



## AP United States History 2000 Scoring Guidelines

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**AP US HISTORY 2000  
DBQ STANDARDS**

**1. How successful was organized labor in improving the position of workers in the period from 1875 to 1900?  
Analyze the factors that contributed to the level of success achieved.**

**Use the documents and your knowledge of the period from 1875 to 1900 to construct your response.**

**The 8-9 essay:**

- contains a well developed thesis that evaluates whether organized labor succeeded in improving the position of workers in the period from 1875 to 1900.
- presents an effective analysis of several factors that contributed to the level of success achieved.
- effectively uses a substantial number of documents.
- supports thesis with substantial and relevant outside information.
- is clearly organized and well-written.
- may contain minor errors.

**The 5-7 essay:**

- contains a thesis that addresses whether organized labor succeeded in improving the position of workers in the period from 1875 to 1900.
- has some analysis of one or two factors OR examines several factors in a general manner.
- uses a number of documents effectively.
- supports thesis with some outside information.
- shows evidence of acceptable organization and writing; language errors do not interfere with comprehension of the essay.
- may contain errors that do not seriously detract from the quality of the essay.

**The 2-4 essay:**

- contains a limited, confused, and/or poorly developed thesis.
- deals with the question in a general manner; simplistic or overstated explanation.
- quotes or briefly cites some documents.
- contains little outside information or information that is generally inaccurate or irrelevant.
- has limited organization and lacks clarity
- may contain major errors.

**The 0-1 essay:**

- contains no thesis or a thesis which does not address the question.
- exhibits inadequate or inaccurate understanding of the question.
- contains little or no understanding of the documents or ignores them completely.
- is so poorly organized or written that it inhibits understanding.
- contains numerous errors, both major and minor

**The – essay:**

- is blank or off topic.

**AP U.S. HISTORY 2000**  
**QUESTION 1: DOCUMENT BASED QUESTION**  
**DOCUMENT ANALYSIS**

1. How successful was organized labor in improving the position of workers in the period from 1875 to 1900? Analyze the factors that contributed to the level of success achieved.

Use the documents and your knowledge of the period from 1875 to 1900 to construct your response.

**NOTE: Inferences and outside information are in bold print.**

**DOCUMENT A: Source: Hours and Wages of Industrial Workers 1875 - 1891**

**Document Information:**

- Average daily hours declined from 9.9 to 9.4 between 1875 and 1891.
- The index of average daily wages rose slightly from 169.2 to 172.5 between 1875 and 1891 (although there was a larger increase between 1879 and 1891).

**Inferences:**

- There has been very little improvement in shortening the hours worked.
- **Labor unions are typically campaigning for the 8-hour workday.**
- Average daily wages have only increased slightly comparing 1875 and 1891.
- The drop in wages between 1875 and 1879 is probably the result of **the depression of 1873, when management slashed wages followed by recovery about 1880.**
- **The chart omitted the years of the panic and depression of 1893+.**

**DOCUMENT B: Source: Editorial, *The New York Times*, July 18, 1877**

**Document Information:**

- The writer claims the strike is hopeless, a rash act by resentful men.
- He says the strikers don't understand their own interests.
- This is a strike on the Baltimore and Ohio Railroad.
- The strikers are "bold and determined" and have the sympathy of a large number of the people in their community.

**Inferences:**

- **This is the Great Railroad Strike of 1877, the first great American mass strike.**
- Newspapers were often hostile to strikes and labor unions **and represented management views.**
- **Large crowds in Baltimore attacked the militia sent to break up the strike.**
- **The Pittsburgh militia sided with the strikers.**
- **President Hayes sent federal troops to quell the strikes and riots.**
- **The accusation by the B&O that the strikers were infiltrated by communists helped to undermine the strike.**

**DOCUMENT C: Source: Thomas Nast Cartoon in *Harper's Weekly*, 1878.**

**Document Information:**

- The cartoon is entitled "ALWAYS KILLING THE GOOSE THAT LAYS THE GOLDEN EGG."
- It shows a shocked labor representative staring at the dead goose - marked capital.
- "Communism" stands to the side saying ("without responsibility") "...its too bad, now I thought he was just full of them."
- The "capital" goose had laid wages - one is in the pocket of the worker, another is in the basket.
- A sad wife & son stand in the doorway.
- Quotations on the wall suggest labor violence and that communism involves giving workers earnings to "lazy and drunken workmen".
- In large letters it proclaims "STRIKE! STRIKE!! STRIKE!!! AS THEY DID LAST JULY DOWN WITH CAPITAL".

