



## **AP<sup>®</sup> United States History 2012 Scoring Guidelines**

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# AP<sup>®</sup> UNITED STATES HISTORY

## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question

In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses all parts of the question:
  - Impact of big business on the economy
  - Impact of big business on politics
  - Responses of the American people to changes brought about by big business
- Presents an effective analysis of the topic; treatment of multiple parts may be somewhat uneven:
  - Impact of big business on the economy
  - Impact of big business on politics
  - Responses of the American people to changes brought about by big business
- Effectively uses a substantial number of documents.
- Develops the thesis with substantial and relevant outside information.
- May contain minor errors that do not detract from the quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a thesis that addresses the question; may be partially developed.
- Provides some analysis of the topic, but treatment of multiple parts may be uneven.
- Effectively uses some documents.
- Supports the thesis with some relevant outside information.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis, or simply paraphrases the question.
- Deals with the question in a general manner; shows simplistic, superficial treatment of the subject.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information or lists facts with little or no application to the question.
- May have major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Shows little or no understanding of the documents or ignores them completely.
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The — Essay

- Is completely blank.

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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document List

##### Document A

Source: *Historical Statistics of the United States*, Indexed Prices, 1870–1899.

##### Document B

Source: George McNeil, labor leader, *The Labor Movement: The Problem of Today*, 1887.

##### Document C

Source: David A. Wells, engineer and economist, *Recent Economic Changes and Their Effect on the Production and Distribution of Wealth and the Well-Being of Society*, 1889.

##### Document D

Source: Joseph Keppler, “The Bosses of the Senate,” *Puck*, January 23, 1889.

##### Document E

Source: Andrew Carnegie, “Wealth,” *North American Review*, June 1889.

##### Document F

Source: “People’s Party Platform,” *Omaha Morning World-Herald*, July 5, 1892.

##### Document G

Source: Samuel Gompers, *What Does Labor Want?*, an address before the International Labor Congress in Chicago, August 28, 1893.

##### Document H

Source: George Rice, “How I Was Ruined by Rockefeller,” *New York World*, October 16, 1898.

##### Document I

Source: Theodore Dreiser, *Sister Carrie*, a novel, 1900.

##### Document J

Source: Female typists, circa 1902.

# AP<sup>®</sup> UNITED STATES HISTORY

## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Potential Outside Information

“Acres of Diamonds” speech  
Addams, Jane/Hull House  
Alger, Horatio/“rags to riches”  
American Beauty Rose Theory  
American Federation of Labor  
American Protective Association  
American Railway Union  
Anti-Saloon League  
Armour, Philip  
Belknap scandal  
Bell, Alexander Graham (telephone)  
Bellamy, Edward, *Looking Backward*  
Billion Dollar Congress  
Bimetallism  
blacklisting  
Blaine, James G.  
Bland-Allison Act  
bonanza farms  
Booth, William/Salvation Army  
Boss Tweed  
bread-and-butter unionism  
Brown, B. Gratz  
Bryan, William Jennings  
Burnham, Daniel  
Carnegie libraries  
Carnegie Steel Corporation  
Chinese Exclusion Act  
Civil Service (Pendleton) Act  
Cleveland, Grover  
concentration of wealth  
consolidation  
conspicuous consumption  
corporate mergers  
Coxey’s Army  
Credit Mobilier scandal  
Crime of ‘73  
Cross of Gold speech  
Debs, Eugene V.  
Depression of 1893  
Dingley Tariff  
direct election of senators (Populist platform,  
not Seventeenth Amendment)  
Donnelly, Ignatius  
Duke, James B.  
dumbbell tenements  
economies of scale  
Eddy, Mary Baker/Christian Science  
Edison, Thomas (incandescent lightbulb)  
eight-hour day  
electric trolleys  
Farmers’ Alliances (Northern, Southern,  
Colored)  
“Farmers should raise less corn and more hell”  
Fisk, Jim  
free and unlimited coinage of silver  
George, Henry, *Progress and Poverty*  
Gilded Age  
Gladden, Washington  
Gold Standard Act/Currency Act of 1900  
Goo-goos (Good Government Guys)  
Gospel of Wealth  
Gould, Jay  
government ownership of railroads (utilities)  
graduated income tax (Populist platform, not  
Sixteenth Amendment)  
Granger laws  
Grantism  
Greeley, Horace  
Greenback-Labor Party  
Hanna, Marcus  
Harvey, William, *Coin’s Financial School*  
Hawaiian Revolt  
Haymarket Square  
“He who dies rich, dies disgraced”  
Hill, James J.  
holding company  
Homestead Strike  
horizontal integration  
“I can hire one-half of the working class to kill  
off the other half”  
immigration restriction  
Immigration Restriction League  
income tax  
initiative  
injunction  
Interstate Commerce Act  
“a just and harmonious society”  
“just windward of the law”  
Kelley, Florence  
Kelley, Oliver Hudson  
Knights of Labor  
laissez-faire

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### Question 1 — Document-Based Question (continued)

Lease, Mary Elizabeth  
*Legal Tender Cases*  
Liberal Republicans  
limited liability  
long-haul/short-haul differentials  
Lowell, Josephine  
Macy's  
mail-order catalogs  
Marshall-Fields  
Macune, Charles W.  
McKinley Tariff  
McKinley, William  
Molly Maguires  
monopolies  
Montgomery Ward  
Morgan, J. P.  
Mugwumps  
Mulligan letters  
*Munn v. Illinois*  
Nast, Thomas  
National Consumer League  
National Labor Union  
New York Charity Organization Society  
Ocala Demands  
Ohio idea  
Oklahoma land rush  
old immigration/new immigration  
Olmstead, Frederick/city beautiful movement  
Olney, Richard  
Omaha Platform  
Otis, Elisha (elevator)  
Panic of 1873  
Panic of 1893  
patronage/spoils system  
Patrons of Husbandry (Grange)  
Philippines, annexation of  
Pinkerton detectives  
*Pollock v. Farmers' Loan and Trust*  
pooling agreements  
Populist Party  
Powderly, Terence  
"The public be damned"  
Pullman Strike  
Railway Strikes of 1877  
rebates/kickbacks  
Reed, Thomas  
referendum  
refrigerated railroad car  
Riis, Jacob, *How the Other Half Lives*  
robber barons  
Rockefeller, John D.  
Sanborn contracts scandal  
scabs/strikebreakers  
Schurz, Carl  
scrip  
Sears-Roebuck  
secret ballot (Australian ballot)  
Settlement Houses  
Sherman Antitrust Act  
Sherman Silver Purchase Act  
Sholes, Christopher (invention of the typewriter)  
Simpson, "Sockless" Jerry  
single-tax idea  
16–1 ratio  
skyscrapers  
*Slaughterhouse Cases*  
Social Darwinism  
Social Gospel  
specialization of labor  
Specie Resumption Act  
Stephens, Uriah  
subsidies/land grants  
subtreasury plan  
Sullivan, Louis  
sweatshops  
Swift, Gustavus  
swing states/doubtful states  
Sylvis, William  
Taylor, Frederick  
Taylorism (scientific management)  
titans (captains) of industry  
transcontinental railroads  
*United States v. E. C. Knight*  
unskilled/skilled labor  
urbanization (rural-to-urban migration)  
Vanderbilt, Cornelius  
Veblen, Thorstein, *Theory of the Leisure Class*  
vertical integration  
*Wabash v. Illinois*  
wage slaves  
Wald, Lillian/Henry Street Settlement House  
Wanamaker's (department store)  
Watson, Tom  
Weaver, James B.  
Whiskey Ring

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**Question 1 — Document-Based Question (continued)**

Wilson-Gorman Tariff

*Wizard of Oz* (as parable for populism)

Woolworth's Great Five Cent Store

workers' compensation

World's Columbian Exhibition, 1893

yellow dog contracts

YMCA

YWCA

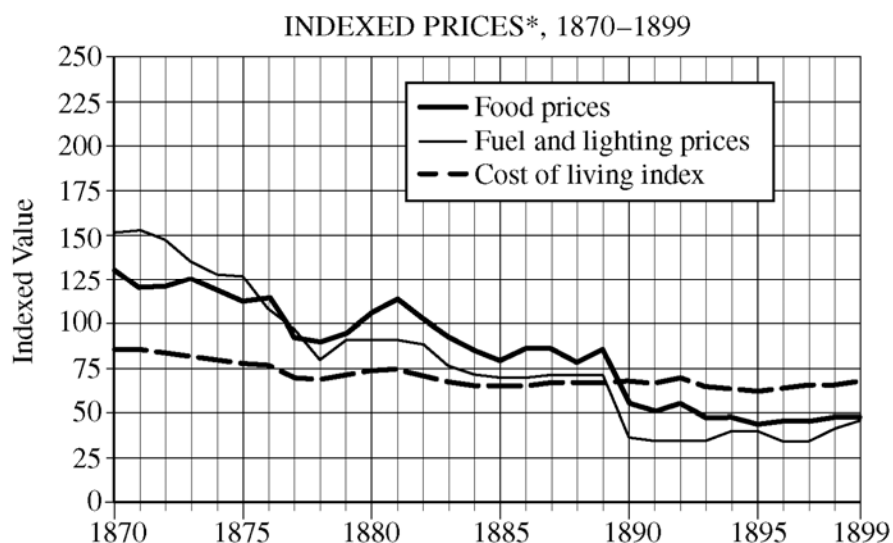
# AP<sup>®</sup> UNITED STATES HISTORY 2012 SCORING GUIDELINES

## Question 1 — Document-Based Question (continued)

In the post-Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.

