Long Essay Question 2

Note: As explained in the Preface, the instructions shown here are the ones that students will be given beginning with the 2016 AP U.S. History Exam.

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: In your response you should do the following.

- **Thesis**: Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills**: Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence**: Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis**: Extend the argument by explaining the connections between the argument and one of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

2. Evaluate the extent to which the Seven Years’ War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

   In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States.

   In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.
Scoring Guidelines and Notes for Long Essay Question 2

Evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

In the development of your argument, analyze what changed and what stayed the same from the period before the war to the period after it. (*Historical thinking skill: Periodization*)

Curriculum Framework Alignment

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<th>Learning Objectives</th>
<th>Historical Thinking Skills</th>
<th>Key Concepts</th>
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<tr>
<td>WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</td>
<td>Targeted: Periodization</td>
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Scoring Guidelines

Maximum Possible Points: 6

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for synthesis without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for either of the targeted skill points, could not be used to earn the point for thesis.

A. Thesis (1 point)

**Targeted Skill: Argumentation (E1)**

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

0 points Does not present a thesis that makes a historically defensible claim and responds to all parts of the question.
B. **Argument Development: Using the Targeted Historical Thinking Skill (2 points)**  
**Targeted Skills: Argumentation (E2 and E3) and Periodization (D5 and D6)**

1 point  
Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

1 point  
Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

0 points  
Does not describe the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND followed.

**Scoring Note:**

- *If the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed in order to earn either point.*
- *If the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed in order to earn either point.*

C. **Argument Development: Using Evidence (2 points)**  
**Targeted Skill: Argumentation (E2 and E3)**

1 point  
Addresses the topic of the question with specific examples of relevant evidence.

1 point  
Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

0 points  
Does not address the topic of the question with specific examples of relevant evidence.

**Scoring Note:** *To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.*

D. **Synthesis (1 point)**  
**Targeted Skill: Synthesis (C4 or C5)**

1 point  
Extends the argument by explaining the connections between the argument and one of the following:

- A development in a different historical period, situation, era, or geographical area
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

0 points  
Does not extend the argument by explaining the connections between the argument and the other areas listed.

**Scoring Note:** *The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.*
On Accuracy: The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

On Clarity: These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.

Scoring Notes
Note: Test-taker responses define the chronological beginning and end points for the essay; the focus of the response helps determine what information is considered appropriate.

A. Thesis (1 point)
Responses earn one point by presenting a thesis that makes a historically defensible claim that responds to all parts of the question (1 point). While the thesis does not need to be a single sentence, it does need to be discrete, meaning it cannot be pieced together from multiple places within the essay. It can be located in either the introduction or the conclusion, but not split between the two.

An acceptable thesis would evaluate the extent to which the Seven Years' War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain.

An unacceptable thesis would:
- Fail to evaluate the extent to which the Seven Years' War was a turning point in American relations with Great Britain
- Fail to link the Seven Years' War to changes in relations with Great Britain
- Fail to address all parts of the question

Examples of acceptable thesis:
- “For some colonial groups, such as the elite, the Seven Years' War marked a major turning point in relations, while for others, such as the colonial common people, the relations with Great Britain remained much the same.”
- “This war, to a great extent, marked a turning point in the relationship between America and Britain due to the change in economic policies, restrictions on expansion, and the limited preservation of trade relations with England.”
- “The French and Indian war marked a major turning point in American relations with Great Britain, with changes such as increased British control and anti-British sentiment in the colonies, but also continuities such as a loyalty to Britain that remained largely untouched by the war.”
• “The assertion that the war marked a turning point in American relations with Great Britain is mostly valid in that political and economic control shifted, but the colonies’ loyalties tended to remain the same.”

Examples of unacceptable thesis:
A thesis that does not address relations between the colonies and Great Britain and/or does not evaluate the extent to which the war was a turning point:
• “The Seven Years’ War was a major event in the world’s history and it played an important role in shaping many nations.”
• “This war marked a turning point in the relationship between the British and the American colonists.”

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

Note: In evaluation of a turning point, responses must discuss developments that preceded AND followed in order to earn either point.

a) Argument Development – Describes
Responses earn one point by describing the way in which American relations with Great Britain after the Seven Years’ War were different from and similar to American relations with Great Britain before the war (1 point).

Examples of acceptable descriptions of difference and similarity:
• The following is an example that focuses on differences: “Before the war the American Militias were responsible for colonial safety. After the war, however, the ‘safety’ of the colonists was in the hands of the oppressive British government and its troops.”
• The following is an example that focuses on similarities: “Both before and after the war, officials attempted to place taxes on colonial goods to finance the empire.”