**Inferences:**

- The communist has manipulated the worker to destroy capitalism.
- **The strike "last July" was the Great Railroad Strike from Doc. B.**
- Newspapers and magazines (like the **middle class *Harper's Weekly***) frequently branded all labor movements as radical.
- Supposed ties to the communist (and anarchist) movements hurt the credibility of organized labor, **especially with the middle classes.**
- Thomas Nast, **known for his attacks on Tweed**, took a conservative position on organized labor.

**DOCUMENT D: Source: The testimony of a machinist before the Senate Committee on Labor and Capital, 1883.**

**Document Information:**

- The machinist says there is a great difference between conditions under which machinery is made now and 10 years earlier.
- He says that 10 years ago a machinist learned nearly the entire trade.
- Now he says that a machinist's trade has been subdivided into many small tasks.
- Those who make sewing machines, he says, are no longer considered machinists because the job has been thoroughly subdivided.
- Now, he says, 100 men can do what it took 300-400 men to do 15 years ago.

**Inferences:**

- Formerly skilled jobs have now been divided into smaller tasks - depriving the workers of their status as skilled workers in some cases.
- The increased number of semi-skilled and unskilled jobs in many factories which deprived unions of leverage when dealing with employers.
- Specialization led to job loss.

**DOCUMENT E: Source: Western Union Telegraph Company employee contract, 1883.**

**Document Information:**

- The contract says that as a condition of being re-employed by the Western Union company the employee will abandon membership in any organization that tries to regulate conditions of employment.
- The employee promises to not renew membership in any such organization while employed by the company.

**Inferences:**

- **This is a yellow dog contract or ironclad oath**, used to fire employees who join labor unions.
- It was used by management to control its labor force.
- It can also suggest other methods of breaking unions such as **blacklisting, company spies, Pinkertons etc.**

**DOCUMENT F: Source: "TOO MANY COOKS SPOIL THE BROTH" Frank Leslie's *Illustrated Newspaper*, January 8, 1887.**

**Document Information:**

- This cartoon shows the "Labor Interest Broth" sitting on top of the "Assessment Range."
- Four cooks are fighting each other over the broth - labor union, anarchist, socialist & Knight of Labor.

**Inferences:**

- Too many groups are fighting to represent laborers and this lack of unity hurts the labor movement.
- The involvement of anarchists and socialists, **although small groups within the labor movement**, allow their enemies to brand all labor groups as "radical".
- **The Knights of Labor and the labor movement in general were in very bad shape because of the Haymarket Riot (which occurred less than a year before this cartoon was published).**
- Magazines and newspapers tended to be hostile to organized labor.

**DOCUMENT G: Source: Coroner's list of the killed, Pittsburgh, Pennsylvania, July 7 1892 (*The New York Times*, July 8, 1892)**

**Document Information:**

- 11 men are listed by the coroner as killed "yesterday" in Pittsburgh; the actual count may be higher.
- Several were employed at the Homestead plant.
- One is listed as a striker.
- 2 were Pinkerton detectives - one from New York, the other from Chicago.

**Inferences:**

- **This document refers to the Homestead Strike and Lockout.**
- The mention of the Pinkerton detectives could lead to a discussion of **their use in the strike & the great battle at the plant.**
- **Pinkertons were also used as spies and protected strikebreakers in many other strikes & labor disputes.**
- The power management had when dealing with unskilled & semiskilled workers .
- **The coming of the panic & depression of 1893 & how it hurt organized labor**
- Several of the strikers appear to come from different ethnic groups -- (Markowsky and Sotak for example was probably of Eastern European origin - others appear to be of German or English ancestry) - making it **hard to organize & management sometimes deliberately divided their workers in this manner.**

**DOCUMENT H: Source: United States Supreme Court, *In re Debs*, 1895.**

**Document Information:**

- The national government, says the court, has the Constitutional power to regulate interstate commerce which gives it power over commerce carried by railroads.
- It is, therefore, the duty of the government to keep railroads free from obstruction.

