} still centered around big business industry. However, the nation experienced many changes because of the United States's ^{new found} involvement in the ~~economy~~ world economy. The United States acted upon a policy of containment when dealing with communism, which led the country to get involved in many international affairs. New forms of communication allowed the people to become more aware of the government's role and the realities of the world. New Treaties were also signed between nations to provide a world market. The ~~states~~ US was involved in multiple changes which occurred after World War II that integrated the country the world economy because of its involvement in world affairs.

The policy of containment was a policy that said the US would attempt to stop the spread of communism. This policy led the US to get involved in Cuba, and Vietnam, ~~and China~~. In Cuba, the United States tried to prevent the Soviet Union from using Cuba as a communist base for its missiles. This ultimately led to several events such as the Cuban Missile Crisis and the US invasion of the Bay of Pigs. The United States, because of its involvement ^{in economy,} felt responsible to take charge of the spread of communism in Vietnam, so they sent troops trying to prevent the spread into South Vietnam. The United States funded many interventions into other countries to prevent ^{the} spread of communism because of its new found involvement in the world economy. Thus US changed its policies of attempted isolation before 1945 to being extremely involved in world affairs. This produced a change in the US society, because it caused many Americans to be involved in the world affairs, which was

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

something they previously had not experienced -

Socially, the US also experienced many changes as a result of the country's involvement in the world market. New forms of communication, such as TVs allowed many citizens to know more about the country's international involvement. By 1960, 90% of all US citizens had a TV which they could watch the Vietnam War in action and listen to speeches from the president or other representatives. The TVs broadcasted many things to its ~~entire~~ society, which was a change from the previously unaware and uninformed citizens. Radios were also big and they conveyed similar messages.

New treaties and organizations also socially affected the United States. NATO or North America Trade Organization was formed ~~after~~ several years after World War II to create a trade agreement between the US, Mexico and Canada. NATO allowed for trade to flow between the countries without restrictions. The US and the USSR signed ~~the~~ an agreement allowing for ~~the~~ large amounts of grain to be shipped to Russia for a price for three years. The United States and Russia also were large competitors in the cold war. Both challenged each other on new space inventions. The USSR first placed the Sputnik into orbit, but the US became the first to land a man on the moon. After the war, the US paid a lot of money, which allowed the country to produce many agreements and to sacrifice money to spend in competition. The increasing integration of the United States into the world economy contributed to many changes because the US became much more involved with other countries, which differed from its previous policy of isolationism. The US's society after World

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

War II continued to experience many changes from 1945 to the present
as the US became increasingly more involved in world affairs.

Sample: 3C

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

From 1945 to present day, the integration of the United States into the world economy maintained the continuity of American consumerism. However, societal change took place after World War II when women and other minority groups alike strived for equality and when the 1960s brought about a "sexual revolution," causing young people to become ~~more~~ less conservative. Therefore, the United States American consumerism continued, but minority groups and the "sexual revolution" of the 1960s brought about societal changes.

American consumerism became affluent, as the average American sought to achieve the "American dream." Families were able to afford more products, and the income of many families (notably the middle-class) rose. The employment rate decreased, providing families with jobs and more substantial incomes in order to buy and consume wanted products.

But, after World War II in 1945, ~~women~~ some women decided to stay in the workforce, instead of retaining their domestic duties at home. They fought for equality and eventually given the right to vote with the passing of the Twenty-third Amendment in the 1960s. Also, blacks became more aware of the desegregation in America and fought to defeat it. They too gained the right to life with the passing of the Voting Rights Act of 1965, which abolished poll taxes & literacy tests for blacks. The rise of "black power" in America helped contribute to their cause. It was an idea that blacks would eventually take over, but really it was a cover-up to retain the political ~~& econ~~ and economic gains that they had acquired during the Civil Rights Movement.

Circle the question number for Part B that you are answering on this page.

Part A — Mandatory

1

Part B — Circle one

2 or 3

The "sexual revolution" brought about in the 1960s contributed ~~the~~^{the} ~~to~~^{of} conservatism in the youth of America at the time. With the invention of the birth-control pill, it was easy for the youth to satisfy their sexual urges. Also, with the "flower children"^{of the late 1960s} advocating peace and not supporting the war in Vietnam, many minorities were able to defy the societal rules at the time. The advent of the Free Speech Movement helped young people gain a voice in America by allowing them to express themselves however they chose. The coming of the gays also further contributed to the young people's movement by allowing them to take part in a nation-wide campaign for gay and lesbian rights.

Although American consumerism continued, the minority groups and the generation of the 1960s helped bring about societal change. Women and blacks gained newfound rights and the youth of the 1960s changed the definition of what it meant to be a youth at the time. Both the minority groups and the youth of America greatly contributed to societal change that affected America in a new way.