### Document A

Source: *Historical Statistics of the United States*.



\*Indexed prices refers to the average prices for goods and services during a given interval of time.

### Document Information

- Food prices declined significantly between 1870 and 1899.
- Fuel and lighting prices declined significantly between 1870 and 1899.
- Cost of living declined slightly between 1870 and 1899.

### Document Inferences

- Improved agricultural innovations led to reduced food prices.
- Mining and lighting innovations reduced prices for fuel and lighting.
- Falling prices for agricultural goods led to discontent among farmers.
- Mass production resulted in a decline in the cost of living.
- Electric lighting allowed for 24-hour production, night shifts and possibly longer hours.

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**Question 1 — Document-Based Question (continued)**

**Document A (continued)**

**Potential Outside Information**

consolidation

Coxey's Army

economies of scale

Edison, Thomas (incandescent lightbulb)

Farmers' Alliances (Northern, Southern, Colored)

"Farmers should raise less corn and more hell"

Lease, Mary Elizabeth

subtreasury plan



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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document B

Source: George E. McNeill, labor leader, *The Labor Movement: The Problem of Today*, 1887.

The railroad president is a railroad king, whose whim is law. He collects tithes by reducing wages as remorselessly as the Shah of Persia or the Sultan of Turkey, and, like them, is not amenable to any human power. He can discharge (banish) any employee without cause. . . . He can withhold their lawful wages. He can delay trial on a suit at law, and postpone judgment indefinitely. He can control legislative bodies, dictate legislation, subsidize the press, and corrupt the moral sense of the community. He can fix the price of freights, and thus command the food and fuel-supplies of the nation. In his right hand he holds the government; in his left hand, the people.

#### Document Information

- Railroad presidents are similar to kings.
- Railroad presidents can discharge workers without cause and withhold wages.
- Railroad presidents can delay lawsuits.
- Railroad presidents control both the government and the people.
- Railroad presidents controlled freight prices and monopolized food and fuel industries.
- Railroad presidents corrupt communities and control the press.

#### Document Inferences

- The financial clout of railroads leaves employees helpless.
- Railroad labor and farm unrest is likely.
- Railroads dictate government policy.
- The Senate is controlled by wealthy interests because senators are not popularly elected.
- The legal system favors railroad interests.

#### Potential Outside Information

blacklisting  
Credit Mobilier scandal  
Fisk, Jim  
government ownership of railroads  
Gould, Jay  
Granger laws  
Interstate Commerce Act  
Kelley, Oliver Hudson  
long-haul/short-haul differentials

*Munn v. Illinois*  
National Labor Union  
Patrons of Husbandry (Grange)  
Railway Strikes of 1877  
Sylvis, William  
*United States v. E. C. Knight*  
Vanderbilt, Cornelius  
*Wabash v. Illinois*  
yellow dog contracts

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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document C

Source: David A. Wells, engineer and economist, *Recent Economic Changes and Their Effect on the Production and Distribution of Wealth and the Well-Being of Society*, 1889.

[T]he modern manufacturing system has been brought into a condition analogous to that of a military organization, in which the individual no longer works as independently as formerly, but as a private in the ranks, obeying orders, keeping step, as it were, to the tap of the drum, and having nothing to say as to the plan of his work, of its final completion, or of its ultimate use and distribution. In short, the people who work in the modern factory are, as a rule, taught to do one thing—to perform one and generally a simple operation; and when there is no more of that kind of work to do, they are in a measure helpless. The result has been that the individualism or independence of the producer in manufacturing has been in a great degree destroyed, and with it has also in a great degree been destroyed the pride which the workman formerly took in his work—that fertility of resource which formerly was a special characteristic of American workmen, and that element of skill that comes from long and varied practice and reflection and responsibility.

#### **Document Information**

- Workers no longer work independently but as if they were part of a military organization.
- Workers are taught to perform one simple task.
- Manufacturing has largely taken away workers' pride in their work.

#### **Document Inferences**

- Mass production techniques led to specialization of labor.
- Specialization of labor decreases workers' pride in their craft.
- Specialization of labor leaves workers largely unskilled.
- Unskilled labor is relatively easy to replace.

#### **Potential Outside Information**

specialization of labor  
sweatshops  
unskilled/skilled labor

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## Question 1 — Document-Based Question (continued)

### Document D

Source: Joseph Keppler, “The Bosses of the Senate,” *Puck*, January 23, 1889.



U.S. Senate Collection

### **Document Information**

- Shows trusts as oversized.
- Shows public entrance to the Senate closed.
- Shows monopolists lined up at monopolists' entrance.
- Shows some senators looking back toward the trusts.
- Shows sign saying “This is a Senate of the monopolists by the monopolists and for the monopolists.”

### **Document Inferences**

- The Senate (government) is controlled by big business.
- People have no control over the Senate because senators are not directly elected.
- Monopolists (trusts) are wealthy and powerful.
- Trusts control a great many industries.

### **Potential Outside Information**

Billion Dollar Congress

Bland-Allison Act

Civil Service (Pendleton) Act

Crime of '73

Dingley Tariff

direct election of senators (Populist platform, not Seventeenth Amendment)

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**Question 1 — Document-Based Question (continued)**

**Document D (continued)**

Gold Standard Act/Currency Act of 1900  
Interstate Commerce Commission  
McKinley Tariff  
monopolies  
Nast, Thomas  
Reed, Thomas  
Sherman Antitrust Act  
Sherman Silver Purchase Act  
Wilson-Gorman Tariff

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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document E

Source: Andrew Carnegie, “Wealth,” *North American Review*, June 1889.

This, then, is held to be the duty of the man of Wealth: First, to set an example of modest, unostentatious living, shunning display or extravagance; to provide moderately for the legitimate wants of those dependent upon him; and after doing so to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer, and strictly bound as a matter of duty to administer in the manner which, in his judgment, is best calculated to produce the most beneficial results for the community—the man of wealth thus becoming the mere agent and trustee for his poorer brethren, bringing to their service his superior wisdom, experience, and ability to administer, doing for them better than they would or could do for themselves.

#### **Document Information**

- Wealthy people should lead a modest, unpretentious existence.
- Surplus revenues are to be used as a trust fund for what the wealthy see as community good.
- The wealthy are trustees for the poor.
- The judgment of the wealthy will lead to better decisions than the poor would make for themselves.
- Philanthropy justifies business owners’ wealth.

#### **Document Inferences**

- Some business leaders believed in charity.
- The wealthy saw themselves as superior to the masses.
- Social obligation is a responsibility that comes with wealth.

#### **Potential Outside Information**

Carnegie libraries  
Carnegie Steel Corporation  
Gospel of Wealth  
“He who dies rich dies disgraced”  
Homestead Strike  
Social Darwinism  
Social Gospel  
Veblen, Thorstein, *Theory of the Leisure Class*  
vertical integration

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### Question 1 — Document-Based Question (continued)

#### Document F

Source: “People’s Party Platform,” *Omaha Morning World-Herald*, July 5, 1892.

[W]e seek to restore the government of the Republic to the hands of “the plain people,” with which class it originated. . . .