**Inferences:**

- **The document is referring to the Pullman strike .**
- **The Supreme Court upheld the right of the federal government to send Eugene Debs to prison in this case where he converted to Socialism.**
- **The federal government found a new weapon to use against strikers -- the court injunction, which the court upheld in this case.**
- **The Railroad Managers Association used the protection of the mails as the excuse to bring in federal troops -- attaching Pullman cars & mail cars to every train.**
- **The national government asserted jurisdiction over the state of Illinois .**
- **The Supreme Court was very conservative and hostile to organized labor in the years 1875-1900.**

**DOCUMENT I: Source: Testimony of Samuel Gompers before a commission established by the House of Representatives on the Relations and Conditions of Capital and Labor, 1899.**

**Document Information:**

- Gompers says that workers find that improvements in methods of production and distribution are constantly being made.
- Workers, therefore, he argues need occasionally to strike or all advantages will go to the employers and all injuries to the employees.
- Rights, he says, have been gained by the people through sacrifices and persistency.

**Inferences:**

- **Samuel Gompers was the founder of the American Federation of Labor.**
- **The AFL did survive the 19<sup>th</sup> century because it primarily included skilled workers.**
- **The AFL kept out of involvement in politics and built up strike funds, focusing on "bread and butter" issues.**
- **It survived the depression of 1893 (which was just ending when this testimony was given) when many other unions failed.**
- **The AFL also excluded most women, African Americans, unskilled workers and some immigrants.**
- **Gompers was one of the first American union leaders to focus on collective bargaining and the strike as a political weapon.**

**AP US History 2000**  
**Outside information for Question 1: DBQ**

**FAILURES TO IMPROVE POSITION OF WORKERS 1875-1900**

- Most unions collapsed -- NLU, Knights, ARU - esp. during depressions.
- Most women & minorities were not accepted into organized labor.
- Most strikes were crushed & achieved few goals -- Great RR Strike, Homestead, Pullman etc.
- Many skilled/craft jobs were replaced with lower paying jobs due to new technology & reorganization of business.
- Less than 10% of industrial workers were unionized by 1900.
- Massive immigration made it easy to replace workers.

**SUCSESSES IN IMPROVING POSITION OF WORKERS 1875-1900**

- Workers' determination to fight back did at times make the employers "think twice" -- after the RR strike of 1877 for example, employers were slower to slash wages.
- Congress did (to a very small extent) limit some immigration (Chinese, paupers, contract labor) - a demand of organized labor.
- More workers were getting the pre Civil War demand of 10 hour days .
- Some states gave unions legal recognition & passed health & safety laws to protect workers.
- Some companies (the Baltimore & Ohio RR, for example) provided pension plans --Pittsburgh Steel pioneered profit sharing.
- The AFL did survive the depression of the 1890's - by 1901 it had over 1 million members - almost 1/3 of all skilled workers.
- Settlement workers as activists for labor.

**TECHNIQUES USED BY MANAGEMENT TO DEFEAT LABOR 1875-1900**

- Yellow Dog Contract/ Ironclad Oath -- swear not join union (see **Doc E**)
- Blacklist
- Lockout (ex. Homestead Strike)
- Strikebreakers/scabs --esp. during depressions, African-Americans, other immigrants
- Pinkerton detectives -- spies, escort strikebreakers, violence (see **Doc G**).
- Court injunctions -- esp. using the Sherman Antitrust Act after 1890, for example the Pullman strike
- Courts uphold use of Sherman Act against strikers --Danbury Hatters case (barely out of time period).
- Police/ state militia/ federal troops brought in .
- Make association with radical groups -- esp. anarchists, socialists & communists.
- Hire workers from different immigrant groups so there is little cohesion.
- Most newspapers & magazines are on their side -- show hostile views of labor (see **Docs. B,C,F**).
- Company towns, stores and use of scrip
- Mobility of businesses

**DYNAMICS WITHIN THE LABOR MOVEMENT 1875-1900**

- Difficulty of succeeding with semiskilled/unskilled workers --for ex. Homestead, Knights --too easy to replace
- Confusion of aims -- utopian (Knights) vs. bread & butter (AFL) , industrial vs. craft/trade unions (**Must be specific here or are just using Doc. F**)
- Depressions 1870's & 1890's hurt labor movement -- most unions failed
- Radical movement, though very small, gave unions a bad name (encouraged by management & the media)
- Ties or lack of ties between labor and farmers movements, Populists etc