Examples of unacceptable descriptions of difference and similarity:
Responses that only address the situation before or after the war; responses with confused chronology; responses that are too vague:
• The following is an example that confuses chronology: “The U.S. and Great Britain had been on bad terms ever since the American Revolution.”
• The following is an example that is too vague: “The way of life of the colonies remained the same because the British had neglected the colonies, allowing them to develop their own way of living and running things.”

b) Argument Development – Explains
Responses earn one separate point by explaining the extent to which American relations with Great Britain after the Seven Years’ War were different from and similar to American relations with Great Britain before the war (1 point).
Examples of acceptable explanations of the extent of difference and similarity:

• “Once Great Britain changed its economic policy in America from Salutary Neglect to rigid economic control, tensions began rising and the relationship between the colonies and the colonizers changed drastically.”

• “Discontent became a major change in Anglo-American relations with one another as protest grew to British involvement in American affairs and duties. Before the war Americans were ok with some taxes and controlled trade restrictions, but the sudden and seemingly illegal tax actions forced protests and traitorous talks, none of which had been prominent before the war.”

Examples of unacceptable explanations of the extent of difference and similarity:

• Explanations that do not clearly tie to a development before or after the war; explanations that do not explain the extent of change or continuity but simply note that there was or was not a change.

• The following does not clearly explain the extent of the similarities and differences: "Under the Quartering Act, colonists were forced to house such soldiers in their private homes; this angered the colonists greatly because salutary neglect had been completely diminished."

• The following is vague and does not clearly explain the extent of change but merely describes it: “When the war began, colonists did take up arms to assist the British and protect their land, but it wasn’t until the war ended that relations began to change between the colonies and the motherland.”

C. Argument Development: Using Evidence (2 points)

a) Using Evidence – Examples

Responses earn one point by addressing the topic of the question by referring to specific examples of relevant evidence (1 point). Responses can earn this point without having a stated thesis or a relevant argument.

Examples of specific evidence that could be used to address the topic of the question:

• British debt from the Seven Years' War

• Colonial attitudes toward autonomy prior to the war

• Similar intellectual and religious attitudes between the colonies and Britain prior to the war

• Imperial policies in the wake of the Seven Years' War

• Colonial resentments over treatment of colonial forces by British regulars

• British efforts to pacify and negotiate with American Indians

• Albany Plan of Union

Examples of unsuccessfully using evidence to address the topic of the question:

Evidence that is factually incorrect, confused about chronology, or not directly relevant to the question:

• The following is factually incorrect: “Before the war U.S. and Britain weren’t trading goods because British ships were seizing U.S. ships”
The following confuses chronology: “Some examples of the harsher rules and taxes that were enacted after the war were the Navigation Acts …”

The following is not directly relevant to the question: “After the French and Indian War some peace was made between the Native Americans and Great Britain, opening up trade between them once again.”

b) Using Evidence – Effective Substantiation

Responses earn a separate point by utilizing specific examples of evidence to fully and effectively substantiate a thesis or relevant argument about the degree to which the Seven Years’ War marked a turning point in American relations with Great Britain (1 point) Fully and effectively substantiating the thesis goes beyond merely providing many examples. This point is earned by clearly and consistently linking significant evidence to the argument and showing how the evidence demonstrates the degree to which the war was a turning point.

Example of evidence that could be utilized to substantiate an argument:

- Evidence that could be used to argue the Seven Years’ War was less important as a turning point in different areas: the attitudes of everyday colonists; trans-Atlantic exchanges throughout the period; longstanding trans-Atlantic belief systems including republicanism, natural rights, the Enlightenment, and the Great Awakening; unchanged labor systems, including slavery; the Zenger trial or other events illustrating a growth of distinct colonial identity well before the war; previous British policies of mercantilism.

- Evidence that could be used to argue the Seven Years’ War was a major turning point in different areas: taxation and efforts of Britain to assert greater control over colonial affairs; British troops left in the American colonies, standing army, Quartering Act of 1765; passage of the Proclamation of 1763 to prevent movement of settlers across Appalachians; passage of the Sugar Act (Revenue Act) and Stamp Act to pay for war debt; renewal of enforcement of mercantilism.

Examples of unsuccessfully attempting to substantiate an argument with evidence:

Examples that lack explanation of how the evidence supports the argument that the war was or was not a turning point:

“The Seven Years’ War marks a turning point because the colonists refused to agree to British demands.”

“The colonists protested British policies in events such as the Boston Tea Party.”