Our country finds itself confronted by conditions for which there is no precedent in the history of the world; . . . We pledge ourselves that if given power we will labor to correct these evils by wise and reasonable legislation, in accordance with the terms of our platform. We believe that the power of government—in other words, of the people—should be expanded (as in the case of the postal service) as rapidly and as far as the good sense of an intelligent people and the teaching of experience shall justify, to the end that oppression, injustice, and poverty shall eventually cease in the land.

#### **Document Information**

- Seeks to restore government to plain people.
- Power of the people (government) should be expanded.
- Seeks to end oppression, injustice, and poverty.

#### **Document Inferences**

- The Populist Party was dedicated to political and social reform.
- Government should be strengthened and made more responsible to the people.
- The Populist Party nominated its own presidential candidate in 1892.

#### **Potential Outside Information**

Bryan, William Jennings

Cross of Gold speech

direct election of senators (Populist platform, not Seventeenth Amendment)

Farmers’ Alliances (Northern, Southern, Colored)

free and unlimited coinage of silver

government ownership of railroads (utilities)

income tax

initiative

Lease, Mary Elizabeth

Ocala Demands

Omaha Platform

Populist Party

referendum

subtreasury plan

Weaver, James B.

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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document G

Source: Samuel Gompers, *What Does Labor Want?*, an address before the International Labor Congress in Chicago, August 28, 1893.

The organized working men and women, the producers of the wealth of the world, declare that men, women and children, with human brains and hearts, should have a better consideration than inanimate and dormant things, usually known under the euphonious title of “Property.” ...

We demand a reduction of the hours of labor, which would give a due share of work and wages to the reserve army of labor and eliminate many of the worst abuses of the industrial system now filling our poor houses and jails. ...

Labor ... insists upon the exercise of the right to organize for self and mutual protection. ... That the lives and limbs of the wage-workers shall be regarded as sacred as those of all others of our fellow human beings; that an injury or destruction of either by reason of negligence or maliciousness of another, shall not leave him without redress simply because he is a wage-worker. ...

And by no means the least demand of the Trade Unions is for adequate wages.

#### **Document Information**

- People should not be considered property.
- Labor seeks shorter hours.
- Shorter labor hours will reduce jail and almshouse populations.
- Labor insists on the right to organize.
- Negligence or maliciousness should not leave the worker without recourse.
- Labor insists on adequate wages.

#### **Document Inferences**

- Mass production techniques are dehumanizing.
- Bread-and-butter unionism grew with the trade union movement (shorter hours, better working conditions, increased wages).
- Workers’ compensation laws should be passed.
- Labor unions must organize to protect the interests of workers.
- Companies can and should help out communities by reducing unemployment ranks.

#### **Potential Outside Information**

American Federation of Labor  
bread-and-butter unionism  
Knights of Labor  
National Labor Union

Powderly, Terence  
Stephens, Uriah  
Sylvis, William  
workers’ compensation

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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document H

Source: George Rice, “How I Was Ruined by Rockefeller,” *New York World*, October 16, 1898.

“I am but one of many victims of Rockefeller’s colossal combination,” said Mr. [George] Rice, “and my story is not essentially different from the rest. . . . I established what was known as the Ohio Oil Works. . . . I found to my surprise at first, though I afterward understood it perfectly, that the Standard Oil Company was offering the same quality of oil at much lower prices than I could do — from one to three cents a gallon less than I could possibly sell it for.”

“I sought for the reason and found that the railroads were in league with the Standard Oil concern at every point, giving it discriminating rates and privileges of all kinds as against myself and all outside competitors.”

#### **Document Information**

- Says he is a victim of Rockefeller’s combination.
- Says Standard Oil offered the same quality of oil for one to three cents less than he could.
- Says he found railroads were in league with Rockefeller and charged discriminatory rates.

#### **Document Inferences**

- Monopolists used ruthless tactics to put competitors out of business.
- Railroads gave big businesses rebates/kickbacks that helped them undercut their competition.
- Government must protect small businesses against unfair business practices.

#### **Potential Outside Information**

American Beauty Rose Theory  
horizontal integration  
“just windward of the law”  
long-haul/short-haul differentials  
rebates/kickbacks  
Rockefeller, John D.



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## 2012 SCORING GUIDELINES

### Question 1 — Document-Based Question (continued)

#### Document I

Source: Theodore Dreiser, *Sister Carrie*, a novel, 1900.

[Department stores] were along the line of the most effective retail organization, with hundreds of stores coordinated into one and laid out upon the most imposing and economic basis. They were handsome, bustling, successful affairs, with a host of clerks and a swarm of patrons. Carrie passed along the busy aisles, much affected by the remarkable displays of trinkets, dress goods, stationery, and jewelry. Each separate counter was a showplace of dazzling interest and attraction. She could not help feeling the claim of each trinket and valuable upon her personally.

#### **Document Information**

- Department stores were among the most efficient retail organizations.
- Department stores were appealing, with swarms of patrons.
- Carrie was much affected by the display of goods.
- The displays affected Carrie personally.

#### **Document Inferences**

- Urban glamour drew rural people to the city.
- Improved urban transportation led to the development of department stores.
- Displays and advertising blurred the distinction between wants and needs.
- Consolidation in retail industry offered increased availability of consumer goods to society.

#### **Potential Outside Information**

electric trolleys

Macy's

Wanamaker's (department store)

Woolworth's Great Five Cent Store

YMCA

YWCA

# AP<sup>®</sup> UNITED STATES HISTORY 2012 SCORING GUIDELINES

## Question 1 — Document-Based Question (continued)

### Document J

Source: Female typists, circa 1902.



Courtesy of Library of Congress # LC-D4-42930

### **Document Information**

- Shows women typists in a large room.
- Shows women all dressed similarly.
- Shows the presence of electric lighting.

### **Document Inferences**

- Inventions like the typewriter and telephone increased employment for native-born, white women.
- There was sameness about working in a mass production environment.
- Industrialization created employment opportunities that often discriminated according to gender and race.

### **Potential Outside Information**

Sholes, Christopher (invention of the typewriter)  
sweatshops  
Taylor, Frederick  
Taylorism (scientific management)  
YWCA

# AP<sup>®</sup> UNITED STATES HISTORY

## 2012 SCORING GUIDELINES

### Question 2

Analyze the effect of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies. Confine your response to the period from 1754 to 1776.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the aftermath of the French and Indian War and its effect on the relationship between Great Britain and the British colonies.
- Develops the thesis with substantial and relevant historical information about the effect of the war and its aftermath on the relationship between Britain and the British colonies.
- Provides effective analysis of the aftermath of the war and its effect on the British/colonial relationship; treatment of the aftermath's effect on the relationship may be somewhat uneven.
- May contain minor errors that do not detract from the quality of the answer.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the aftermath of the French and Indian War and its effect on the relationship between Great Britain and the British colonies.
- Supports the thesis with some relevant historical information about the effect of the aftermath of the war on the relationship between Great Britain and the colonies.
- Provides some analysis of the aftermath of the war and its effect on the British/colonial relationship; treatment of the aftermath's effect on the relationship may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis on the effects of the war and its aftermath on the British/colonial relationship or simply paraphrases the question.
- Provides minimal relevant information about the effect of the war and its aftermath on the relationship or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis of the effects of war and its aftermath on the relationship.
- May have major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or restates the question.
- Demonstrates an incompetent or inappropriate response or is off topic (zero).
- Contains numerous errors.
- Is poorly organized, poorly written, or both.

#### The — Essay

- Is completely blank.

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## 2012 SCORING GUIDELINES

### Question 2 (continued)

#### Potential Outside Information

##### Effect of the French and Indian War and Its Aftermath

Albany Congress, 1754, Iroquois

Anglo-American friction after the war:

- disagreement between British and colonists over military strategy
- British perception of colonial troops as mediocre
- colonial resentment of British arrogance
- illicit colonial trade with the French; writs of assistance
- increased English debt leading to the need to enforce mercantilist laws to bring in money
- Proclamation Line of 1763, British fear of American Indian wars; Pontiac's Rebellion, 1763; colonial desire to expand
- prosperity of the colonists ending with the end of the war
- Revenue Act of 1762
- stationing of British troops in the colonies — American Indians, cost of troops, fear of standing army of 10,000 British soldiers; colonial officers no higher than captain

Braddock's defeat at Fort Duquesne, July 1755; Fort Necessity

Benjamin Franklin's cartoon, "Join or Die," in the *Pennsylvania Gazette*

end of Salutary Neglect

King George III

mercantilism; Triangular Trade concept

Ohio Company's land grants

Pitt's promise to finance colonial troops

Treaty of Paris, 1763:

- France loses North American continent.
- Spain controls New Orleans and area west of the Mississippi.