## **MAJOR STRIKES 1875-1900**

### **Great Railroad Strike of 1877**

- First nationwide strike
- Triggered by wage cut by the B& O
- During the depression of 1873+
- Martinsburg, West Va., Pittsburgh, St. Louis
- Broken by local police, state militia & federal troops
- Also a general strike
- Many local militia refused to fire on strikers
- Large number killed (100) -- lots of destruction of property

### **Haymarket Riot 1886**

- In Chicago - start as protest against killing of workers by police at McCormick strike on May 1
- Speeches given May 4 at Haymarket square - by anarchists - police called
- Bomb thrown & 7 police killed - then riot with both sides firing
- 8 anarchists found guilty of conspiracy to murder, although the evidence was flimsy - sentenced to death (3 later pardoned by Altgeld)
- Hysterical atmosphere - anti unions - Knights of Labor hurt since the most prominent union - collapsed
- Cities increased police forces, states built national guard armories near workers
- Hurt the labor movement -- tarnished with "radical" label
- Part of the eight hour day movement

### **Homestead Strike & Lockout 1892**

- Industrial union struck at Carnegie plant - AFL affiliate and divisions between skilled and unskilled laborers
- Frick - manager for Carnegie - cut wages (beginning of depression 1893)
- Attempted assassination of Frick by an anarchist -- Alexander Berkman
- Use of Lockout technique
- Co. brings in 300 Pinkertons -- battle with workers -- tar & feather Pinkertons
- Bring in state troops, guard plant -- workers lose
- All fired, wages cut

### **Pullman Strike 1894**

- Pullman - company town - wages cut, rents and prices still high
- American Railway Union (under Debs) helps strike by boycotting trains with Pullman cars
- Railroad Managers Association - adds mail cars & Pullman cars to all trains
- RR traffic paralyzed
- Gov. Altgeld refuses to send in state troops
- Pres. Cleveland sends in fed troops to guard the mail trains
- Riots break out (in part fueled by unemployed workers who came to build the Columbian Exposition)
- Attorney General Richard Olney used court injunction -- to protect the mails - Debs in jail (**tie to in Re Debs Doc H**)
- Strike failed -- Debs turned to Socialism

### **SMALLER STRIKES (unlikely to see)**

- Knights of Labor assemblies against Jay Gould's railroad -- he caved - secretly selling RR --
- Led to other Knights strikes which failed (esp. Texas & Pacific RR)
- Silver mines - Coeur d'Alene, Idaho, coal mines -- Tennessee, Colorado



## **LABOR UNIONS 1875-1900**

### **NATIONAL LABOR UNION (ORG BEFORE THE TIME PERIOD OF THE EXAM , DIES 1870'S)**

- Org. after the Civil War by William Sylvis-- died depression of 1870's
- Craft unions, skilled & unskilled, reformers - 1<sup>st</sup> large national union
- Looked to earlier America -- workers controlled workday, decent living.
- Demand 8 hour workday
- "Eight hours for work, eight hours for rest, eight hours for what we will"
- Formed a third party, lost heavily in the 1872 elections
- They excluded bankers, lawyers and liquor dealers
- Height - 600,000, failed in depression of 1870's

### **KNIGHTS OF LABOR 1860's-1890**

- Start -- Uriah Stephens, small secret, very Protestant
- Terence Powderly - transforms 1879--
- Skilled, unskilled, men & women, natives & immigrants, all religions, all races
- Excluded liquor dealers, gambler, lawyers, bankers, stockbrokers and prostitutes
- Goal - utopian - cooperatives run by workers, sponsored political candidates
- 8 hour workday, regulate trusts, no child or convict labor, prohibition
- No strikes -- but local assembly struck against Jay Gould - trying to sell RR so gave in -- huge increase in membership, lots of strikes - most failed
- Destroyed by Haymarket riot - though Powderly supported trying the anarchists, people blame all unions as radicals; Failed by 1890

### **AMERICAN FEDERATION OF LABOR 1886-**

- Founded by Samuel Gompers 1886
- Federation of skilled craft unions
- Once a socialist, Gompers now pro capitalism
- Bread & butter "pure and simple unionism"-- wages, hours, working conditions
- Bargain -- strikes & boycotts last resort
- No support for one political candidate or party
- Few women (only Cigar Makers Union & Typographers Union)
- Restrict African American membership through high fees & discrimination
- Survived depression of 1890's - though reduced in numbers

