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# **AP<sup>®</sup> United States History 2015 Scoring Guidelines**

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

## 2015 SCORING GUIDELINES

### Short Answer Question 1

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

### SCORING NOTES

**Students may just focus on one colony from each region, e.g., Virginia and Massachusetts.**

a) Explains ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England from 1607 to 1754.

- Agricultural but diversified economies by 1754
- Initial tolerance for survival between American Indians and British colonists
- Wars between colonists and American Indians due to land and cultural conflicts
- Indentured servitude and slavery as forms of labor
- Dependence on trade from and to Britain (e.g., Triangular Trade)
- Motivations for immigration (e.g., religious and economic)

Note: Merely restating the question (e.g., both were British colonies, ruled by British, spoke English, etc.) or noting a vague generality (e.g., both were religious, traded, or farmed) does not earn a point. Students **MUST** include explanation with answer.

b) Explains ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.

- Greater reliance on slavery in the Chesapeake
- Greater disparity in wealth between classes in the Chesapeake
- Mixed economy (e.g., fishing, lumber, tar, rope, small farming, etc.) in New England and reliance on agriculture and cash crops (e.g., tobacco, indigo, etc.) in Chesapeake
- Large (plantations/cash crop) vs. small (family/subsistence) farms
- Higher concentration of population density in New England compared to rural Chesapeake
- Religious differences between and among the regions (e.g., Rhode Island had more religious toleration, compared to Massachusetts Bay Colony, and the Maryland Toleration Act protected Catholics)
- New England founded more for religious reasons than the Chesapeake

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## 2015 SCORING GUIDELINES

### Short Answer Question 1 (continued)

- Settlement in New England more family oriented than in the Chesapeake, which was primarily young single males
  - More ethnic diversity in the Chesapeake than in New England
  - Healthier climate and more stable living conditions in New England
  - New England town meetings versus Chesapeake landed gentry (e.g., House of Burgesses)
  - Powhatan Wars/Bacon's Rebellion vs. Pequot Wars/King Philip's War
- c) Explains ONE factor that accounts for the difference indicated in (b).
- Greater reliance on slavery in Chesapeake due to labor intensive agriculture demands.
  - Greater disparity in wealth in Chesapeake due to unequal land distribution.
  - Diverse economies due to rocky soil in New England and nutrient-rich soil in Chesapeake.
  - Natural resources and individual motives led to different economic systems (e.g., large-scale vs. small-scale land use).
  - Natural resources and individual motives led to different levels of population density.
  - Challenges to existing political, religious, or social structures may weaken or divide colony (e.g., creation of the model community — City on a Hill).
  - Religious persecution and intolerance by the Anglican Church in England forced Puritans to emigrate.
  - Virginia Company provided profit motive, which, along with British laws of entail and primogeniture, encouraged immigration.
  - Economic and religious opportunities encouraged more diverse migrants to the Chesapeake.
  - Familiar forms of British political institutions took root in New England and Chesapeake (e.g., town meeting and House of Burgesses).
  - Land and cultural differences led to conflicts with American Indians.

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## 2015 SCORING GUIDELINES

### Short Answer Question 2

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

### SCORING NOTES

- a) Explains ONE implication for public policy of John Muir’s view on land use.
- Preservation/preservationists (students must explain the implications of this term)
  - Formation of preservationist organizations and movement to preserve the land in its natural state
  - Engendered idea of worth in natural beauty of landscape and preservation in natural state as having social value that trumped economic value
- b) Explains ONE way in which an implication for public policy of Theodore Roosevelt’s view contrasts with the implication for public policy of Muir’s view.
- Conservation/conservationists (students must explain the implications of this term)
  - Formation of movement at federal level, supported by progressive ideals and presidents, to conserve the land (intelligent use)
  - Social value in the conservation of land and resources, with eye toward sustainability over time, but also the need to manage the resources provided by the land to best balance the benefit to society with social and economic values
  - Square Deal: a pro-business or pro-development outlook can coexist with conservationist views (Theodore Roosevelt’s 3Cs: consumer protection, control of corporations, and conservation)
- c) Identifies ONE specific example of land use policy in the United States from 1890 to 1945 and briefly explains how the example is consistent with the view of either Muir or Roosevelt.
- Establishment of national park system, national monuments, national historic sites and archaeological sites (Antiquities Act; National Park Service) — Muir.
  - Managed use of the land (Newlands Reclamation Act; Civilian Conservation Corps; Agricultural Adjustment Acts), regulations of land use to allow but control impact of mining, logging, water use, etc. — Roosevelt.