Walpole, Robert

Wars of Empire

##### Relationship Between Great Britain and the British Colonies

Adams, Samuel, circular letter, 1768; troops to Boston

Association, The

Boston Massacre: Crispus Attucks, John Adams defense, Paul Revere cartoon

Bunker Hill

colonial power of the purse

colonial Radical Whigs, early independence advocates, Samuel Adams

Committees of Correspondence

*Common Sense*, Thomas Paine, republicanism

Declaration of Independence; John Locke, Thomas Jefferson, Enlightenment

Declaration of the Causes and Necessities of Taking Up Arms

Declaratory Act, 1766

Dickinson, John, *Letters from a Farmer in Pennsylvania*, 1768

First Continental Congress

*Gaspee* Incident

Great Awakening, resentment against British military officers and corruption of royal bureaucrats; Baptist revivals challenging Anglican authority in Virginia; Parson's Cause

Grenville, George

Hancock, John: smuggling, Declaration of Independence

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## 2012 SCORING GUIDELINES

### Question 2 (continued)

House of Burgesses, Patrick Henry, Virginia Resolves  
impressments  
Intolerable or Coercive Acts  
Joseph Galloway Compromise  
Lexington and Concord, Thomas Gage, Minutemen, Paul Revere, William Dawes  
Lord Dunmore Declaration; Somerset case  
Lord North  
Patriots  
Patriot mobs: historical tradition (Guy Fawkes Day) but now new political goals; more democratic  
Proclamation for Suppressing Rebellion and Sedition  
Quartering Act, 1765  
Quebec Act  
Regulator movements in South Carolina, North Carolina, Pennsylvania: power struggles, willingness to oppose to government, Governor William Tryon  
repudiation of Parliament's supremacy, by 1770, by Benjamin Franklin, Samuel Adams, Patrick Henry  
Restraining Act, punishment of New York for noncompliance with Quartering Act of 1765  
Second Continental Congress, Olive Branch Petition  
Stamp Act repeal, 1766  
Sugar Act of 1764, replacing widely violated Molasses Act of 1733:

- importance of trade with the French Sugar Islands
- taxes cut to limit smuggling
- Vice Admiralty courts

Stamp Act of 1765: Stamp Act Congress, boycott, Sons of Liberty, tax collectors burned in effigy, sacking of Lieutenant Governor Thomas Hutchinson's house; sacking of Andrew Oliver's office; Stamp Act Resolves; Liberty Trees; tarring and feathering; "No taxation without representation"; Nonimportation Movement; virtual versus actual (or direct) representation; internal versus external taxes, Liberty poles  
Tea Act  
Townshend, Charles; Townshend Acts, Daughters of Liberty, homespun cloth  
Townshend Duties repeal, except for tea  
Washington, George  
violation of Fundamental Principles of English law

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## Question 2 (continued)

### Chronology of Significant Events, 1754–1776

1754	Beginning of French and Indian War
	Albany Congress meeting with Iroquois
1756	Beginning of Seven Years War in Europe
1759	Battle of Quebec
1760	British conquest of Canada
1762	Revenue Act of 1762
1763	Pontiac's Rebellion
	Proclamation of 1763
	Treaty of Paris
	Parson's Cause
1764	Parliament passes Sugar Act and Currency Act
1765	Stamp Act
	Stamp Act riots, Sons of Liberty
	Stamp Act Congress
	Boycott of British goods
	Quartering Act
1766	Repeal of Stamp Act
	Declaratory Act
1767	Townshend duties imposed on some colonial imports
	Restraining Act on New York Assembly
1768	Boycott of British goods
	Daughters of Liberty, "homespun"
	Circular letter, Sam Adams
	British troops to Boston
1770	Repeal of Townshend duties, except tea
	Boston Massacre
1772	Committees of Correspondence
	<i>Gaspee</i> affair
	Somerset case
1773	Tea Act
	Boston Tea Party
1774	Coercive Acts
	Quebec Act
	First Continental Congress
	The Association, boycott of British goods
1775	Lexington and Concord, Thomas Gage, Paul Revere, William Dawes
	Second Continental Congress, Continental Army, George Washington
	Battle of Bunker Hill (Breed's Hill)
	Dunmore Proclamation
1776	Thomas Paine, <i>Common Sense</i>
	Declaration of Independence

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## 2012 SCORING GUIDELINES

### Question 3

Analyze how western expansion contributed to growing sectional tensions between the North and South. Confine your answer to the period from 1800 to 1850.

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses how western expansion contributed to sectional tensions between the North and South from 1800 to 1850.
- Develops the thesis with substantial and relevant historical information about how western expansion contributed to growing sectional tensions between the North and South from 1800 to 1850.
- Provides effective analysis of how western expansion contributed to growing sectional tension between the North and South from 1800 to 1850; coverage of the time period may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses how western expansion contributed to sectional tensions between the North and South from 1800 to 1850.
- Supports the thesis with some relevant historical information about how western expansion contributed to growing sectional tensions between the North and South from 1800 to 1850.
- Provides some analysis of how western expansion contributed to sectional tension between the North and South from 1800 to 1850; coverage of the time period may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- May address the question only partially, with limited or no analysis.
- May have major errors.
- May be poorly organized, poorly written, or both.

#### The 0-1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response or is off topic (zero).
- Has numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The — Essay

- Is completely blank.

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## 2012 SCORING GUIDELINES

### Question 3 (continued)

#### Potential Outside Information

##### 1800–1819

- James Monroe and Robert Livingston were instructed to buy New Orleans and as much land as they could get for \$10 million (1803); if they were unsuccessful they could open talks for an alliance with Great Britain.
- Toussaint L' Ouverture thwarted Napoleon's plans to reconquer Santo Domingo, with Louisiana serving as a food source and a staging area.
- Louisiana Purchase (1803):
  - President Thomas Jefferson (1801–1809) — issue of strict construction
  - Napoleon
  - Lewis and Clark Expedition (1804) (Corps of Discovery)
- Steamboat travel (1807) — Robert Fulton built the first American steamboat; led to the success of the Midwest's water transportation system.
- National Road or Cumberland Road (1811) was the first major improved highway in the United States to be built by the federal government; Cumberland, MD, to Vandalia, IL. This road facilitated westward migration and the shipment of products. Construction ended following the Panic of 1837.
- War of 1812 — War Hawks wanted Canada and Florida and an end to American Indian raids on the western frontier.
- American System of Henry Clay (1816) supported a high tariff to protect American industries and generate revenue for the federal government; continuation of the Bank of the United States; development of a system of internal improvements to tie the nation together, which would be financed by profits from the tariff, the bank, and the sale of western lands.
- Erie Canal (1817–1825) was built entirely with New York state funding; connected Troy (near Albany, New York) on the Hudson River with Buffalo and the Great Lakes; helped to cement an East/West alliance furthered by transportation improvements; aided settlers traveling west; began the canal era (1820–1850) in the United States, which connected farms and towns of the Great Lakes region with cities in the East.
- Rush-Bagot Agreement (1817) was made between the United States and Great Britain, demilitarizing the Great Lakes.
- Convention of 1818, a treaty between the United States and Great Britain, established the boundary between the United States and Canada at the 49th parallel between the Lake of the Woods and the Rocky Mountains; provided for a 10-year joint occupation of the Oregon Territory by the United States and Great Britain.
- Adams-Onís Treaty (1819) was a treaty between the United States and Spain negotiated by Secretary of State John Quincy Adams; the United States acquired Florida from Spain, and the treaty established a boundary line between Spanish territory and the United States.

##### 1820–1830

- Missouri sought admission to the Union as a slave state (1819); it was the first state asking to be created from the Louisiana Purchase.
- Tallmadge Amendment (1819) was proposed by Representative James Tallmadge, Jr.; amendment was passed by the House of Representatives but defeated by the Senate. Tallmadge proposed that no more slaves could be brought into Missouri and that the children of slaves already there should be emancipated.
- Missouri Compromise/Compromise of 1820 (11 slave and 11 free states when Missouri asked to be admitted to the Union as a slave state) was authored by Henry Clay, “the Great Compromiser.”



