

AP[®] UNITED STATES HISTORY
2009 SCORING GUIDELINES (Form B)

Question 2

Analyze how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation.

The 8–9 Essay

- Articulates a clear, well-constructed thesis focusing on how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation.
- Provides ample relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Clearly analyzes both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Is well organized and well written.
- May contain minor errors.

The 5–7 Essay

- Contains a thesis, which may be partially developed, addressing how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation.
- Provides some relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Analyzes to some extent the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them; may have imbalance in addressing the question.
- Has acceptable organization and writing.
- May contain errors that do not seriously detract from the essay.

The 2–4 Essay

- Presents a thesis that may be simplistic, confused, or undeveloped in addressing how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation; or presents no thesis.
- Includes little relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Has little analysis of the tensions concerning the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them; may treat only one aspect of the question.
- May be poorly organized and/or poorly written.
- May contain major errors.

The 0–1 Essay

- Lacks a thesis or restates the question.
- Includes no relevant historical evidence concerning both the ideas and experiences of the revolutionary era and how the Articles of Confederation were shaped by them.
- Contains no analysis.
- Is poorly organized and/or poorly written.
- May contain numerous errors, both major and minor.

The — Essay

- Is completely off topic or blank.

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Question 2 Information List

Experiences of the Revolutionary Era

Navigation Acts (3)

- 1660—(a) closed colonies to all trade except that carried on English ships (colonial-built ships are English ships); (b) tobacco trade with England only
- 1663—all goods sent from Europe to the colonies must pass through England first
- 1673—imposed custom duties (import fees) on coastal trade to stop smuggling

Salutary Neglect

Albany Plan of Union

French and Indian War (1754–1763)

Treaty of Paris (1763)

Proclamation of 1763 (establishes the Proclamation line of 1763)

Sugar Act (1764)

Writs of Assistance

“Repressive” Acts

- Currency Act (1764)
- Quartering Act (1765)
- New York Assembly disbanded for not obeying the Quartering Act of 1765

Stamp Act (1765)

Stamp Act Congress (October 1765) in New York

- Declaration of Rights and Grievances
- Sons of Liberty
- Crisis averted when Parliament relents and repeals the Stamp Acts (1766)
- Declaratory Act (1766)
- Boycotts of British goods; nonimportation of British Empire goods

Virginia Resolves (1765): “No Taxation without Representation”

Townshend Duties (1767)

Vice Admiralty Courts

John Dickinson: *Letters from a Farmer in Pennsylvania*, 1767–1768

Boston Massacre (1770)

Parliament repeals the Townshend Duties except that on tea

Committees of Correspondence: first attempt at political correspondence between the colonies

Tea Act of 1773 and Boston Tea Party

Intolerable (Coercive) Acts, esp. Quebec Act

First Continental Congress (September 1774)

- Galloway Plan (like Albany Plan)
- Endorsed Suffolk Resolves
- The Declaration of Rights

Lexington and Concord (April 1775)

Second Continental Congress (May 1775)

Declaration of Causes and Necessity of Taking Up Arms (1775)

Olive Branch Petition, John Dickinson (1775)

Political Ideology/Intellectual Foundations

John Locke, *Two Treatises of Government* (1690)

Montesquieu, *The Spirit of the Laws* (1748)

Rousseau, *The Social Contract* (1762)

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Question 2 Information List (continued)

Adam Smith, *The Wealth of Nations* (1776)
Thomas Paine, *Common Sense* (January 1776)
Richard Henry Lee
Thomas Jefferson
Declaration of Independence
state constitutions
Treaty of Paris (1783)
issue of western lands

Articles of Confederation (March 1781)

confederation = states more power than central government
one-chamber legislature
one vote for each state; each state paid and sent its delegates (right of recall)
two-thirds majority for legislation
unanimous vote needed for amendments

Articles of Confederation—Strengths:

- make war and peace
- sign treaties of alliance
- establish amounts (men and money) states should provide for national purposes
- settle disputes between states
- establish a postal service; deal with Native Americans
- appoint military officers for the armed forces

Article of Confederation—Weaknesses:

- no power to levy taxes
- no power to raise troops
- no power to regulate commerce
- The points above were viewed as the major reasons the colonists had fought against the English king and as such were embodied in the Articles of Confederation.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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2A
(1094)

The Articles of Confederation, although short-lived and of questionable efficaciousness, were nonetheless born of a darker time, a time spooked by the powers of their officials and perhaps still watching their leaders with wide eyes. Although some may say that the Articles were directly pulled out of the general hostility after ~~the~~ their newly-gained independence, the Articles of Confederation included experiences of the revolutionary era that were in fact not directed towards history but the bright future of expansion and organization.

