



AP United States History 2001 Scoring Guidelines

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**AP® UNITED STATES HISTORY
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Question 1 (DBQ)

The 8 - 9 Essay

- Contains a well-developed thesis that **identifies** Cold War fears in the aftermath of World War II and **evaluates** how successfully the Eisenhower administration addressed these fears
- Discusses **several** Cold War fears 1948–1961 **and** analyzes the degree of success of the Eisenhower administration in addressing **these fears**
- 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 **identifies** Cold War fears 1948–1961 and actions taken by the Eisenhower administration
- Discusses **some** Cold War fears 1948–1961 and some actions taken by the Eisenhower administration with regard to Cold War issues; may have limited analysis and may focus considerably more on one part of the question than the other
- Uses some 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 explanation or answers only one part of the question
- Quotes or briefly cites some documents
- Contains little outside information or information that is generally inaccurate or irrelevant
- Has problems in organization
- 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

- Completely off-topic or blank

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Question 1 (cont.)

DOCUMENT ANALYSIS

(Inferences in **boldface** should be counted as outside information.)

DOCUMENT A: Source: Dwight Eisenhower, press conference, March 1954

Document Information:

- Eisenhower says there is too much hysteria in the world.
- We fear the Kremlin and what they will do to our friends around them.
- We fear “unwise investigators” will go too far at home to combat internal problems.
- We fear depression and job loss.

Inferences:

- This suggests Cold War fears of the spread of communism.
- “Unwise investigators” refers to Joseph McCarthy, HUAC, Loyalty Investigations.
- It might remind students of US concerns about keeping the economy strong after WWII.
- Economic instability could be a breeding ground for communism.
- Eisenhower’s use of the word “hysteria” might increase rather than defuse tensions.
- Eisenhower’s discussion of job loss hints at the recession 1953–1954.

DOCUMENT B: Source: John Foster Dulles, Secretary of State, June 1954

Document Information:

- Dulles expresses concern about communism expanding in the Americas.
- This expansion, he says, requires more sacrifices by the American people.
- He argues that the situation in Guatemala has become so dangerous the American States had to do something.
- The American States adopted a resolution declaring that the domination of an American state by communism would be a threat to all the American States.

Inferences:

- Dulles is particularly concerned about Latin America because of its proximity.
- It suggests the magnitude of Dulles’ fear of the spread of communism. **(Domino theory)**
- It could be compared to Kennedy’s response (Doc I) **and to the problems that later developed with Castro in Cuba.**
- **This could remind students that Dulles was also the supporter of brinkmanship & massive retaliation.**
- **It may suggest connections to the Monroe Doctrine.**
- **Students could discuss the difficulties the Eisenhower administration had in working with Latin American nations to get this resolution passed and the undercurrent of anti-U.S. hostility at the conference.**
- **Students might continue to discuss the actions the Eisenhower administration took in Guatemala – CIA, support for the United Fruit Company.**

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Question 1 (cont.)

DOCUMENT C: Source: *Life* magazine, May 1955

Document Information:

- A family is sitting in a bomb shelter (although that term is not used).
- Canned food and canned water boxes sit to the side; a radio is also seen.
- Bunks are provided for the family.
- A few toys are scattered on the floor; the words “Kiddie Kokoon” are on the back wall under a sleeping bag with handle.

Inferences:

- This is a bomb shelter — these were created by some people for themselves; **air raid shelters were also created in public places (schools, government buildings, etc.)**
- It suggests the magnitude of public and governmental fear; students could argue this program eased or increased public anxiety.
- This suggests fears due to the fact that the Soviets had the atomic and then **hydrogen bombs**.
- **Other similar responses such as the Duck & Cover programs in schools and Civil Defense programs could be discussed.**

DOCUMENT D: Source: *Saturday Evening Post*, October 1956

Document Information:

- The article announces that Eisenhower signed Public Law 627 on June 29.
- It claims that this program of public works will “dwarf any previous work of man.”
- The national system of Interstate and Defense Highways will, the author argues, get rid of the traffic congestion.
- It will connect most of the cities having 50,000 or more people and serve the nation’s main industrial and defense areas.

Inferences:

- This suggests the huge impact made by the development of the interstate highway system —**such as allowing more people to own homes and made “white flight” possible.**
- Students might discuss the defense purposes of the new program (**getting troops and supplies to vital areas in case of attack, getting people away from cities in case of nuclear attack, having routes for planes to land & take off in emergencies**).
- It also suggests economic benefits from the highway program.