### **AMERICAN RAILWAY UNION 1893-1895**

- Eugene V. Debs organized
- Industrial Union
- Debs ordered no violence - just used to justify troops
- Quickly got involved in Pullman strike -- union broken
- Debs became leading U.S. socialist

### **MOLLY MAGUIRES – 1870's**

- Anthracite coal mining union – Pennsylvania - Reputation for violence – played up by mine owners

## **FACTORS STUDENTS MIGHT DISCUSS**

- **CULTURAL/INTELLECTUAL CLIMATE**
- **DYNAMICS WITHIN THE LABOR MOVEMENT**
- **ECONOMICS**
- **GOVERNMENT (ALL BRANCHES)**
- **IMMIGRATION**
- **MEDIA**
- **POWER OF MANAGEMENT/TECHNIQUES USED BY MANAGEMENT**
- **PUBLIC OPINION**
- **RADICALISM/VIOLENCE**
- **TECHNOLOGY**

## **MOST FREQUENTLY SEEN OUTSIDE INFORMATION**

- AFL& Gompers role in it
- Anarchism & the Haymarket riot
- Eugene Debs
- Haymarket riot
- Homestead Strike
- Knights of Labor
- Laissez Faire
- Mechanization
- National Labor Union
- Pinkertons as strikebreakers
- Power of trusts/big business
- Pullman Strike
- Sherman Antitrust Act
- Uriah Stephens/Terence Powderly
- Yellow dog contract

**AP US HISTORY 2000  
STANDARDS FOR QUESTION 2**

2. Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750.

**British**  
**French**  
**Spanish**

**The 8-9 essay:**

- contains a clear, well developed thesis that addresses both the cultural and economic responses of two nationalities.
- develops the thesis with considerable relevant supporting information
- offers effective analysis but may have some imbalance.
- may contain minor errors

**The 5-7 essay:**

- contains a thesis that may only be partially developed and supports the thesis with some relevant information
- has limited analysis may be imbalanced (treats one nationality effectively and the other superficially).
- may contain errors that do not detract from the quality of the essay
- addresses both economic and cultural responses, but may have some imbalance

**The 2-4 essay:**

- simply restates the question, or contains a confused or unfocussed thesis
- has little or no analysis, provides a few relevant facts or lists facts with little or no application to the thesis
- discusses economic and cultural responses in a general way or one of these responses adequately
- discusses two nationalities in a general way or one nationality adequately
- may contain major errors

**The 0-1 essay:**

- lacks a thesis
- fails to understand the question
- gives an incompetent or inappropriate response
- contains substantial factual errors

**The --- essay:**

- is completely off topic or blank.

## AP US History 2000 Question 2 Information Sheet

People	Places	Events
Francis Parkman Frontenac—good relations with Native Americans Jesuits Massasoit Aztecs, Montezuma <i>mestizos</i> Powhatan John Smith Pocahontas Iroquois Algonquin John Eliot David Brainerd Sir William Johnson John Rolfe Roger Williams Squanto Metacomet (King Phillip) Maya <i>coureurs du bois/voyageurs</i> Cortez Champlain William Penn	New England Chesapeake/Jamestown Florida Mexico Canada/New France	Pueblo Revolt Tuscarora War Bacon's Rebellion Albany Congress Yemassee War Massacres/wars King Phillip's War Walking Purchase Treaty

### Ideas/Concepts

intermarriage

French emphasis on fur trade

military alliances

population ratios—French to Native Americans, British to Native Americans

Spanish to Native Americans, Iroquois to Algonquin

importation of young Frenchwomen to New France

Mexico is in North America

religious conversion—mixed record

agricultural practices—forced labor cultivation patterns (*encomienda*)

land conflicts

trade patterns—alcohol and manufactured goods for trade goods

changes in patterns of interaction from friendly to hostile

**AP UNITED STATES HISTORY 2000  
QUESTION 3 STANDARDS**

- 3. Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following.**

**Missouri Compromise  
Mexican War  
Compromise of 1850  
Kansas-Nebraska Act**

**The 8-9 essay:**

- 1) presents a clear, well-developed thesis
- 2) clearly assesses the moral arguments and political actions of those opposed to the spread of slavery. Treatment of moral arguments likely to be limited
- 3) supports two factors with substantial and relevant information for each
- 4) is well-organized
- 5) may contain minor errors