Nonetheless, it's obvious that a certain disillusionment had occurred concerning some of the aspects of British government that are, really, quite British. The Articles of Confederation, for example, had no king or executive power, so the states would be able to make all the Union's decisions as a single-bodied legislature. Obviously this is caused by a lack of confidence in old leadership — Parliament, when representing virtually the colonists in their case, passed taxes without consent or any reason but revenue. The king had

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2A
(2 of 4)

also made a bad impression on the colonists after refusing their Olive Branch Petition, a final try to attempt him to reason with them. The lack of an executive power and weak central government are certainly reflections of the fear of a cruel King II coming over the horizon.

Another, and probably most obvious, connection is the Articles' inability to tax. The distrust here is obvious — the Stamp Act had been extremely unpopular and combined with Parliament's other unsuccessful taxes, ~~taxes~~ had been a major source of propaganda from the colonists. Having just been subjected to such intolerable and self-seeking taxes, the colonies seemed to have said, we therefore should not allow any such power to be given in our new, better government. ~~Taxation~~

Finally, on a more positive note, the Articles reflected some positive ideals as well. The single-house legislature of the Articles of Confederation also provided equal representation for the states, whether their populations were

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2A
(3084)

larger or smaller. Perhaps this is a push toward another colonial ideal—that is, the want of equal representation. During the revolutionary era and the colonial era as well, the colonies had opposed virtual representation—how could any faraway nation know their troubles as well as they themselves? Finally, instead of having one opinion to ruin and rule the others, just as British opinion had, the Articles would come together as equals, assured that only unanimous decision—perfect satisfaction—would be able to pass the next amendment. It was a safe way to avoid the tyrannical ignorance of American opinion the British had tried to foster.

The strong current of the Revolution fuelled many things indeed, shaping up how the new government would look and act, but it was perhaps best understood in the powers it was given. Perhaps a little idyllically, the most important power it had was to handle border disputes and, in fact, the government had made provisions enough to organize the vast Northwest Territory. There was strength in what the colonists had,

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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2A
(4094)

during the course of war, deemed important — the acquisition of land over the west (in pure rebellion to the Proclamation of 1763) that had always been wanted, since ~~the start~~ violent tugging toward revolution had begun.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
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2 B
(1093)

When colonists first settled themselves in the New World, they ~~did not have their nation's government~~ were loyal to their nation in Europe. In fact, ^{many} colonists did not want the independence of America and a complete break from its mother country. This is the reason why colonists wrote the Olive Branch Petition to King George; they wanted to confirm their loyalty to the King. However, the stage was set for the revolution war through constant ~~conflicts~~ conflicts of the British government and ~~the~~ the colonists, and finally resulted in the battle in Lexington. The ideas and experiences of the colonists in its call for independence is heavily reflected upon their first governments. The colonists called for a weak central government where states' rights would be strong.

Colonists believed that a strong central government leads to corruption and abuse. When Britain was their mother country, it had oppressed them. The Stamp Act, the Intolerable Acts, and the Townshend Acts are a good example of what colonists believed their rights were being infringed upon. In reaction to the Tea Act, Bostonians held the Boston Tea Party and this soon spread to other regions throughout the colony. The colonists were also strongly against the Boston Port Act, which closed the port of Boston until tea was repaid. Obviously, after the Revolutionary War, the colonists wanted

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2 B
(2 of 3)

a government that would be weak, so that it could not turn against its people. The Articles of Confederation is weak. It lacked the power to tax, it had to ask the individual states for money to support their government.

The Articles of Confederation also wanted the consent of the governed. Under it, the United States was viewed not ^{as} as a country but a confederation of many states.

In order for a law to be ratified, the government of America needed a unanimous vote from each state.

During this time, the colonists had a strong desire to expand to the west. However, the British government blocked them from doing so with the Proclamation of 1763. Because the states wanted to expand west, the Articles of Confederation allowed it, and also promoted measures to aid the settlement in west. Settlers were given rules to apply for statehood under the Northwest Ordinance. The Northwest Ordinance was created by the federal government under the Articles of Confederation.