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## 2012 SCORING GUIDELINES

### Question 3 (continued)

- Maine was admitted as a free state; Missouri, as a slave state; all future states north of 36 degrees 30 minutes, with the exception of Missouri, would come into the Union as free states.
- “Fire bell in the night” — “but this momentous question, like a fire bell in the night, awakened and filled me with terror” (quote by Thomas Jefferson in 1820).
- Tariff issues arose, from the Tariff of Abominations (1828) to the Compromise Tariff of 1833, particularly if used to explain that money from the tariff could be used to fund western internal improvements.

### 1830–1839

- Abolitionist movement took on new momentum (1830s and forward). William Lloyd Garrison published *The Liberator* (1831–1866); Frederick Douglass published *Narrative of the Life of Frederick Douglass* (1845); *The North Star*; Harriet Tubman.
- Railroads begin to replace canals as the heart of the American transportation system (1830s and forward); most railroads ran east to west, helping to cement the North/West alliance.
- Webster–Hayne Debate (1830) took place in the United States Senate between Senator Daniel Webster of Massachusetts and Senator Robert Y. Hayne of South Carolina on the topic of protectionist tariffs. The heated speeches derived from debate over a resolution to stop the introduction of new lands onto the market.
- Gag rule was adopted (1836); this informal rule in Congress allowed slavery petitions to the House of Representatives to be automatically tabled, thus putting off divisive debates over the issue of slavery. The use of the gag rule lasted until 1844.
- Texas War for Independence (1835–1836) — Andrew Jackson and Martin Van Buren proposed recognition of independence but declined to annex Texas to the Union, partly because of the outcry by Whig abolitionists in the North who were dismayed by the number of slaveholders already in Texas.
- Indian Removal — “Trail of Tears” took place in 1838–1839.

### 1840–1850

- Liberty Party (1840) was an antislavery party whose first candidate for president (1840) was James G. Birney.
- Webster–Ashburton Treaty (1842) settled the dispute regarding the northern boundary of Maine along the Canadian border.
- “Oregon Fever” (1842 and forward) saw settlers move to the Willamette Valley, south of the Columbia River; Oregon Trail was created.
- Term “Manifest Destiny” was coined by John L. O’Sullivan, editor of the *Democratic Review*. O’Sullivan wrote of “our manifest destiny to overspread and to possess *the whole of the continent* which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us.”
- Election of 1844 — “a mandate for annexation”:
  - James K. Polk (Democrat) favored westward expansion.
    - “54 40 or fight”
    - “Re-annexation of Texas and the Reoccupation of Oregon”
  - Henry Clay (Whig) straddled the slavery issue, losing him votes; initially was against the annexation of Texas but changed his mind.
  - James G. Birney (Liberty) cost Clay the election by taking away votes in New York; opposed expansion of slavery.

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### Question 3 (continued)

- Annexation Resolution for Texas (1845) — President John Tyler convinced Congress to pass a joint resolution that annexed Texas and admitted it to the Union as a slave state; he signed the resolution three days before he left office.
- Boundary disagreements took place between Mexico and the United States (1846) — Nueces, Rio Grande; Zachary Taylor at the Rio Grande.
- Oregon Treaty (1846) resulted in the British–American boundary being set at the 49th parallel.
- Mexican–American War (1846–1848) — Conscience Whigs, or antislavery Whigs, were opposed to the war but Cotton Whigs favored the war; Polk’s opponents charged him with provoking the war to satisfy a “slave power” in the South.
  - Bear Flag Republic was established in California (1846) — John C. Fremont.
  - Wilmot Proviso (1846) was proposed by David Wilmot, representative from Pennsylvania; said that “slavery shall never exist in any territory acquired from Mexico”; passed in the House but not in the Senate; symbolized the issue of slavery in the territories.
  - Spot Resolutions — Abraham Lincoln, a Whig representative from Illinois, requested President Polk to delineate the exact spot on American soil on which blood was spilled to begin the Mexican–American War. Lincoln’s resolutions were a direct challenge to the power of the Democratic president, James K. Polk; “American Blood Spilled on American Soil”; “Mr. Polk’s War.”
  - Military leaders: Generals Zachary Taylor (Old Rough and Ready, “hero of Buena Vista”); Winfield Scott (Old Fuss and Feathers):
    - Treaty of Guadalupe Hidalgo (1848) was signed by Nicholas Trist; confirmed the United States title to Texas and gave the United States the Mexican Cession, which included California; the United States agreed to pay \$15 million for the land and assumed a \$3,250,000 payment to United States citizens with claims against Mexico.
- Election of 1848:
  - Lewis Cass (Democrat) — popular sovereignty or squatter sovereignty; popular sovereignty left it to the people in the territories to decide whether they wanted to enter the union as citizens of free or slave states.
  - Zachary Taylor (Whig)
  - Martin Van Buren (Free Soil) opposed the expansion of slavery; in 1848 antislavery Whigs joined with members of the Liberty Party to form the Free Soil Party, a third party that opposed the idea of popular sovereignty proposed by Lewis Cass. The party’s slogan was “Free Soil, Free Speech, Free Labor, and Free Men.” Its ideas were absorbed by the Republican Party in 1854.
- California Gold Rush (1848) — Forty-niners soon increased California’s population to 100,000; spurred westward migration.
- Henry David Thoreau published “Civil Disobedience” (1849).
- California applied for statehood as a free state (1849).
- Compromise of 1850 (Henry Clay, “Omnibus Bill”; Stephen Douglas supported Clay’s proposed compromises):
  - California was to be admitted as a free state (16 free states and 15 slave states).
  - New Mexico and Utah territories were opened to popular sovereignty.
  - Texas lost land (to the northwest) that would probably become free territory and was paid \$10 million by federal government.
  - Slave trade (not slavery) was banned in Washington, D.C.

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**2012 SCORING GUIDELINES**

**Question 3 (continued)**

- A stricter Fugitive Slave Law was passed, with heavy fines and jail sentences for those who helped runaway slaves escape, as the South was losing about a thousand runaway slaves a year. Personal liberty laws were passed in the North as a response; fugitive slaves were rescued.
- Clay/Webster/Calhoun Senate debates (1850) took place; Calhoun rejected Clay's compromise because it did not protect Southern rights: "The South! The South! God knows what will become of her!" Daniel Webster (7th of March Speech) was called a traitor to the North when he urged all reasonable concessions to the South: "Let us not be pygmies in a case that calls for men." President Taylor died in the middle of the Senate debates, and the new president, Millard Fillmore, signed the compromise measures into law.

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## 2012 SCORING GUIDELINES

### Question 4

Analyze the origins and outcomes of the intense cultural conflicts of the 1920s. In your response, focus on TWO of the following.

- Immigration
- Prohibition
- Religion

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the origins and outcomes of the intense cultural conflicts of the 1920s regarding two issues.
- Develops the thesis with substantial and specific relevant historical information related to two issues.
- Provides effective analysis of the origins and outcomes of the intense cultural conflicts related to two issues; treatment of the two issues may be somewhat uneven; treatment of origins and outcomes for each issue may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the origins and outcomes of intense cultural conflicts of the 1920s regarding two issues.
- Supports the thesis with some relevant historical information related to two issues.
- Provides some analysis of the origins and outcomes of the intense cultural conflicts related to two issues; treatment of the two issues may be substantially uneven; treatment of origins and outcomes for each issue may be substantially uneven.
- May contain errors that do not detract from the overall quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an undeveloped, confused, or unfocused thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- Describes two issues in a general way or addresses outcomes and origins of only one issue.
- May contain major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or restates the question.
- Demonstrates an incompetent or inappropriate response or is off topic (zero).
- Contains numerous errors.
- Is poorly organized, poorly written, or both.

#### The — Essay

- Is blank.