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## 2015 SCORING GUIDELINES

### Short Answer Question 2 (continued)

- Infrastructure projects designed to balance managed use of the land with preservation; these were more consistent with Roosevelt: hydroelectric dams, etc. (Hetch Hetchy; Hoover Dam; Tennessee Valley Authority).
- Growth of movement (e.g., Roosevelt or Muir) to preserve land and prevent exploitation and abuse of natural resources and environment, whether through federal regulation and establishment of federal agencies (White House Conference on Conservation; Department of the Interior; U.S. Fish Commission) or the organization of nonprofit private organizations like the Sierra Club.
- Land use policy examples must be from within time period 1890-1945; student must indicate “founding of a national park system” or other policy, beyond merely name-dropping specific national parks (for example, Yellowstone and Yosemite were both established before 1890).

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## 2015 SCORING GUIDELINES

### Short Answer Question 3

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

### SCORING NOTES

a) Describes ONE significant difference between Adams' understanding and Rush's understanding of the American Revolution.

- Adams thought that the revolutionary spirit that led to fighting was the revolution; out of a growing resistance to British regulation, the emergence of an American identity completed the revolution.
- Rush argued that the revolution was changing political systems and seeing if this new form of government could work; the revolution came after fighting ended.

b) Explains how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Adams' interpretation.

- Developments: Growing separateness from Britain ("American mind," end of "salutary neglect")
- Stamp Act, Stamp Act Congress, and public demonstrations, including Sons of Liberty
- Movement to boycott British goods
- Boston Tea Party and Intolerable Acts
- *Common Sense* by Thomas Paine
- Declaration of Independence — list of grievances from 1760-1775

c) Explains how ONE specific historical event or development from the period between 1760 and 1800 could be used to support Rush's interpretation.

- Developments: republican form of government, American identity, nationalism
- Declaration of Independence — statement of "principles, morals" as basis of government
- Articles of Confederation
- Slavery as unresolved within the time period (Northwest Ordinance)
- Constitutional Convention and United States Constitution
- Bill of Rights
- Election of Washington's presidency, e.g., cabinet selection, Jay's Treaty
- Election of 1800 and the development of the first party system

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## 2015 SCORING GUIDELINES

### Short Answer Question 4

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score —

Is completely blank.

### SCORING NOTES

a) Response briefly explains why ONE of the following best marks the beginning of industrialization in the United States.

- The market revolution in the first half of the 1800s
- The Civil War era in the middle of the 1800s
- The rise of big business in the second half of the 1800s

b) Response provides ONE example of an event or development that supports the explanation in (a).

The market revolution in the first half of the 1800s

- Market revolution separated the home from the commercial world.
- Separate spheres by gender; cult of domesticity.
- Transition to a wage-based economy.
- Expansion of infrastructure and national economic network through national roads and canals (e.g., Erie Canal).
- Early textile manufacturing; Lowell Mills; republican industrialization.
- Innovations in interchangeable parts (e.g., Eli Whitney, gun manufacturing).
- Fewer people worked in subsistence agriculture.
- More manufacturing of goods occurred in factories rather than the home, but combined with ongoing significance of putting out system/cottage industries.
- Use of early steamboats to transport people and goods.