**The 5-7 essay:**

- 1) presents a clear thesis with limited development
- 2) provides some assessment; mostly describes the moral arguments and political actions of those opposed to the spread of slavery. Treatment of moral arguments likely to be limited
- 3) supports two factors with some general information; may lack balance
- 4) shows evidence of acceptable organization
- 5) may contain errors that do not seriously detract from the essay/argument

**The 2-4 essay:**

- 1) presents a limited, confused or undeveloped thesis
- 2) little or no assessment of moral arguments and political actions
- 3) describes two factors simplistically or one factor generally
- 4) is poorly organized
- 5) may contain major errors that detract from the essay/argument.

**The 0-1 essay:**

- 1) presents no thesis
- 2) provides incompetent or inappropriate response
- 3) lacks organization
- 4) contains numerous errors, both major and minor

**The --- essay:**

- 1) is completely off topic or blank

### Question 3: Background Information

Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following.

- Missouri Compromise
- Mexican War
- Compromise of 1850
- Kansas-Nebraska Act

<u>WHAT WE SAW FREQUENTLY</u>	<u>WHAT WE SAW RARELY</u>	<u>WHAT WE DID NOT SEE</u>
<ul style="list-style-type: none"> <li>• Louisiana Purchase territory</li> <li>• Henry Clay</li> <li>• Missouri enters as a slave state</li> <li>• Maine enters as a free state</li> <li>• 36 30 dividing line between slave and free territory</li> <li>• “Fire Bell in the night”</li> <li>• Texas annexation/statehood</li> <li>• Manifest Destiny/James Polk</li> <li>• Wilmot Proviso</li> <li>• Treaty of Guadeloupe Hidalgo</li> <li>• Mexican Cession</li> <li>• Stephen Douglas</li> <li>• Popular Sovereignty</li> <li>• California as a free state</li> <li>• Fugitive Slave Act</li> <li>• Slave trade abolished in D.C.</li> <li>• Division of Nebraska to accommodate Southern demands for slave territory</li> <li>• Repeal of Missouri Compromise line by the Kansas Nebraska Act</li> <li>• Bleeding Kansas</li> <li>• John Brown</li> <li>• Abolitionist</li> </ul>	<ul style="list-style-type: none"> <li>• Tallmadge Amendment</li> <li>• William Lloyd Garrison/<i>Liberator</i></li> <li>• Henry David Thoreau</li> <li>• Ralph Waldo Emerson</li> <li>• Underground Railroad</li> <li>• “immediate” and “gradual emancipation</li> <li>• Spot Resolution</li> <li>• Free Soil Party</li> <li>• Slavepower/slaveocracy conspiracy</li> <li>• Personal Liberty Laws</li> <li>• “Higher Laws” speech; William Seward</li> <li>• Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>.</li> <li>• Positive Good theory</li> <li>• Emigrant Aid Society</li> <li>• Republican Party (1854)</li> <li>• Summer-Brooks affair (1856)</li> <li>• Dred Scott</li> <li>• \$10 million payment to Texas to settle boundary dispute</li> </ul>	<ul style="list-style-type: none"> <li>• Calhoun’s 1844 Treaty of Annexation</li> <li>• Cotton Whigs</li> <li>• Conscience Whigs</li> <li>• Liberty Party</li> <li>• Anthony Burns case</li> </ul>

### QUESTION 3 STANDARDS

#### Comments about question, criteria, scoring

Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following:

Missouri Compromise  
Mexican War  
Compromise of 1850  
Kansas-Nebraska Act

The central issue is opposition to the spread of slavery, however students frequently use the term abolitionist rather than anti-slavery. As long as they are discussing opposition to the extension of slavery into the territories we have accepted the term as a minor error. Confusion between non-extension and the abolition of slavery is a major error.

The question does not call for a **comparison** of the relative importance of moral arguments and political actions

Political actions may extend beyond legislation  
Thoreau's refusal to pay taxes that may support the Mexican War  
John Brown's attack at Pottawatomie Creek

Discussions of political activity need not go beyond the actions in opposition to the spread of slavery (i.e., neglecting reference to Maine entering the Union as a free state, the abolition of slave trading in D.C., or the Fugitive Slave Act does not undermine a discussion of the Missouri Compromise or the Compromise of 1850, when the student has focused on those components of the debate related to opposition to the spread of slavery.