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## 2012 SCORING GUIDELINES

### Question 4 (continued)

#### Potential Outside Information

#### Immigration

##### Origins

- Increased immigration from southern and eastern Europe (“new immigrants”) between 1891 and 1920 (25 million between 1865 and 1915, more than four times the number in the previous 50 years; 3.2 million arrived after the First World War); increased immigration from Mexico, 1921–1930.
- Immigrants arrived with little money and little education; lived in tenements (crowded, unsanitary, with inadequate public services); clustered in ethnic communities (“immigrant ghettos”); created organizations around ethnic/religious identities (Irish: Roman Catholic parish; Jews: synagogues, Hebrew schools; Germans: singing societies) that were seen as a barrier to assimilation.
- Labor unions feared immigrants would act as strikebreakers; immigrants were seen as difficult/undesirable to unionize.
- Nativism prior to 1920 and in 1920 seen in the following:
  - Some Progressives favored immigration restriction as a way to solve urban problems (poverty, overcrowding, social unrest, unemployment, drug use); also wanted to assimilate immigrants through Americanization.
  - American Protective Association (anti-Catholic) advocated immigration restriction (1890s).
  - Immigration Restriction League 1894
  - 1917 Immigration Act did the following:
    - Required literacy test (earlier attempts to pass literacy tests vetoed by Grover Cleveland in 1896, by William Howard Taft in 1913, by Woodrow Wilson in 1915; in 1917 Wilson vetoed another; this act was passed over his veto); prohibited certain political radicals.
    - Created “Asiatic Barred Zone” (Japan and Korea were left out, but prior limitations on laborers from China and Japan still applied).
    - Mexicans were exempted temporarily.
  - Antiforeign sentiment during First World War, particularly against German Americans; focus on “100% Americanism.”
  - Post–First World War depression blamed unemployment on increased immigration; AFL proposed halting immigration for two years; fear that immigrant workers raised unemployment and lowered wages.
  - Red Scare 1919–1920: fear of radicalism and association of immigrants with radicalism; fear of Bolshevik Revolution; 1920 bombing on Wall Street killed 38 and was blamed on immigrant anarchists.
  - Anti-Chinese and anti-Japanese attitudes arose in the United States, particularly in the West, during late 19th–early 20th centuries.
  - Fear of southern and eastern Europeans grew.
  - Race-thinking and eugenics became popular (Madison Grant, *The Passing of the Great Race*, 1916).
  - Some western states forbade Asian immigrants to own or lease land: California’s 1913 Alien Land Act stated “aliens not eligible for citizenship” could not purchase or lease land for longer than three years.
- Ku Klux Klan became more powerful in the 1920s:
  - Revived in 1915: William J. Simmons, *The Birth of a Nation*, Edward Clarke, Elizabeth Tyler.
  - Hiram Wesley Evans became imperial wizard in 1922.
  - Advocated “100 percent Americanism.”
  - Championed white supremacy (slogan: “Native, White, Protestant Supremacy”).

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## 2012 SCORING GUIDELINES

### Question 4 (continued)

- Became a force in Democratic Party politics, particularly in Midwest and small-town United States.
- Practiced systematic terror against blacks, Jews, Catholics, foreigners.
- Faded after D. C. Stephenson affair, Indiana, 1925.
- Lothrop Stoddard, in *The Rising Tide of Color Against White World Supremacy*, 1924, warned against “weakening” of white race through immigration and “mongrelization”; believed in “race types.”
- Anti-Catholicism and anti-Semitism were popular.
- Many small-town and rural Americans feared urbanization.

### Outcomes

- Ku Klux Klan expanded in the 1920s.
- Challenges arose to race-thinking and nativism: cultural pluralism (Horace Kallen’s term in 1924); anthropologists argued that no scientific evidence existed for racial theories or hierarchical order of societies from “primitive” to “civilized” (Franz Boas, Ruth Benedict).
- Some immigrants championed the idea of ethnic Americans; B’nai B’rith and National Catholic Welfare Council lobbied against discrimination against immigrants by employers, colleges, or government.
- Trial of Nicola Sacco and Bartolomeo Vanzetti, 1921, and execution, 1927, showed fear and association of immigrants with political radicalism.
- California’s 1920 Alien Land Act prohibited land rentals by aliens ineligible for citizenship or by corporations with stock held by aliens ineligible for citizenship.
- Immigration Act (Emergency Quota Act) of 1921 included the following:
  - Established overall maximum of 357,000 immigrants per year.
  - Established quotas based on national origins: 3 percent of each country’s nationals residing in United States in 1910.
- Married Women’s Act (Cable Act) of 1922 said that “any woman citizen who married an alien ineligible for citizenship shall cease to be a citizen of the United States”; women could not acquire citizenship by virtue of spouse’s status but instead had to apply on their own.
- *Ozawa v. United States* (1922) decided that Japanese immigrants were inassimilable aliens and racially ineligible for United States citizenship; Supreme Court ruled that the definition of race was not a scientific one but was based on the “understanding of the common man”; therefore “white persons,” the phrase in the law, meant northern and western Europeans.
- In *Myer v. Nebraska* (1923), the Supreme Court struck down state laws prohibiting teaching in a language other than English.
- In *United States v. Thind* (1923), the Supreme Court ruled that Asian Indian immigrants were inassimilable aliens and racially ineligible for United States citizenship.
- Johnson-Reed Immigration Act (National Origins Act) of 1924 established National Origins Plan to begin 1929:
  - Cut maximum to 164,000 and reduced European quotas to 2 percent of nationality in United States in 1890, thereby discriminating against southern and eastern Europeans.
  - Excluded “aliens ineligible for citizenship” (East and South Asia, Japan; Chinese already excluded by law 1882, 1892).
  - Filipinos, Mexicans, Canadians (Western Hemisphere) exempted.
  - Prevented Asian women from joining their husbands in United States.
  - Allowed foreign-born wives and children of United States citizens to enter as nonquota immigrants.
  - Divided balance of world into so-called five colored races (black, mulatto, Chinese, Japanese, Indian).

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## 2012 SCORING GUIDELINES

### Question 4 (continued)

- Created a new category: “illegal alien.”
- In *Hidemitsu v. United States* (1925), Supreme Court forbade naturalization of Japanese (to maintain distinction of race and color in naturalization laws).
- Hispanic immigration included the following:
  - Legal arrivals from Mexico peaked at 89,000 in 1924, after which the Mexican government restricted emigration to United States.
  - Illegal immigration increased because of southwestern agricultural productions and the demand for “stoop labor.”
  - Hispanics were the fastest growing minority in the United States, especially from Mexico, Puerto Rico, and Cuba.
  - Mexican communities grew in San Antonio, Denver, El Paso, and Los Angeles; smaller communities existed in Chicago, Detroit, Kansas City, and Gary; Spanish Harlem in New York City; barrios.
  - Formation of mutual aid societies (*mutualistas*), which became centers of resistance to civil rights violations and discrimination.
  - Federation of Mexican Workers Unions was formed in 1928.
  - League of United Latin American Citizens was formed in 1929 by middle-class Mexican professionals.
- United States Border Patrol was established in 1925; made border crossing from Mexico more difficult (head taxes, visa fees, literacy tests, document checks).
- National Origins Act was revised in 1927; established new quotas to begin in 1929:
  - Set annual limit of 150,000; completely excluded Japanese immigrants.
  - European quotas were decided in proportion to “national origins” (country of birth or descent) of continental United States inhabitants in 1920.
  - Immigrants from Western Hemisphere (except potential paupers as defined by Labor Department) were excluded from quotas.
- In *Buck v. Bell* (1927), Supreme Court upheld Virginia’s law requiring compulsory sterilization of so-called unfit people, including people who were mentally retarded, “for the protection and health of the state”; more states began to pass compulsory sterilization laws; sterilization was used as a method of dealing with the immigrant population.
- Mexicans were subjected to discrimination in employment and residence patterns:
  - Often confined to barrios; legal restrictions in some states on employment, such as teaching, legal profession, public works projects.
  - Agribusiness interests tried to keep borders open, using racial stereotyping as their weapon (only Mexicans could perform physically demanding work “owing to their crouching and bending habits”).
- Anti-Filipino riots in California took place in 1929, resulting in 1934 legislation to eliminate immigration from the Philippines.

### Prohibition

#### Origins

- Prior to 1920 the following took place:
  - Temperance movement (Women’s Christian Temperance Union) arose.
  - Some Progressives supported prohibition; temperance was partly an expression of the belief that immigrants’ use of liquor had to be disciplined.
  - Anti-Saloon League (1893, 1895), supported by Methodist and Baptist clergy, worked for prohibition; challenged by brewing associations in battleground states (e.g., Texas) to get “wet” voters to polls.
  - Jubilee Convention, 1913, of the Anti-Saloon League endorsed constitutional amendment.