Civil War era in the middle of the 1800s

- The Civil War ended slavery and set the nation on the course to become an industrial society.
- Shift from the dominance of cotton and agrarianism to dominance of industry.
- Transportation innovations (especially railroads) during and after the war linked markets together by making the movement of goods and people easier and quicker.
- Manufacturing of weapons and armaments during the war advanced interchangeable parts.

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## 2015 SCORING GUIDELINES

### Short Answer Question 4 (continued)

- Use of telegraph during and after the war; building of national telegraph network that followed the rail lines.
- Steam engines, interchangeable parts made large scale manufacturing more efficient.
- Increased foreign investment in capital projects, infrastructure, and manufacturing as a result of the war, continued after the war.

Rise of big business in the second half of the 1800s

- Combinations allowed for exponential growth of capital and investment, purchase of equipment needed for large-scale industrial enterprise.
- Horizontal and vertical integration and economies of scale allowed for mass production.
- Technological innovations such as more efficient use of coal and steam engines, Bessemer process (steel), application of electricity as an energy and power source.
- Large factories and corporations provided more semiskilled and unskilled work.
- More Americans became wage-earners in the industrial economy and consumers in the industrial and consumer capital marketplace.
- Growth of national consumer market, catalogs, mail order, advertising.
- Calls for regulation of monopolies and trusts in response to the growing influence of corporations.
- Rise of the People's Party (Populist Party).
- Rise of the labor movement.
- Industrialization impacted the economic livelihood of farmers and transformed farming.
- Demands for a stronger government role in the economic system.

c) Response provides specific historical evidence that explains why ONE of the other options is less convincing as the possible beginning of industrialization in the United States.

The market revolution

- The market revolution was not a real revolution. Instead, it continued trends in the rise of industry from the late 1700s and from Europe; the United States already had a market economy.

Civil War era

- The real transition was the market revolution, while the Civil War era represented continuation of trends from earlier in the 1800s; interchangeable parts and railroads were put into more widespread use, but were not new.
- The United States still had not become truly industrial without the rise of heavy industries such as steel manufacturing, which would happen after the Civil War.

Rise of big business

- The real transition was earlier, and the rise of big business mainly continued this; key elements such as organizational innovation existed earlier.

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## Question 1 — Document-Based Question

Explain the reasons why a new conservatism rose to prominence in the United States between 1960 and 1989.

### A. Thesis: 0–1 point

Skills assessed: Argumentation + Causation

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.

#### 1 point

Does not state a thesis that directly addresses all parts of the question or has a thesis that merely restates the question.

#### 0 points

Response is completely blank.

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### B. Analysis of historical evidence and support of argument: 0–4 points

Skills assessed: Use of Evidence, Argumentation, + Causation

#### Analysis of documents (0–3 points)

<p>Offers plausible analysis of the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument.</p> <p><b>1 point</b></p>	<b>OR</b>	<p>Offers plausible analysis of BOTH the content of a <u>majority</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for the <u>majority</u> of the documents:</p> <ul style="list-style-type: none"> <li>• intended audience,</li> <li>• purpose,</li> <li>• historical context, and/or</li> <li>• the author’s point of view</li> </ul> <p><b>2 points</b></p>	<b>OR</b>	<p>Offers plausible analysis of BOTH the content of <u>all</u> or <u>all but one</u> of the documents, explicitly using this analysis to support the stated thesis or a relevant argument; AND at least one of the following for <u>all</u> or <u>all but one</u> of the documents:</p> <ul style="list-style-type: none"> <li>• intended audience,</li> <li>• purpose,</li> <li>• historical context, and/or</li> <li>• the author’s point of view</li> </ul> <p><b>3 points</b></p>
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**AND/OR**

#### Analysis of outside examples to support thesis/argument (0–1 point)

Offers plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.

#### 1 point

Response does not offer plausible analysis of a majority of the documents or does not use this analysis to support the stated thesis or a relevant argument. Response does not offer plausible analysis of historical examples beyond/outside the documents to support the stated thesis or a relevant argument.