D. Synthesis (1 point)

Responses earn a point for synthesis by extending their argument in one of two possible ways (1 point).

a. Responses can extend their argument by explaining the connections between their argument and a development in a different historical period, situation, era, or geographical area (Synthesis proficiency C4). These connections must consist of more than just a phrase or reference.
Possible connections might include: comparing the role of the Seven Years' War as a historical turning point to that of other subsequent conflicts, such as the War of 1812.

Note: An essay that discussed the American Revolution in its main turning point argument would not also receive a synthesis point for doing so.

Examples of synthesis by connecting the argument to a development in a different historical period, situation, era, or geographical area:

- “The French and Indian War's results were similar to what took place in the French Revolution later on, in that debt from the war helped cause colonial independence from Great Britain, while the debt from involvement in the American Revolution helped inspire the French Revolution.”

Examples that did not accurately connect the argument to a development in a different historical period, situation, era, or geographical area:

- Responses that do not explain the connection between the two contexts in relation to the question. For example, the following response makes a comparison but does not explain how a conflict helped to inspire revolution in the other context: “The anger caused by Britain's stronghanded actions left the land of the colonies fertile for the seeds of Revolution to grow in the same way they were in France, Haiti, and other soon to revolt countries of the time.”

b. Responses can extend their argument by explaining the connections between their argument and a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). (Synthesis proficiency C5)

Possible connections might include: discussing the cultural, gender, or racial elements of a largely military and diplomatic story.

Example of synthesis by connecting the argument to a different course theme or approach to history:

- After analyzing the turning point from the perspective of political change: “While the Seven Years' War changed political policies and attitudes, it also affected economic and commercial ties, as British taxation began to enforce mercantilist policies.”

- After looking at political issues: “Although the war marked a turning point in relations between white colonists and Great Britain, it also marked a turning point in the development of Native American identities.”

Example that did not accurately connect the argument to a different course theme or approach to history:

- Analyzes the turning point only for political issues, not for other themes: “The war caused changes to political beliefs for both colonists and British officials.”
Prior to the start of the Seven Years War, the colonies of the United States had experienced a laissez-faire relationship with their mother country, Great Britain, in some aspects due to the policy of salutary neglect used by Great Britain. After the war, however, Britain changed its policies and began instituting stricter control over the colonies. This year to a great extent marked a turning point in the US’s relationship with Britain due to the change in economic policies, the restricted expansion, and the limited preservation of trade relations with the mother country.

Once Great Britain changed their economic policy in America from salutary neglect to rigid economic control, tensions began rising and the relationship between the colonies and the colonizers changed drastically. In order to preserve control over their colonial holdings and pay for the costs of the war in a mercantilist manner, Britain instituted a series of taxes in the colonies that raised up prices on widely purchased and necessary goods. This act of economic control in the colonies led to an uproar, spreading the concern of “taxation without representation” because the colonies only had virtual representation in the House of Commons in England. These stringent taxes led to boycotts and riots which largely increased the tension and warranted the relationship between these two geographic regions of the British Empire. This change displays the great extent to which the Seven Years War served as...
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Another change that resulted from the Seven Years War and exemplified its role as the turning point in pre-revolutionary relations between American and Great Britain was the relationship based on colonists in regard to expansion. Prior to the Seven Years War, western expansion by the colonists was halted only by French territory, but after the British victory in the war and the acquisition of the previously mentioned territory, the colonists’ expansion was halted only by the Proclamation Line of 1763, which served as a barrier in order to decrease the likelihood of conflict with the native Americans. Upon hearing this proclamation, colonists resented the British decision, claiming the British government was not granting the colonists the same rights as British citizens in Great Britain, nor the Native Americans for that matter. The colonists felt that western expansion should not have been prioritized above the natives’ territory and this exacerbated their relationship with Great Britain. By restricting the expansion of the colonists, Britain hoped to consolidate their control over their empire and keep the colonists under oppressive control of the British monarchy; however, this served only to give the colonists another reason to consider revolution and marked a large turning point in American and British history.
Despite all of the aforementioned economic and geographic policy changes instituted by Britain in America, however, the British continued their mercantilist view of the American colonies and preserved that aspect of economic policy during this turning point. Though the sentiments and ideologies of American colonists changed and reacted to the overbearing economic tactics of Britain as a mother country, they continued to trade with them and supply them economically simply because their economy depended upon the trade as well. The events of the Seven Years War set the stage for a major change within the colonies and served as the major turning point in relations with the British colonial empire, yet some aspects were preserved until the Revolutionary War and the formation of new trading alliances that accompanied the abandonment of mercantilism. Overall, the Seven Years War greatly served as a turning point because it changed the economic relations between the two nations drastically, that the colonists began to act out in a revolutionary manner, it restricted their expansion to the West which thwart the colonists to rebel for their own rights, and it preserved mercantilism while still building the economic tensions that led to the cause of the revolutionary war era to follow.
Prior to the French and Indian War, the colonists lived by a policy of statutory neglect, in which the British left them go about their business. Not all acts were enforced, and the colonists were free to work and pay as they pleased. However, in 1754, the war broke out. For 9 years, the British fought hard and exhausted their supplies. Moreover, when the war finally ended, they were in a lot of debt and turned to mercantilism for economic gains. Thus, the French and Indian War marks a huge turning point in American relations with Great Britain because it ended statutory neglect and began the strict enforcement of mercantilist policies, leading to the Revolutionary War. After the French and Indian War, the British became strict in regards to the Navigation Acts. These acts stated that colonists could only trade with the British and could only use British ships to transport goods. Because these acts were not enforced prior before the war, the colonists felt that their liberties were being taken away. Furthermore, after the war, the British began to tax colonists more in order to make money to pay off war debt. For example, the Stamp Act was the first direct tax that
The colonists were forced to pay by the British. The colonists were of course unhappy with this, so they met to discuss such implications by forming the Stamp Act Congress. This sign of unity among the colonists made the British see them as a single, strong unit. The need to increase Britain's presence in the colonies heightened tensions. Soon after, British soldiers were sent to monitor the colonies and prevent them from rebelling. Under the Quartering Act, colonists were forced to house such soldiers in their private homes, this angered the colonists greatly because statutory neglect had been completely diminished. As a result of the Quartering Act, the Boston Massacre took place, in which angry colonists attacked innocent soldiers. At this point the British saw the colonists as savages and more trouble was yet to come, paving a long path to the American Revolution.