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## 2012 SCORING GUIDELINES

### Question 4 (continued)

- Webb-Kenyon Act of 1913 outlawed shipment of alcohol into dry states; vetoed by Taft, overridden by Congress.
- In 1914 Anti-Saloon League began push for constitutional amendment and advocated making states liquor free.
- In 1916 election two-thirds majorities in both houses of Congress were prohibitionists.
- By 1917 three of four Americans lived in dry counties; by 1920, 26 states had prohibition laws; almost two-thirds of states adopted laws forbidding manufacture and sale of alcohol.
- First World War saw no use of grain for liquor; brewing industry was connected to German immigrants.
- Eighteenth Amendment was passed by Congress in December 1917, was ratified in 1919, and took effect in January 1920: prohibited manufacture, sale, and transportation of alcoholic beverages; supported by every state except Connecticut and Rhode Island (large Catholic populations).
- Volstead Act of 1919 (passed over Wilson’s veto) said “no person shall manufacture, sell, barter, transport, import, export, deliver, or furnish any intoxicating liquor except as authorized by this act.” Did not prohibit the use of intoxicating liquors. Defined intoxicating liquor as any beverage containing more than 0.5 percent alcohol by volume. Established federal Prohibition Bureau for enforcement.
- Prohibition as the “noble experiment” involved the following:
  - Arguments against drinking: family decline; liquor interests corrupted state legislatures and helped political machines (bosses worked in conjunction with saloons, brothels, and gambling clubs and exploited “ignorant”); eroded workforce and business/labor efficiency; declining morals and religious values; poverty, crime, unemployment, bad labor conditions, unrestrained sexuality.
  - Arguments for Prohibition: moral reform to regenerate society.
  - Ku Klux Klan supported Prohibition.
  - Wets vs. Drys; small-town and rural Americans’ fear of urbanization, “wet” culture, and immigrant culture.

### Outcomes

- Fewer arrests were made for drunkenness; deaths from alcoholism declined.
- As problems associated with drinking declined, its urgency as a social issue receded.
- Drinking was still pervasive in United States society (lawbreaking, speakeasies, increased drinking among women and college students, bathtub gin, home brew, home-made stills, moonshiners, hip flasks), but alcohol consumption was reduced by almost half; “Jake Walkers,” nervous disorder from drinking methyl and wood alcohol, were especially common during Prohibition.
- Bootlegging grew (took in about \$2 billion/year, about 2 percent of GNP); rumrunners flourished, particularly from Canada, Mexico, and West Indies.
- Prohibition Bureau tried unsuccessfully to enforce it the law but had few employees and little federal money.
- Organized crime rose: gang wars of Chicago; Scarface Al Capone; became a permanent part of United States society.
- Eliot Ness and the FBI emerged as key figures in law enforcement.
- Problems surfaced for the Democratic Party (e.g., election of 1928: Wets vs. Drys; Democrat Alfred E. Smith opposed Prohibition).
- Liquor and brewing interests wanted repeal, as did the Association Against the Prohibition Amendments (founded in 1918, undertook publicity campaign in 1928).
- In 1923 New York repealed its enforcement law; by 1930 six more states followed.



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### Question 4 (continued)

- Report of Wickersham Commission, 1931, was appointed by Herbert Hoover; recognized widespread evasion of Prohibition and its negative effects on United States society, but still recommended additional enforcement of laws against alcohol (favored revising but did not call for repeal).
  - Reaction to Wickersham Commission report by Franklin P. Adams, *New York World* columnist:

Prohibition is an awful flop.  
It's left a trail of graft and slime,  
We like it.  
It don't prohibit worth a dime,  
It can't stop what it's meant to stop.  
It's filled our land with vice and crime.  
We like it.  
Nevertheless, we're for it.
- In 1932 the Democrats and Franklin Roosevelt strongly urged repeal in their election campaign.
- Beer-Wine Revenue Act of 1932 allowed manufacture and sale of beer and light wine with a 3.2 percent alcohol content (with a tax levied on both) as an interim measure pending the repeal of Prohibition.
- Prohibition was repealed in 1933 via the Twenty-first Amendment.

### Religion

#### Origins

- Modernism began in the 1870s as an attempt by liberal Protestants to make Christianity more relevant to contemporary life; Harry Emerson Fosdick.
- Fundamentalism began to grow (conservative Protestants who tried to counter Modernism):
  - Fundamentalists wanted a return to fundamentals of Christian faith, e.g., virgin birth, resurrection of Jesus, literal reading of Bible.
  - Publication of *The Fundamentals*, 1910–1915, a series of essays affirming orthodox Protestant belief.
  - After 1920 some conservative Protestants began calling themselves “Fundamentalists.”
  - Fundamentalists rejected modern science, particularly Darwinian evolution, as inconsistent with revealed word of God; also rejected the Social Gospel.
- William Jennings Bryan was seen as the foremost national leader of fundamentalism and opposition to evolution because of his prestige and eloquence.
- Ideas that appeared to threaten biblical faith and religion included Darwinism, pragmatism, science, relativism of moral values, and psychology (Sigmund Freud).
- Rural and small-town Americans felt threatened by urban, secular culture.
- The Ku Klux Klan appealed to “traditional” Protestantism; anti-Catholicism (Hiram Wesley Evans), anti-Semitism; argued it was protecting traditional Protestantism and morality.
- Anti-Catholicism and anti-Semitism made an appearance in larger society:
  - Clubs, resorts, and fraternal organizations prohibited Jews and Catholics.
  - Henry Ford sponsored the anti-Semitic *Dearborn Independent*.
  - Quotas were placed on Jews admitted to colleges and medical schools; Catholics created their own schools and colleges.
  - Some suburbs limited residents to “Christians.”

#### Outcomes

- Ku Klux Klan grew in the 1920s; it tried to institute compulsory Bible reading in schools and restrict parochial schools.

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### Question 4 (continued)

- Some southern states attempted to prohibit teaching of evolution: by 1925 five southern states had passed laws restricting such teaching.
- Scopes Trial took place in Dayton, Tennessee, in 1925 (ACLU; John T. Scopes; Clarence Darrow; William Jennings Bryan, who was hired by World Christian Fundamentalist Association; H. L. Mencken. Tennessee Supreme Court overturned Scopes's conviction on a technicality.
- Bryan Bible League was founded to support an amendment to the United States Constitution opposing evolution (also supported by Anti-Evolution League).
- Fundamentalism remained a force in United States religion:
  - Southern Baptist Convention was the fastest-growing Protestant church.
  - Fundamentalists created their own independent subculture, with schools, camps, radio ministries, missionary societies, periodicals, and newspapers.
  - Churches of Christ, Pentecostals, Jehovah's Witnesses, and other fundamentalist sects grew.
- Evangelical revivalism arose (not necessarily rejecting urban, consumer culture):
  - Aimee Semple McPherson, International Church of the Four-Square Gospel, Los Angeles, 1927, was the first woman to hold a radio license; had second most popular radio show in the city — *The Old Fashioned Revival Hour* — which was carried on 356 stations with an audience of over 20 million.
  - Billy Sunday, ex-baseball player (Chicago White Sox), became a national celebrity evangelist; worked with YMCA.
  - Father Divine was popular in Long Island, New York.
- In the election of 1928, Democrat Alfred E. Smith's Catholicism became an issue; first Roman Catholic to run for president on a major party ticket, he did better with urban, ethnic voters but lost southern and rural voters.

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### Question 5

Compare and contrast the Cold War foreign policies of TWO of the following presidents.

Harry Truman (1945–1953)

Dwight Eisenhower (1953–1961)

Richard Nixon (1969–1974)

#### The 8–9 Essay

- Contains a clear, well-developed thesis that addresses the similarities and differences between the Cold War foreign policies of two of the three designated presidents within the prescribed time periods.
- Develops the thesis with substantial and relevant historical information regarding the Cold War foreign policies of two of the three presidents within the prescribed time periods.
- Provides effective analysis of the similarities and differences between the Cold War foreign policies of two of the three presidents during the prescribed time periods; treatment of the two presidents' Cold War foreign policies may be somewhat uneven.
- May contain minor errors that do not detract from the overall quality of the essay.
- Is well organized and well written.

#### The 5–7 Essay

- Contains a partially developed thesis that addresses the similarities and differences between the Cold War foreign policies of two of the three designated presidents within the prescribed time periods.
- Supports the thesis with some relevant historical information.
- Provides some analysis of the similarities and differences between the Cold War foreign policies of two of the three designated presidents within the prescribed time periods; treatment of the two presidents' Cold War foreign policies may be uneven.
- May contain errors that do not seriously detract from the quality of the essay.
- Has acceptable organization and writing.

#### The 2–4 Essay

- Contains an unfocused or limited thesis or simply paraphrases the question.
- Provides minimal relevant information or lists facts with little or no application to the question.
- Provides simplistic analysis that may be generally descriptive or may address only one president's policies.
- May contain major errors.
- May be poorly organized, poorly written, or both.