#### 0 points

Response is completely blank.

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## 2015 SCORING GUIDELINES

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

#### C. Contextualization: 0–1 point

Skill assessed: Contextualization

Accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes.

**1 point**

Response does not accurately and explicitly connect historical phenomena relevant to the argument to broader historical events and/or processes.

**0 points**

Response is completely blank.

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#### D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, an analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.

Appropriately extends or modifies the stated thesis or argument.

**1 point**

**OR**

Recognizes and effectively accounts for disparate, sometimes contradictory, evidence from primary sources and/or secondary works in crafting a coherent argument.

**1 point**

**OR**

Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.

**1 point**

Response does not synthesize the argument, evidence, analysis of documents, and context into a coherent and persuasive essay.

**0 points**

Response is completely blank.

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## 2015 SCORING GUIDELINES

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

#### SCORING NOTES

##### Thesis

A number of different intellectual, political, social, and economic strands contributed to the emergence of a new conservatism in the U.S. between 1960 and 1989. These could include the following:

- Reactions against big government
- Opposition to the women's movement/lesbian, gay, and bisexual rights
- The rise of the evangelical movement
- The belief in a free market economy
- Calls for law and order and resistance to perceived judicial activism
- Concerns about economic stagnation, inflation, and interest rates
- Anticommunism
- Anti-tax movement
- Apprehensions about social changes
- Defense of perceived traditional values
- Emphasis on personal freedom
- Escalating militancy of the Civil Rights movement
- Concerns about the credibility of the national government
- Perceived failure of U.S. foreign policy, military weakness
- Perceived failure of social welfare programs

##### Analysis of Documents

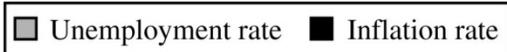
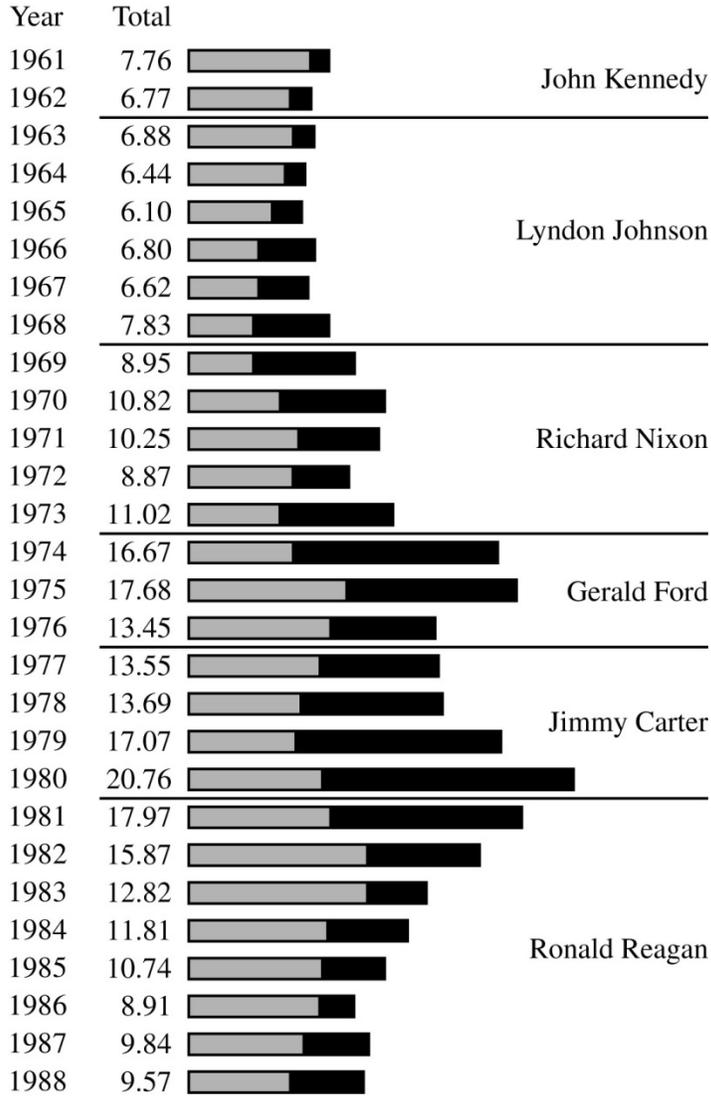
As explained above, to earn full credit for analyzing documents, responses must include at least one of the following for all or all but one of the documents: intended audience, purpose, historical context, author's point of view. Although examples of these elements are listed below, to earn full credit these examples of analysis must explicitly be used in support of a stated thesis or a relevant argument. Remember, this is **NOT** an exclusive list of examples that could be cited.