Overall, the French and Indian War indirectly caused the American Revolution. The French and Indian War ended statutory neglect, increasing tensions between Great Britain and the colonists. As a result of
Circle the question number that you are answering on this page.

Mandatory
1

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(2) or 3

Growing tensions, the Revolutionary War broke out, and colonists' lives were forever changed.
The Seven Years War was a major event in the world's history, and it played an important role in shaping relations between many nations. The Seven Years War played an especially important role in the history of the United States because it was, technically, the catalyst that sparked the American Revolution.

Before the Seven Years War, the United States was just a group of about 13 British colonies. A general dissatisfaction with the British government but already began to rise among the colonies, but as a whole, things seemed to be going well. When the war (also known as the French and Indian War) began, colonial did take up arms to assist the British and protect their land, but it wasn't until the war ended that relations began to change between the colonies and the mother land.

After the war, Great Britain found itself in a large amount of debt, that they couldn't afford to pay. The best method to pay off their debt, they decided, was to tax the colonies, and since the colonies were the ones who benefited most from the war, it seemed like a fair plan. This plan, however, did not sit well with the colonists. They were shocked by the fact that they were now being taxed by the British without having a say in the matter. Eventually, relations between the two nations worsened, and the war for American independence began.
As a whole, the Seven Years War was a major turning point in relations between Great Britain and the United States. After this war, a new nation was formed, a nation that will go on to be a major leader and trend setter for the global community.
Scores and Commentary

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

Overview

This long essay question asks students to evaluate the extent to which the Seven Years War marked a turning point in American relations with Great Britain. Students must write an essay that contains a plausible thesis, develops an argument, supports the argument with relevant evidence, and synthesizes the information to make a larger argument about U.S. history. This question primarily assesses student understanding of events in Period 3 (1754 to 1800), the theme of America in the World (WOR), and the historical thinking skills of periodization, argumentation, and synthesis.

Sample: 2A
Score: 5

A. Thesis (1 point)

A thesis that makes a claim addressing all parts of the prompt can be found in the sentences that conclude the essay. The student’s thesis that the Seven Years’ War was a turning point to varying degrees in specific political, economic, and social ways is one that can be proven or demonstrated with evidence throughout the essay.

B. Argument Development: Using the Targeted Historical Thinking Skill (2 points)

a) Argument Development – Describes (1 point)

The response describes ways in which developments before the war were similar to and different from developments after the war. For example, the essay contrasts the situation before the war, when colonists’ westward expansion was blocked by French power, with the situation after the war, when the British government imposed the Proclamation of 1763.

b) Argument Development – Explains (1 point)

The response evaluates the extent to which developments before the war were similar to and different from developments after the war. The response argues that more similarities existed before and after the period in economic areas (British mercantilist policies) and social developments (the colonial desire to move westward) than in political areas, where changes were accompanied by riots and British reactions.