Discussions of the moral arguments in opposition to the spread of slavery are limited, and when used are general in nature. Some students conclude that moral issues were not involved in the Missouri Compromise, some suggest that the immorality of slavery was at issue. Either response is acceptable. In either case, the better essays that begin with Clay's 1820 compromise include comments about the growing importance of the moral arguments over time.

A number of students have conflated the Missouri Compromise and the Kansas-Nebraska Act into a single factor (noting that K-N rescinds the line dividing free territory from slave), and then address a second factor. Treat that as two, not three factors. We have seen several examples of students including the entry of Texas into the Union as part of the Compromise of 1850.

Generally, students begin with Missouri and then address either (1) Kansas-Nebraska, or (2) Compromise of 1850. Fewer students select the Mexican War

Information beyond the scope of the question is acceptable when it is used effectively as support material

**AP US HISTORY 2000**  
**QUESTION 4 STANDARDS**

**4. To what extent did the United States achieve the objectives that led it to enter the First World War?**

**The 8-9 essay**

- Contains a clear, well-developed thesis that analyzes the extent to which the objectives were realized, addressing BOTH the objectives and related outcomes.
- Makes a clear connection between the objectives and the outcomes; may have some imbalance
- Supports thesis with substantial and relevant information;
- Is well-organized and has clear expression of ideas
- May contain minor errors that do not detract from the quality of the essay

**The 5-7 essay**

- Contains a thesis that addresses BOTH the objectives and related outcomes
- Connects objectives and outcomes, may be imbalanced
- Supports thesis with relevant information; may be imbalanced
- Shows evidence of acceptable organization and writing; language errors do not interfere with comprehension of the essay
- May contain errors that do not seriously detract from the quality of the essay

**The 2-4 essay**

- Contains a limited, confused and/or poorly developed thesis or poorly stated objectives
- May discuss objectives and outcomes but not connect them
- Includes limited information; may deal with only objectives OR outcomes
- Has organization and language errors that interfere with comprehension of the essay
- May contain major errors that detract from the quality of the essay

**The 0-1 essay**

- Contains no thesis or a thesis which does not address the question
- Exhibits inaccurate understanding of the question
- Is so poorly organized or written that it inhibits understanding
- Contains numerous errors, both major and minor

**The – essay**

- Is completely off topic or blank



**AP US HISTORY 2000  
QUESTION 4  
INFORMATION/FACT SHEET**

Objectives	Outcomes	Other Relevant Information
World Safe for Democracy Freedom of Seas Protection of economic interests: Shipping, loans, business, agriculture Support of British Principle of Neutrality • Objectives Developed during Course of War 14 Points League of Nations Reparations Revenge War to End All Wars Peace Without Victory	Post war democracies Post war ethnic conflicts U.S. from debtor to creditor nation Domestic restrictions of civil rights Russian Revolution Imperialism/colonies Raising of tariffs Post-war recession Fail to ratify Treaty of Versailles Fail to join League. of Nations Irreconcilables Reservationists Revenge Reparations	<i>Sussex Pledge</i> <i>Lusitania</i> Zimmerman Note Unrestricted Submarine Warfare

**AP UNITED STATES HISTORY 2000  
QUESTION 5 STANDARDS**

5. Discuss, with respect to TWO of the following, the view that the 1960's represented a period of profound cultural change.

**Education**  
**Gender roles**  
**Music**  
**Race relations**

**The 8 – 9 essay**

- contains a clear, well-developed thesis that evaluates the profundity of the cultural change in the 1960's
- develops the thesis with substantial, relevant supporting information
- has effective analysis of the change within two areas, may not give equal weight to both areas
- is well organized and has clear expression of ideas
- may contain minor errors

**The 5 – 7 essay**

- contains a clear thesis that addresses the issue of cultural change in the 1960's
- supports the thesis with some accurate, relevant information
- has limited analysis of two areas, may be unbalanced
- demonstrates acceptable organization and writing; language errors do not interfere with comprehension of the essay
- may contain errors that do not seriously detract from the quality of the essay

**The 2 – 4 essay**

- lacks a thesis or simply restates the question, or contains a confused or unfocused thesis
- provides few relevant facts, or lists facts with little or no application to the thesis; may rely only on generalization
- has little or no analysis;
- describes the impact of two factors in a general way or describes only one factor in more detail; may be very general
- may contain major errors that detract from the argument

**The 0 – 1 essay**

- may restate or paraphrase the question
- demonstrates an incompetent or inappropriate response
- has little or no understanding of the question
- may contain substantial factual errors

**The --- essay**

- is completely off topic or blank.