The states also wanted a standing national army and navy so that foreign powers could not invade. In reflection of the states' will, the Articles of Confederation gave the federal government the power to wage war and make treaties; its success treaty by the Treaty of Paris granting independence of America.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one (2) or 3	Part C — Circle one 4 or 5
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2 B
(3 of 3)

American colonist had a view. They wanted a country where each state is not oppressed by tyrant central government and where a country was a union of states. They expressed their view through the Articles of Confederation by limiting the central government's powers ^{and} promoting the concept of ~~the~~ ~~over~~ government ~~run~~ by the consent of the governed, ~~and~~

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one (2) or 3	Part C — Circle one 4 or 5
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2C
(1 of 2)

Until the end of American revolution, the United States was under the reign of British ~~total~~ royalties. Established by the kings and Queens of England, colonists had to endure the forceful acts and wars caused by Britain. The continuous tensions & eventually ~~initiated~~ initiated the American Revolution and their independence. [When the articles of confederation was ratified in 1777, the Americans were afraid of an ultimate government like previous British reign, and thus tried to avoid any ~~hierarchical government~~ policies. ~~The~~ hierarchical ~~gov-~~ government ~~was~~ ^{policies} ~~part of~~ ^I.

~~with~~ ^{with} The colonists in America were unsatisfied ^{with} the situation they were in. Although before the ~~the~~ revolution many were still loyal to the king, ~~others~~ ^{others} started to question their positions as colonists in ~~the~~ America. British governors were so concentrated on seeking benefits for Britain, ~~that~~ ~~and~~ that they hardly had time to concern about the colonist. For instance, in the French Indian ~~war~~ ^{contribution} war of 1754, despite the American ~~involvement~~, many British generals did not appreciate their participation, but denounced their lack of organization. Also, to boost the economy damaged by the war, ~~the~~ British ~~governors~~ ~~placed~~ placed added ~~taxes on~~ tariffs and revenues on American manufactures such as ~~cotton~~ ~~the~~ the intolerable acts or sugar and stamp acts ~~regardless of~~ ^{their consent} ~~protests~~ ~~of~~ ~~colonists~~. And finally when the Americans declared their independence, all the previous experiences with ~~the~~ British royals, reflected ^{was}.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one ② or 3	Part C — Circle one 4 or 5
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2C
(2 of 2)

on what they ~~put in the~~ included in the articles of confederation.

~~initiated by Jefferson and Madison the anti-federalists,~~

The articles of confederation was written during the declaration of independence in 1776. With the involvement of Jefferson, the articles contained of ~~the~~ policies that favored states' rights, such as no interference of ~~gov~~ ~~central~~ government in state affairs ~~or~~ ~~a~~ formation of weak central government. ~~the articles~~ The writers ^{of the articles} were constantly looking ~~at~~ ~~at~~ aware of not trying to create another monarchist ~~society~~ society. They ~~were~~ ~~a~~ avoided use of any mercantilist ideas, and ~~were~~ promoted Laissez-faire. However, ~~in~~ in spite of these efforts, the articles of confederation ~~it~~ failed to satisfy ^{the} conditions in the country and eventually ~~ratified~~ another ~~set~~ set of policies ^{was ratified}; the constitution of 1787. This constitution ~~was~~ ~~was~~ focused more on strong central government with some essence of state government participation. Unlike the worries of Anti-federalists, the constitution stayed in effect for a long time and still remains today.

~~The~~ fearing another ~~control~~ power like Britain, Americans were cautious about not bringing back the reign of terror & when they were ^{creating} ~~the~~ the ~~the~~ articles of confederation. Although the article was a failure, it provided important factors ^{of} ~~from~~ ~~the~~ tension between Americans and Britain, and their emotions behind it.

AP[®] UNITED STATES HISTORY
2009 SCORING COMMENTARY (Form B)

Question 2

Sample: 2A

Score: 8

This essay has a developed thesis that focuses on how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation. It provides ample historical evidence and contains good analysis of the relationship between these ideas and experiences and the Articles, for example, revenue-producing acts, no power to tax, king's rejection of Olive Branch Petition, lack of executive power, virtual representation, equal representation, Proclamation of 1763, and Northwest Ordinance. The essay reads well and has good organization, but the lack of a conclusion detracts from the effort and kept the essay from receiving the highest score.

Sample: 2B

Score: 5

This essay has a clear thesis tying experience and, to a lesser extent, ideas of the revolutionary period to the Articles of Confederation. There is sufficient historical evidence regarding experiences, such as various revenue acts, but only vague reference to ideas. The analysis is adequate overall but imbalanced. There is an error concerning a standing army, but it does not seriously detract from the essay as a whole. The lack of more substantial, balanced evidence and analysis kept the essay from a higher score.

Sample: 2C

Score: 3

This essay puts forward a thesis that it then fails to develop fully. It includes some historical evidence regarding British policies but has little analysis regarding how the Articles of Confederation were shaped by these prior experiences. The essay is poorly organized and badly written, and it contains numerous errors.