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

**Background Information:** The graph below is for background information. Analysis of it is not required and will not count toward the required number of documents.

UNEMPLOYMENT PLUS INFLATION, 1961–1988



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## 2015 SCORING GUIDELINES

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

#### Document 1

Source: Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960.

Franklin Roosevelt's rapid conversion from Constitutionalism to the doctrine of unlimited government is an oft-told story. . . . I am here concerned . . . by the unmistakable tendency of the Republican Party to adopt the same course. The result is that today *neither* of our two parties maintains a meaningful commitment to the principle of States' Rights. Thus, the cornerstone of the Republic, our chief bulwark against the encroachment of individual freedom by Big Government, is fast disappearing under the piling sands of absolutism. . . .

The root evil is that the government is engaged in activities in which it has no legitimate business. As long as the federal government acknowledges responsibility in a given social or economic field, its spending in that field cannot be substantially reduced.

Components of document analysis may include, but are not limited to, the following:

- Intended audience: fellow conservatives; the voting public
- Purpose: to advocate for a smaller federal government and to defend states' rights to make decisions for themselves at a time when the federal government was expanding its authority; criticizing the expansion of unwarranted governmental powers; also, to make a case for his upcoming campaign for the presidency
- Historical context: written during a time of expanding federal power. In particular, federal power was increasingly being used to protect the civil rights of African Americans, and arguments for states' rights were used as defenses of racial segregation
- The author's point of view: conservative politician; an advocate of states' rights and limited federal power

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## 2015 SCORING GUIDELINES

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

#### Document 2

Source: Milton Friedman, economist, *Capitalism and Freedom*, 1962.

We now have several decades of experience with governmental intervention. . . .

Which if any of the great “reforms” of past decades has achieved its objectives? . . .

A housing program intended to improve the housing conditions of the poor, to reduce juvenile delinquency, and to contribute to the removal of urban slums, has worsened the housing conditions of the poor, contributed to juvenile delinquency, and spread urban blight. . . .

The greater part of the new ventures undertaken by government in the past few decades have failed to achieve their objectives. The United States has continued to progress; its citizens have become better fed, better clothed, better housed, and better transported; class and social distinctions have narrowed; minority groups have become less disadvantaged. . . . All this has been the product of the initiative and drive of individuals co-operating through the free market.

Components of document analysis may include the following:

- Intended audience: fellow conservatives; economists; the reading public
- Purpose: to critique government programs to support the economy and to advocate for free-market economics, supply-side economics, and trickle-down theory
- Historical context: written after three decades of the relative dominance of the New Deal political order, which established a variety of government programs to support individuals and to regulate economy; offers alternative way to regulate the economy through the money supply; challenges Keynesian economics
- The author’s point of view: conservative economist; advocate of free market policies; intends to criticize government economic programs and to argue that economic gains of the 20<sup>th</sup> century came from free markets

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## 2015 SCORING GUIDELINES

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

#### Document 3

Source: Letter to Nelson Rockefeller, Republican governor of New York, February 6, 1971.