Long Essay Question 3 Commentary

Overview

This question asks students to consider the causes and degree of change and continuity over time in the U.S. economy in the postwar period. Students must write an essay that contains a plausible thesis, makes a persuasive argument about the degree and causes of change and continuity in the period, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Periods 7 (1890–1945) and 8 (1945–1980); the theme of America in the World; and the historical thinking skills of awareness of historical continuity and change over time, historical argumentation, and synthesis.

Sample: 3A

Score: 6

A. Thesis (+1 point):

This essay expresses its thesis in the last sentence of the first paragraph, arguing for continuity in Americans' views of the United States as globally "beneficial" and for changes such as the end of "isolation" and newly diversified "vocations" and "population." The essay earns the thesis point on the basis of correctly identifying both continuity as well as multiple changes that grew from the cause given in the prompt (increasing integration of the United States into the world economy). While this identification earns the thesis point, a stronger thesis would have been more explicitly focused on "society." Diversified vocations and population clearly addresses United States society, but continuing views and changes in isolationism in a narrow view might be construed as more ideological categories. In this case, ideology was accepted as an aspect of society.

B. Support for Argument (+2 points):

This essay employs a significant amount of specific evidence while maintaining a consistent connection to its arguments in support of the thesis. The amount of information is impressive (e.g., Marshall Plan, immediate post-war recession, emergence from World War II with a stronger manufacturing economy, a 1970s economic "lull," OPEC oil embargo, later growth of service sector, women in new jobs, and the decline of unions). Linkages of the evidence to the arguments are established in the second paragraph, where the essay connects American manufacturing success to reinforcing an American sense of "superiority," and again in the third paragraph, where the essay connects the 1970s oil crisis to teaching Americans the consequences of the end of isolationism.

C. Application of targeted historical thinking skill (+2 points):

By analyzing both continuity (in the second paragraph) and change (in the last paragraph) linked to results of U.S. participation in the world economy, this essay earns both points for applying the targeted historical thinking skill of change and continuity over time. The essay provides an analysis of a specific example of historical continuity in the second paragraph, when it states that Americans "... continued to believe in their superiority as a result of the dominance of the world's economy" and mentions evidence of ongoing "American pride" throughout that

paragraph. In the last paragraph, the essay provides evidence of change in the form of women working more in a new service economy.

D. Synthesis (+1 point):

In the third paragraph, this essay earns the synthesis point by connecting the argument to relevant history from another era. It references isolationism as a concept that goes back to Washington and Woodrow Wilson, describes the early American economy as agricultural, and links individualism to Henry Clay's American System.

Sample: 3B

Score: 4

A. Thesis (+1 point):

This essay earns the thesis point by arguing in the first paragraph for continuity in the United States workforce that was "still centered around big business industry." The thesis extends into the sentences that follow, making a case that more involvement in world affairs led to "new forms of communication [that] allowed the people to become more aware of the governments role and the realities of the world."

B. Support for Argument (+2 points):

This essay earns two evidence points by including relevant evidence and linking that evidence to the thesis. The essay presents evidence for change linked to the thesis, including new forms of communication and media coverage of the Cuban Missile Crisis, and the Bay of Pigs. It then provides extensive treatment of the impact of TV coverage of the Vietnam War. The essay mistakenly employs the acronym NATO (instead of NAFTA), but the section that follows shows a correct understanding of NAFTA and uses "trade agreements" as examples of ways that "the U.S. became much more involved with other countries." The linkage and explanation that followed overcame the initial mistake.

C. Application of targeted historical thinking skill (+0 points):

This essay offers no analysis of continuity, and so earns no points for applying the historical thinking skill of analyzing change and continuity over time. An essay must analyze BOTH continuity and change to earn two points in this category.

D. Synthesis (+1 point):

This essay earns a synthesis point by connecting the topic of the essay to a historical period not called for in the prompt, thereby connecting the information in the essay to the larger context of U.S. history. In the second paragraph, the essay offers a brief description of the United States before 1945 as "isolationist."

Sample: 3C**Score: 2****A. Thesis (+0 point):**

This essay presents arguments about continuity and change in the first paragraph that might be considered a thesis. However, the proposed thesis does not earn the point, because it neglects to connect these arguments to increasing integration of the United States with the world economy, which was a task assigned by the prompt.

B. Support for Argument (+1 point):

This essay earns a point by including historical information to present relevant arguments. Information about the post–World War II era such as women and African Americans seeking rights, increasing consumerism, women working, and even the sexual revolution were all relevant to changes after World War II. The essay earns only a single point in this category due to a failure to link these changes to the increasing integration of the United States with the world economy. The historical content supports "relevant arguments," but it does not make analytic connections. Therefore, it neglects to support a complete answer to the prompt.

C. Application of targeted historical thinking skill (+1 point):

This essay earns one point for describing both historical continuity (American consumerism in the first sentence) and a number of social changes. Only this one point is earned because although the essay accurately described relevant continuity and change, it does not analyze specific examples in terms required by the prompt.

D. Synthesis (+0 point):

No synthesis point is earned, as this essay does not extend its thesis, introduce an additional category of analysis, or connect its argument to other periods of United States history.