C. Argument Development: Using Evidence (2 points)

a) Using Evidence – Examples (1 point)

The response uses relevant evidence to address the question of how the Seven Years’ War changed relations between the colonies and Great Britain. For example, the essay notes the use of virtual representation by Britain, the end of laissez-faire policies, and the growth of new trading alliances after the Revolution to support its claims that different changes took place at different rates.
b) **Using Evidence–Effective Substantiation (1 point)**

The response uses specific evidence to substantiate the argument that the Seven Years' War changed relations between the colonies and Great Britain to a different extent in several areas. Taxes and their resulting crises are used as evidence of greater political changes after the war; continuing trade and economic dependence are used as evidence for a smaller extent of economic change.

D. **Synthesis (0 points)**

The response does not extend the argument to make a connection to a different historical time period (Synthesis proficiency C4) or to look at the argument in light of a different theme or perspective on history (Synthesis proficiency C5). The response comes close in the third paragraph to extending the argument by examining it through a different theme (Identity), but it ultimately does not provide a specific way in which Native American experiences could be used to assess the extent to which relations changed between the colonies and Great Britain.

**Sample: 2B**

**Score: 4**

A. **Thesis (1 point)**

The thesis asserts that the war “marks a huge turning point in American relations with Great Britain,” explaining specific ways that the war changed relations.

B. **Argument Development: Using the Targeted Historical Thinking Skill (1 point)**

a) **Argument Development – Describes (1 point)**

The response describes both similarities and differences in American relations with Great Britain from before to after the Seven Years' War. For example, the essay mentions that the navigation acts existed prior to the war and continued thereafter (a similarity between the periods), but they were only enforced by Great Britain after the war (a difference between the periods).

b) **Argument Development – Explains (0 point)**

The response does not attempt to explain the extent to which the situation before the Seven Years' War was different from or similar to the situation after the war. The essay goes into great detail in describing the results of British actions after the war that culminated in the American Revolution, but it does not describe the situation before or attempt to evaluate the degree of change.

C. **Argument Development: Using Evidence (2 points)**

a) **Using Evidence – Examples (1 point)**

This response provides specific examples of how the Seven Years' War changed relations between the colonies and Great Britain. The change in enforcement of the navigation acts before and after the war is mentioned along with the end of the policy of “salutary neglect.”

b) **Using Evidence–Effective Substantiation (1 point)**

The response substantiates the argument that the war marked a major turning point by presenting the events following the war, such as the Stamp Act Congress and attempts to quarter troops, as important departures from the situation before the war.
D. Synthesis (0 points)

The response does not extend the argument to make a connection to a different historical time period (Synthesis proficiency C4) or to look at the argument in light of a different theme or perspective on history (Synthesis proficiency C5). Because the argument of the essay relies on connecting events to the American Revolution, it cannot earn a second point for synthesis by making that same connection.

Sample: 2C  
Score: 2

A. Thesis (1 point)

The response states that the Seven Years' War “was a major event in the world's history,” “played an important role in shaping relations between many nations,” and was “the catalyst that sparked the American Revolution,” which addresses the extent to which the war was a turning point in the relations between the colonies and Great Britain.

At the end of the essay the response restates the thesis that the war was a “major turning point in relations between Great Britain and the United States” leading to the formation of a new nation.

B. Argument Development: Using the Targeted Historical Thinking Skill (1 point)

a) Argument Development – Describes (1 point)

The response describes similarities and differences in relations before and after the Seven Years’ War. For example, the essay explains that colonial resentment over taxation helped to worsen tensions between the colonies and Great Britain (a difference in relations).

b) Argument Development – Explains (0 points)

The response does not attempt to explain the extent to which the situation before the Seven Years' War was different from or similar to the situation after the war. The student could have compared and contrasted social or political conditions to provide this explanation.

C. Argument Development: Using Evidence (0 points)

a) Using Evidence – Examples (0 points)

The response does not provide specific examples of how the Seven Years’ War changed relations between the colonies and Great Britain. Although the response makes a passing mention that British debt set off the chain of events that caused the war of independence, no specific evidence of what changed or what stayed the same before and after the war is discussed.

b) Using Evidence – Effective Substantiation (0 points)

Without any specific examples of how the Seven Years’ War changed relations between the colonies and Great Britain, the response fails to fully substantiate an argument about the prompt.
D. Synthesis (0 points)

The response does not extend the argument to make a connection to a different historical time period (Synthesis proficiency C4) or to look at the argument in light of a different theme or perspective on history (Synthesis proficiency C5). Attempts could have been made to compare the war’s effects to those of other wars in American or world history or to discuss social changes as opposed to political ones.