DOCUMENT E: Source: *U.S. News and World Report*, December 1957

Document Information:

- The title reads “MUST U.S. TAKE THE FIRST BLOW?”
- The subtitle states “The Problem of ‘Massive Retaliation’” in the Missile Age.
- It states that currently it is a 10 hour trip from Soviet bases to U.S. cities giving us time to alert our defenses and strike Soviet bases in massive retaliation.
- It predicts that in the future Soviet missiles can arrive in 35 minutes leaving no time for defenses and limited power to retaliate.
- It questions whether a policy of accepting the first blow is a good idea.

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Question 1 (cont.)

Inferences:

- This suggests **John Foster Dulles’** program of Massive Retaliation.
- It also suggests increasing fears due to the development of missiles; **missile gap debate.**
- Students might note that this represents a magazine’s agenda and not necessarily that of the government.
- The Soviet development of missiles creates a need for new government policies (**such as development of antiballistic missiles, first strike capabilities, arms reduction.**)
- **The impact of Sputnik could also be described (and ties made to Documents F and G).**

DOCUMENT F Source: Herblock, the *Washington Post*, January 1958

Document Information:

- The cartoon shows one man (Eisenhower) saying to another “Well, I Got That In, All Right” as they leave the “budget” building.
- It shows a missile (labeled “Missile Programs”) jammed into the “budget” building.
- Cars labeled “Civilian Services,” “Limited War Capabilities,” “Space Development,” “School Construction,” and “Welfare Programs” are falling off the cliff below the house.

Inferences:

- This suggests that the focus on missile programs is at the expense of most other social and scientific programs.
- **The cliff suggests a tie to brinkmanship.**
- It can be tied to Document E to show the increasing concerns over the missile race.
- It can be contrasted with Document G which seems to show increasing expenditures on education.
- It can also be tied to Document H showing the increasing amounts of money spent on defense.
- **The impact of Sputnik could also be discussed (and ties made to Documents E and G).**

DOCUMENT G: Source: Special Message to the Congress from President Eisenhower on Education, January 1958

Document Information:

- Eisenhower argues that the Federal government must play an “emergency role” in improving the educational system due to “national security” interests.
- He argues that young people must be prepared to contribute “the maximum” to the country’s future progress.
- Eisenhower argues the country must pay special attention to science and engineering education because of the importance of science and technology.

Inferences:

- **This document suggests the impact that Sputnik had on American education.**
- **It ties to the developing space race.**
- **This is the National Defense Education Act.**
- **This is a landmark education act providing direct federal assistance to public schools.**
- **It also strengthened graduate education and the teaching of math and foreign languages.**
- **The Advanced Placement Program was spawned by the same fears!**

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Question 1 (cont.)

DOCUMENT H: Source: Historical Statistics of the United States, Statistical Abstract of the United States, Department of Commerce.

Document Information:

- This chart shows life expectancy at birth, GNP per capita in 1958 dollars, total government spending, surplus or deficit and defense spending for the years 1949–1959.
- Life expectancy has risen steadily.
- GNP generally rose but dipped in 1957.
- Total government spending jumped dramatically in 1953, dropped in 1955, and then rose again.
- There was a deficit in 1953, 1955 and a dramatic deficit in 1959; 1951 had the largest surplus.
- Defense spending as a % of total spending was about 1/3 in 1949, peaked in 1953 at 68%, and was 58% by 1959.

Inferences:

- **The recession of 1957–1958 is reflected in the GNP figures.**
- The economy is growing but the deficit is increasing at the same time; defense spending possibly contributing to the deficit.
- The 1956 highway act (Document D) may explain the jump in total government spending 1957+ (is it considered defense spending?).
- **The Korean War helps to explain the jump from 1949 (33%) to 1951 (51%) defense spending.**
- It helps to confirm Document F’s argument that a huge amount of money is being spent on defense (“missiles) but contradicts the cartoonist by showing a small decline in defense spending 1957–1959.
- **Students might tie the “New Look” Eisenhower program (emphasis on air and nuclear power) to these numbers.**
- Rise in defense spending could be tied to Eisenhower’s warning about the **“military-industrial complex” in his farewell address.**

DOCUMENT I: President John F. Kennedy, inaugural address, January 1961

Document Information:

- Kennedy warns other nations that we will “pay any price, bear any burden...” to make liberty succeed.
- He asks both sides to try to create peace so that the forces “unleashed by science” do not destroy humanity in a planned or accidental catastrophe.
- He also says that we must negotiate from a position of strength
- However, he warns that both sides are burdened by the cost of modern weapons, both are alarmed by the power of the “deadly atom.”
- Kennedy also warns that both sides are racing to change “that uncertain balance of terror” that prevents mankind’s “final war.”