#### The 0–1 Essay

- Lacks a thesis or simply restates the question.
- Demonstrates an incompetent or inappropriate response or is off topic (zero).
- Contains numerous errors.
- Is organized or written so poorly that it inhibits understanding.

#### The — Essay

- Is blank.

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## 2012 SCORING GUIDELINES

### Question 5 (continued)

#### Potential Outside Information

##### Cold War Foreign Policy of Harry Truman (1945–1953)

- Goals included George Kennan’s policy of containment, a policy to contain the spread of communist influence in areas of strategic importance; strengthen European nations; and contain communist influence in Asian countries.
- Weakening of wartime cooperation between the Yalta and Potsdam conferences; successful development of nuclear bomb and its use in Japan may have been driven in part by desire to keep Soviet Union out of Asia as much as possible; Occupation Zones were established in Germany.
- United Nations Security Council (fall 1945) was established, with United States, Great Britain, France, China, and the Soviet Union as permanent members.
- Created Atomic Energy Commission (1946).
- Truman Doctrine (1947) in Greece and Turkey (\$400 million) advocated a peaceful solution, with emphasis on financial aid rather than troops, to stop spread of Soviet influence.
- Marshall Plan/European Recovery Act (1947) was overseen by George Marshall, secretary of state. Allocated \$13 billion in aid to rebuild European countries. Was offered to East and West but refused by Soviet Union and satellite states. Was generally viewed as successful at ending the communist threat in Western Europe.
- Churchill’s Iron Curtain Speech warned of Soviet expansion; contributed to triggering a change in view of the West toward the Soviet Union.
- National Securities Act (1947) involved the Department of Defense, National Security Council, CIA, and Joint Chiefs of Staff.
- Berlin Airlift (1948) began after Soviet and East German communists attempted to block access to West Berlin to force United States, English, and French interests out. United States planes flew in supplies for 11 months.
- NSC-68 focused on a military buildup to eliminate communist influence in the world.
- Communist government was established in the People’s Republic of China.
- The United States wanted to face down aggression in Korea (no “Asian Munich”); did not want Cold War/Korea to erupt into world war. As a result, Truman sent in troops.
- Nuclear arms race arose as the Soviet Union successfully tested an atomic bomb (1949); in 1952 the United States made a hydrogen bomb; the Soviet Union followed in 1953.
- Rio Pact/Inter-American Treaty of Reciprocal Assistance was signed.
- The North Atlantic Treaty Organization (NATO) was established in 1949 as a military alliance among Western European countries, the United States, and Canada; it involved a military buildup and commitment to mutually defend members.
- Second Red Scare (as related to foreign policy) involved espionage cases; Alger Hiss was convicted of perjury for likely having passed information to communists. Julius and Ethel Rosenberg were found guilty of treason for spying and executed. McCarthyism challenged domestic unity (NOTE: must be applied to foreign policy to be considered relevant).

##### Cold War Foreign Policy of Dwight Eisenhower (1953–1961)

- Goals were to stop communists from overtaking the United States in the world; end Korean War; compete with the Soviet Union in the race to space.
- Wanted to interfere with the Warsaw Pact (formed in 1955).
- Attempted to roll back communism and push communists back to pre-1945 borders.
- Diplomacy by Secretary of State John Foster Dulles, who believed that containment was too passive, advocated “New Look” (challenging Soviet Union and China, “liberating captive nations”).

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### Question 5 (continued)

- Brinkmanship involved pushing Soviets to brink of war, from which they would back down because of United States nuclear superiority.
- Massive retaliation was planned, involving more emphasis on air power and nuclear weapons; “mutually assured destruction.”
- Domino Theory in Southeast Asia said that if one nation falls, others will fall like dominos.
- Ended Korean War in 1953, but country was split into North (communist) and South (anticommunist).
- In Vietnam/Indochina, the United States supported France in its conflict in Vietnam; Eisenhower refused to send United States troops. Gave over \$1 billion in aid to prop up South Vietnam and sent military advisers; refused to sign Geneva Accords Final Declaration but agreed to “refrain from . . . use of force.”
- Federal Highway Act financed federal highway program across the country in part to allow faster military traffic within the United States and quick mobility in case of attack.
- CIA covert actions included overthrowing government in Iran for shah; overthrowing leftist government in Guatemala; supporting many questionable Latin American leaders.
- Formosa Resolution established United States policy of supporting Taiwan militarily.
- SEATO (1954) regional defense pact was signed by eight nations but had limited effectiveness.
- Radio Free Europe and Voice of America received support.
- Hungarian Revolt (1956) was a popular uprising in Hungary initially successful at overthrowing the government. Khrushchev sent in tanks to crush the new government, and the United States did not respond. Ended Dulles talk of liberating Eastern Europe.
- In the Middle East balanced Arab nations against support for Israel; attempted to bring in pro-Western culture in the Middle East; supported but did not join the Middle East Treaty Organization (METO).
- In the Suez Crisis (1956), Nasser turned to the Soviet Union for support to build Aswan Dam, nationalized Suez Canal. Britain, France, and Israel conducted surprise attack on Egypt in response. United States sponsored UN resolution condemning the action and they withdrew.
- Arab nations and Venezuela formed the Organization of Petroleum Exporting Countries (OPEC).
- Eisenhower Doctrine (1957) involved a pledge of economic and military aid in Middle East if threatened by communism. Eisenhower sent 5,000 marines to Lebanon in 1958 to suppress leftist uprising (1958) in Beirut; they left in October.
- *Sputnik* was launched by USSR in 1957; United States launched *Explorer I* in 1958.
- The National Aeronautics and Space Administration (NASA) was created in 1958.
- National Defense Education Act of 1958 was passed to help students advance in math, science, and foreign languages, to get (and stay) ahead of communist nations.
- Khrushchev visited Eisenhower at Camp David in 1959 and endorsed “peaceful coexistence”; agreed to summit in 1960.
- Cuban Revolution took place in 1959, in which Fidel Castro overthrew Fulgencio Batista and nationalized British-American oil refineries (1960). Eisenhower imposed embargo (1960) and suspended diplomatic relations (1961); he also authorized CIA training of Cuban exiles.
- U-2 spy plane (1960) flew over Russia and crashed; at first Eisenhower denied knowledge of the spy mission of Francis Gary Powers.
- Arms race involved IRBMs in Europe and ICBMs in the United States.
- “Military-industrial complex” became a popular term; in Eisenhower’s farewell address he warned the nation about letting the military-industrial complex get too much influence.

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### Question 5 (continued)

#### Cold War Foreign Policy of Richard Nixon (1969–1974)

- Henry Kissinger was instrumental in Nixon’s policy of détente to drive a wedge between China and the Soviet Union.
- Wanted to stop communists from overtaking the United States and the world; end Vietnam War — “Peace with Honor” (1968).
- Prop up repressive regimes in Iran (shah), Chile (Pinochet), etc.
- Nixon Doctrine (1969) provided economic and advisory aid to nations threatened with communist takeover but insisted these nations take primary responsibility for self-defense; United States to keep all standing treaties.
- Vietnam policy included the following:
  - Vietnamization (1969)
  - Expanded bombing of Cambodia (1969); invasion of Cambodia (1970)
  - United States troop withdrawal of 540,000 (1969) to 50,000 (1973); “Peace is at hand” before 1972 election; “Christmas bombings,” saturation bombing of North Vietnam (December 1972)
  - Ongoing Paris Peace Talks; United States demands for communist withdrawal from South; recognition of Nguyen Van Thieu
  - Paris Peace Accords (1973), with United States and South Vietnam signing agreement with North Vietnam; United States guaranteed integrity of independent South. War resumed between North and South after United States withdrawal.
- China policy included the following:
  - “Ping Pong Diplomacy”
  - Kissinger secret talks with China (1971)
  - People’s Republic of China representatives on UN Security Council
  - Nixon visit to China in 1972
  - United States recognition of People’s Republic of China
- Détente with USSR involved thawing of relations.
- Arms race continued at first but then SALT I and Anti-Ballistic Missile (ABM) Treaty were signed; strengthened relations with communist China to put a wedge between China and the Soviet Union.
- Israel received aid in its Yom Kippur War (1973); Kissinger negotiated cease-fire.
- “Shuttle Diplomacy” took place in Middle East.
- OPEC oil embargo/boycott took place.