## **Outside information for Question 5**

### **AP US History**

#### **Race Relations:**

“Letter from a Birmingham Jail”

American Indian Movement (AIM), Russell Means

Assassinations of John Kennedy, Medgar Evers, Malcolm X, Martin Luther King, Jr., Bobby

Black Panthers, Rap Brown, Eldridge Cleaver, Huey Newton

Brown v Board of Education of Topeka, Kansas, Thurgood Marshall, NAACP

Bull Connor and the Birmingham demonstrations

Cesar Chavez and the United Farm Workers boycott

Challenges to Jim Crow laws

COFO summer (Council of Federated Organizations)

CORE

Freedom Riders

George Wallace and integration of University of Alabama

James Meredith and University of Mississippi

John Lewis, changeover from biracial to all black

Kennedy

Kerner Report

Lyndon Johnson and Civil Rights Act of 1964

March on Washington, “I Have A Dream “ speech

Martin Luther King, Jr., active non-violence, marches. SCLC (Southern Christian Leadership

Riots in cities: Detroit, Los Angeles (Watts), Washington, Newark, “Long Hot Summers”

Rosa Parks and the Montgomery bus boycott

Selma March

Sit-ins in Greensboro, NC

SNCC (Student Non-Violent Coordinating Committee)

Stokely Carmichael and “Black Power”

Voting Rights Act of 1965

#### **Music:**

Acceptance of black artists, Little Richard, Chuck Berry, Motown, by larger audience

Bob Dylan, Joan Baez, Phil Ochs, Judy Collins

British invasion, Beatles, Rolling Stones

California influence, Beach Boys

Comparisons with Sinatra, Nat King Cole, and Swing

Credence Clearwater Revival

Elvis Presley and “Elvis wannabees” fusing Delta Blues with country and Rock and Roll

Folk singers actively singing about social and political problems

Harder edge to music by late 1960s

Impact of drug culture of music

Jefferson Airplane, Grateful Dead (Deadheads), Doors

Music reflects anti-war movement and counter-culture as decade progresses

Pink Floyd, the Byrds, Crosby, Stills, Nash, and Young

Woodstock and Altamont

## **Education:**

Breakdown of core educational requirements in colleges, with emphasis on electives, new majors  
Desegregating the schools  
Emphasis on science and technology  
Federal primary and secondary education acts  
Great Society  
Head Start  
Increases in college attendance, especially among women and minorities  
Questioning conformity and authority, campuses are scenes of rebellions, protests, rallies  
Upward Bound  
US Supreme Court prohibits school-sponsored prayer  
Use of schools to solve societal problems

## **Gender Roles:**

Betty Friedan and *The Feminine Mystique*  
Birth control, family planning, right to abortion in certain states, Roe v Wade in the early 70s  
Comparisons to Seneca Falls Convention and Susan B. Anthony, Lucretia Mott, Elizabeth Cady Stanton  
as well as suffrage victory and the nineteenth amendment  
ERA amendment fails but logical next step  
Gloria Steinem and *MS* magazine  
Men forced to reevaluate themselves and their roles in families and society  
More women going to college and entering male-dominated careers  
NOW (National Organization for Women)  
Protests against beauty pageants like the "Miss America Pageant"  
Radical feminism / bra burning  
Women reject the image of the Cleavers and "Father Knows Best"

## **Kinds of responses found in numerous essays:**

1. There was a tendency to write about education as if it were an extension of race relations
2. Some students overstated the unanimity of changes / failure to differentiate between the counterculture and the rest of America.
3. There was a tendency to ignore regional / class / educational differences.
4. Rarely did students state that no real or significant changes occurred.
5. Be sure to determine that out-of-the-time material, almost entirely previous, is relevant and therefore related to in-period explanations.