Inferences:

- The first part of the speech suggests that Kennedy will continue Cold War strategies despite the defense spending of the 1950’s: “Cold War Warrior.”
- The final paragraph suggests **peaceful coexistence.**

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Question 1 (cont.)

- It ties to Document E in its concern about dealing with the dangers of the atomic age.
- The defense spending statistics in Doc H tie to Kennedy’s concern about the expense of modern weapons.
- **Sputnik and missile gap and the space race could also be discussed here.**
- **Mutually Assured Destruction could also be mentioned.**

Outside Information

COLD WAR FEARS

Fears of communists at home:

Joseph McCarthy
HUAC/Richard Nixon, Hollywood Ten, FBI/Hoover
Loyalty Program (Truman and Eisenhower)
Communist Party USA
Rosenbergs/ Alger Hiss/ Whitaker Chambers, pumpkin papers
The pink lady campaign (Nixon and Helen Gahagan Douglas senatorial campaign 1950)
Oppenheimer investigated by AEC and stripped of his security clearance for leftist associations
McCarran Act
Arthur Miller, *Crucible*
Censorship
Civil Rights movement (and the persecution of DuBois, Robeson, Bunche etc.)
John Birch Society
Invasion of the Body Snatchers, Them

Fears of the spread abroad

“iron curtain”
containment and George Kennan as its “author”
China goes communist (1949)
NSC-68 “Strive for Victory”
Korean War (1950-1953)
Soviet masterminding of global communist aggression: China, Korea, etc.
domino theory (Laos and Vietnam)
Vietnam and Dien Bien Phu and Diem in S. Vietnam
NATO
The Berlin Crisis

Nuclear weapons and the missile/space race

The Soviet Union has the A Bomb (1949)
H Bomb (1950)
Sputnik I and II
“Flopniks” and “kaputniks” (American failures)
Democratic charges of a “missile gap”
Soviets first test firing of ICBM in 1957 (1 month later Sputnik, then dog in space)
On the Beach

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Question 1 (cont.)

ECONOMIC CONCERNS

Recessions of 1953-54 and 1957-58
Consumer culture and materialism

EISENHOWER ADMINISTRATION RESPONSES

To fears of communists at home:

Eisenhower privately critical, did little openly to destroy McCarthy
Republicans used McCarthy in 1952 election
Eisenhower's Dartmouth speech 1953 "don't join the book burners"
McCarthy brought down by own flaws and Army-McCarthy hearings
Nixon, HUAC member, VP and strong anti Communist
Continued Loyalty programs

To fears of the spread abroad:

Eisenhower Doctrine (used in Jordan w/ attempted coup, not successful w/ Syria, Lebanon 14,000 troops then withdrew with UN Arab resolution) and shift focus from Europe to Middle East/
Latin America/Asia
Dulles — Massive retaliation
The "New Look" "A bigger bang for the buck"
Brinkmanship
Domino theory (Laos, Vietnam)
Negotiated peace in Korea
supporter of NATO – internationalist – defeated Bricker Amendment
Guatemala – CIA – covert aid to overthrow Colonel Arbenz-Guzman vs. United Fruit Company- CIA trained mercenaries and American planes – Gen. Armas now dictator and United Fruit got its land back
CIA "Operation Ajax" recruited mob to help army topple Mossadegh in Iran and restore Shah to power (to protect oil)
Suez crisis- pressure France and Britain to withdraw
Inaction during the Hungarian crisis
Cuba – Castro vs. Batista – Ike authorizes Bay of Pigs plan by CIA
Formosa resolution – Ike requested of Congress –power to protect Formosa (Taiwan) – stopped Chinese assault 1954 and mutual defense treaty with Chinese Nationalists on Taiwan
Refusal to admit China to the UN or trade
Better relations w/ Khrushchev (1955+) – Geneva Summit Conference 1954 (Ike, Khrushchev, Britain and France) – "spirit of Geneva" – though little of substance – Eisenhower's "open skies" proposal (rejected by SU)
Khrushchev visit 1959 warms relations (Camp David)
U-2 incident harms relations (1960)
SEATO CENTO
Concerned about our image abroad with civil rights movement
Voice of America/ Radio Free Europe; DEW line

To nuclear weapons and the missile/space race:

Ike moderate support for space race
Huge impact of Sputnik forced hand
Federal program to build bomb shelters/ Duck and Cover program for schools
US supplying missiles to Britain and NATO allies

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Question 1 (cont.)

NASA (1958) and Explorer I
MAD – Mutually Assured Destruction

to economic concerns:

Moderate Republicanism/ Maintains some of the New Deal programs
Warns of military-industrial complex in farewell address

DBQ DOCUMENTS: SHORT LIST

- | | |
|-------------------|--|
| Document A | Eisenhower’s press conference warning of “hysteria” in the U.S. |
| Document B | John Foster Dulles warning about communism in the Americas and the resolution about Guatemala. |
| Document C | Bomb shelter photo |
| Document D | <i>Saturday Evening Post</i> – National Highway Act – interstate system |
| Document E | <i>U.S. News & World Report</i> – Massive Retaliation warning |
| Document F | Herblock cartoon – missiles in, other programs out |
| Document G | Eisenhower message on new education program – science and engineering etc |
| Document H | Statistics – life expectancy, GNP , government spending, deficit, defense spending |
| Document I | Kennedy inaugural address – “pay any price...” |

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Question 2

The 8 - 9 Essay:

- Thesis statement is substantiated by clearly addressing all three factors; thesis may be implicit
- Provides considerable relevant supporting information; demonstrates a clear sense of the sequence of events
- Contains effective analysis of all three factors
- May have minor errors

The 5 - 7 Essay:

- Thesis clearly addresses at least two factors; thesis may be implicit
- Provides some relevant supporting information; demonstrates some sense of the sequence of events
- Contains effective analysis of two factors or limited analysis of all three
- May have errors that do not seriously detract from the quality of the essay

The 2 - 4 Essay:

- Lacks a thesis or thesis addresses factors in a superficial manner
- Provides little relevant supporting information; lacks a sense of the sequence of events
- Contains little or no analysis
- May have major errors

The 0 - 1 Essay:

- Incompetently addresses the factors
- Provides an inappropriate response
- Contains neither analysis nor understanding
- Has substantial factual errors

The “—” Essay:

- Off task

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Question 2 (cont.)

FACT SHEET

Economic

plantation system	triangular trade	mercantilism
slave trade	Middle Passage	indentured servants
cash crops	indigo, rice, tobacco	staples
cotton (overemphasis)	Royal African Company (1698)	monopoly (slave trade)
slaves knowledge of rice/cattle cultivation	John Rolfe	Jamestown
infant industrial revolution		

Geography

climate	dictated crops	resistance to disease
malaria/smallpox	Caribbean connection	Charleston
falling tobacco prices	topography	

Social

racism	miscegenation	headright system
indentured servants	Stono Rebellion (1739)	Barbados
failure to enslave Indians	Bacon's Rebellion (1676)	mortality rates
slave codes		

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Question 3

The 8 - 9 Essay:

- Contains a clear, well-developed thesis that recognizes the extent to which the characterization is accurate
- Supports the thesis with considerable, relevant information
- Analyzes effectively two categories; treatment of categories may be somewhat uneven
- May contain minor errors

The 5 - 7 Essay:

- Contains a thesis that may only partially develop the extent to which the characterization is accurate
- Supports the thesis with some relevant information
- Analyzes two categories in a limited way; treatment of categories may be substantially uneven
- May contain errors that do not seriously detract from the quality of the essay

The 2 - 4 Essay:

- Contains a confused or unfocused thesis, or may simply restate the question
- Provides minimal relevant information, or lists facts with little or no application to the thesis
- Analyzes only one category, OR describes one or two categories in a general way
- May contain substantial errors

The 0 - 1 Essay:

- Lacks a thesis or paraphrases the question
- Demonstrates an incompetent or inappropriate response
- Little or no understanding of the question
- Contains major factual errors

The “—” Essay:

- blank or off topic

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Question 3

LIST OF INFORMATION

What We Saw Frequently	What We Saw Rarely	What We Did Not See
Tariff of Abominations 1828	Panic of 1819 [background]	Internal Improvements/American System
Maysville Road veto of 1830	Van Buren’s laissez-faire response	Tariff of 1824
Compromise Tariff of 1833	Lowell Factory girls	Cotton gin [1793] – long-term effects
BUS: (“un-American, undemocratic, and unconstitutional”)/ “The monster”	Independent Treasury [1840-passed, 1841-repealed, 1846-passed]	Factory system
Wildcat banking/ pet banks	Missouri Compromise [1820]	Interchangeable parts – Eli Whitney
Specie Circular of 1836	The New Democracy/Part competition for votes	General Incorporation laws
Panic of 1837	Revolution of 1828	Sewing machines
Universal white manhood suffrage	The Whig Party	McCormick’s mower-reaper
Electoral College – chosen by the people	Election of 1836	Cumberland Road/Erie Canal/early railroads
End of King Caucus/ nomination of presidential candidates by the state legislatures/ rise of the convention system/	The two party system	Veto of the 3rd BUS
Anti-Masonic Party	Burned-Over District/ C. G. Finney/circuit riders	Walker Tariff of 1846
Election of 1824/ “Corrupt Bargain” increased turnout	Horace Mann and educational reform	Pacific/Asian markets [Polk and California]
Spoils system	Communitarianism [Brook Farm, Shakers, New Harmony, Oneida, Amana]	Charles River Bridge [1837]
Veto, “King Andrew”	Garrison/ Weld/ Grimke sisters	Gibbons v. Ogden [1824]
Rotation in office	Burned-Over District	Commonwealth v. Hunt [1842]/ labor unions
Nullification		Market Revolution
The politics of the BUS/ Clay/ the veto/ Biddle		JQA and spoils system
The 1832 election		Eaton Malaria
Politics of Indian removal in the 1830s/ Marshall Court/ Cherokee Nation v. Georgia [1831]		Webster-Hayne Debate
<i>Worcester v. Georgia</i> [1832]		Jefferson Day Dinner
Trail of Tears		The Texas issue
Election of 1840		Anti-foreignism and anti-Catholicism
Second Great Awakening [background]		The politics of slavery/the mudsill idea
Abolitionism		Election of 1844 and expansionism
D. Dix		Wilmot Proviso of 1846/containment of slavery/ free soil
Women’s rights, Seneca Falls [1848]		Denominational diversity – Millerites/ Mormons
Transcendentalism		Imprisonment for debt/ insanity
Temperance		Health and Sexuality/ Dr. Sylvester Graham
		Labor reform
		Workingmen’s Party

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Question 4

The 8 - 9 Essay:

- Presents a clearly stated, **well-developed thesis** addressing the developments in transportation that sparked economic growth from 1860 to 1900
- Must provide ample, relevant supporting information from 1860 to 1900
- Has effective analysis of the impact of transportation developments on the economy; should demonstrate breadth or depth of analysis
- Is well-organized
- May contain minor errors

The 5 - 7 Essay:

- Presents a thesis, which may be **partially developed**, addressing the developments in transportation that sparked economic growth from 1860 to 1900.
- Supports thesis with relevant information from 1860 to 1900.
- Has some analysis of the impact of transportation developments; may demonstrate either breadth or depth
- Has acceptable organization
- May contain errors that do not seriously detract from the essay

The 2 - 4 Essay:

- Likely to have a thesis that may be **undeveloped** in terms of addressing the developments in transportation that sparked economic growth from 1860 to 1900
- Has limited amount of relevant information from 1860 to 1900
- May lack an understanding of the chronology
- Has little or no analysis; may contain only generalizations
- May be poorly organized
- May contain major errors that detract from the essay (e.g., focus on Erie Canal being constructed during the period, mass production of automobiles and airplanes)

The 0 - 1 Essay:

- May paraphrase the question or may have no thesis
- Has little or no relevant information
- May lack an understanding of the chronology
- Contains no analysis
- Consists mostly of generalizations
- May be poorly organized.
- May contain numerous errors, both major and minor

The “—” Essay:

- Is completely off topic or blank

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Question 4 (cont.)

COMMONLY SEEN INFORMATION

Transportation Developments:

- Railroad expansion, including transcontinental railroad (Central Pacific, Union Pacific)
 - land grants, subsidies
 - J.P. Morgan and investment banking in railroads; Cornelius Vanderbilt; George Pullman and his railroad car company; Leland Stanford
- Railroad technology improvement, such as refrigerated cars for perishable foodstuffs, integrated rail network
- Canals continued to be important mode of transportation in this period
- Continued use of steamboats on rivers and canals; Steamships (ocean-going ships)
- Streetcars, electric trolleys, cable cars, subways
- Communications facilitating transportation: telegraph, then telephone

Impact of Transportation Developments:

- Transportation as facilitator of economic growth and as aspect of economy itself:
 - Railroads as consumer of products (manufacture of iron and steel, use of coal and wood)
 - Railroads as employer of large numbers of people both in construction and in operation
 - Railroads as agent for immigration; land sales
- Growth of integrated national market, emergence of big business (corporations), national competition (goods are transported faster, cheaper, further), industrialization
- Railroads as business model for large corporations
- Growth of new businesses (meatpacking, perishable goods, fresh produce, catalog sales [Sears, Roebuck], tourism)
- Transportation of mineral products (coal, gold, silver, iron ore, copper)
- Increased speed/reduced time in distribution of goods, services, people
- Agricultural expansion, farm products to market more efficiently (and profitably)
- Population shifts, rural to urban; settlement of West
- Urbanization and suburbanization
- Andrew Carnegie and steel
- John D. Rockefeller and petroleum
- Steamships brought immigrants to America and exported agricultural and other products
- Railroads stimulated post-Reconstruction economic development in the South

COMMON ERRORS

- Construction of Erie Canal and Panama Canal; significant canal building (outside of time period)
- Invention of the railroad and the steamboat
- Mass production of automobile (outside of time period) and its impact
- Airline industry

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Question 5

The 8 - 9 Essay:

- Contains a clear, **well-developed** thesis addressing the rise of nativism
- Develops the thesis with considerable, relevant information describing nativism
- Provides effective analysis that accounts for the rise of nativism, 1900-1930
- May contain minor errors that do not detract from the overall quality of the essay
- Is well-organized

The 5 - 7 Essay:

- Contains a clear thesis that may only be **partially developed**
- Supports the thesis with some accurate information describing nativism
- Provides some analysis accounting for the rise of nativism
- May contain errors that do not seriously detract from the quality of the essay
- Has acceptable organization

The 2 - 4 Essay:

- May lack a thesis or simply restate the question, or may contain a **confused or unfocused** thesis
- Provides few relevant facts, or relies heavily on generalizations
- Has little or no analysis accounting for the rise of nativism
- May contain major errors
- May be poorly organized

The 0 - 1 Essay:

- May demonstrate an incompetent or inappropriate response
- Has little or no understanding of the question
- Contains substantial factual errors or little or no factual information
- May be poorly organized

The “—” Essay:

- Is completely off-topic or the booklet is blank

An additional point:

- Essays may contain pertinent information from the preceding era, as long as a clear tie is made to the requirements of the question.
- A paper must **both** describe and account for the rise of nativism to make it into the top category.

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Question 5 (cont.)

OUTSIDE INFORMATION FOR QUESTION 5

“New Immigrants” from southern and eastern Europe

- Ethnically different from earlier WASP immigrants
- Catholics, Jews, Eastern Orthodox
- Ellis Island and Angel Island as places to sort out “undesirables”

Job competition – immigrants willing to work for lower wages

- Poor working conditions of immigrants exposed in books like *The Jungle*

Fear of communism, socialism, and anarchy in labor unions

- Immigrants seen as a source of “scab” labor during strikes

Impact of Social Darwinism

Red Scare and Palmer Raids

Fear of communism after the Russian Revolution

Emergency Quota Act of 1921

National Origins Act of 1924

Impact of the Russo-Japanese War on US public opinion

Gentleman’s Agreement of 1907

- San Francisco School Board conflict with Japanese residents

Literacy Test Act (1917) – passed over Wilson’s veto

Resurgence of the Ku Klux Klan targeting immigrants, Catholics and Jews as well as African-Americans

Effects of the Chinese Exclusion Act

Immigrants isolated in ethnic neighborhoods in urban areas – “Little Italy, Chinatown”

Sacco and Vanzetti case

Lindbergh kidnapping and anti-foreignism

Anti-German sentiment during and after World War I

- No performances of German music (operas)
- Removal of German street names
- New names for foods – “Liberty Cabbage, hot dogs, Salisbury steaks”

Isolationism after World War I

High tariff walls created in the 1920’s (should be related somehow to anti-foreignism)

- Fordney-McCumber Tariff – 1922; Hawley-Smoot Tariff - 1930

Xenophobia and ethnocentrism

Madison Grant and *The Passing of the Great Race*

Birth of a Nation

Tie between support for Prohibition and anti-foreign sentiment

Attitudes of Henry Ford

Bisbee deportation

Leo Frank case

John Higham, *Strangers in the Land*

Sinclair Lewis

Chinese in Arizona

Deportation of Mexicans

Antiforeign and anti-Semitic church teachings