This letter is written to you by a law abiding citizen who feels she is discriminated against in favor of dope addicts and welfare cheats. I am a widow who lives alone, works every day, pays taxes and lives by the rules. I get very little from my taxes when I can no longer walk on the streets and when I am afraid in my own home. . . . Sorry this letter is not typed. My typewriter was stolen.

Components of document analysis may include the following:

- Intended audience: New York Governor Nelson Rockefeller; political leaders who may be able to help
- Purpose: to request government assistance against problems for urban danger; to criticize perceived permissive liberal policies that favor lawbreakers and the perceived failure of the liberal state
- Historical context: long-term increase in crime that accelerated in the late 1960s and early 1970s; urban unrest of late 1960s; changes in inner cities; possibly racial transition of cities as “white flight” led an increasingly African American population to move in; conservative politicians’ call for law and order
- The author’s point of view: claims to be a law-abiding female widow afraid to leave her home; blames drug addicts and welfare cheats for urban problems and crime; adopts language of being discriminated against to describe position

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## 2015 SCORING GUIDELINES

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

#### Document 4

Source: Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen, America!*, 1980.

We must reverse the trend America finds herself in today. Young people between the ages of twenty-five and forty have been born and reared in a different world than Americans of years past. The television set has been their primary baby-sitter. From the television set they have learned situation ethics and immorality—they have learned a loss of respect for human life. They have learned to disrespect the family as God has established it. They have been educated in a public-school system that is permeated with secular humanism. They have been taught that the Bible is just another book of literature. They have been taught that there are no absolutes in our world today. They have been introduced to the drug culture. They have been reared by the family and the public school in a society that is greatly void of discipline and character-building. These same young people have been reared under the influence of a government that has taught them socialism and welfarism. They have been taught to believe that the world owes them a living whether they work or not.

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Components of document analysis may include the following:

- Intended audience: fellow conservative evangelicals; the reading public
- Purpose: to critique the current moral standing of the United States; criticize the perceived erosion of traditional values in light of new technology and modern values, to motivate political action by the Christian right
- Historical context: written at the height of the evangelical Christian movement becoming involved in politics and aligning itself with the Republican Party
- The author's point of view: leader within the conservative evangelical Christian movement; argues that modern young people have lost traditional Christian morality

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## 2015 SCORING GUIDELINES

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

#### Document 5

Source: 1980 Republican Party Platform.

Overseas, our goal is . . . to preserve a world at peace by keeping America strong. This philosophy once occupied a hallowed place in American diplomacy, but it was casually . . . dismissed at the outset by the Carter Administration—and the results have been shattering. Never before in modern history has the United States endured as many humiliations, insults, and defeats as it has during the past four years: our ambassadors murdered, our embassies burned, our warnings ignored, our diplomacy scorned, our diplomats kidnapped. The Carter Administration has shown that it neither understands totalitarianism nor appreciates the way tyrants take advantage of weakness. The brutal invasion of Afghanistan promises to be only the forerunner of much more serious threats to the West—and to world peace—should the Carter Administration somehow cling to power.

Components of document analysis may include the following:

- Intended audience: Republican Party members; the voting public; the news media
- Purpose: to advocate U.S. strength in the world; to criticize the Carter administration's foreign policy
- Historical context: Ronald Reagan's 1980 presidential campaign against Jimmy Carter on the heels of the Iranian hostage crisis
- The author's point of view: critical of Carter administration; supportive of vigorous projection of U.S. power in the world

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## 2015 SCORING GUIDELINES

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

#### Document 6

Source: Teddi Holt, a homemaker, a member of Georgia Stop ERA, and the national president of Mothers On the March, 1984.

I am pleased that God blessed me with the privilege of being a woman. I have never been envious of the role of men but have had respect for both sexes. There's no doubt that there has been discrimination against women, but that is past history, just as discrimination against blacks is past history in the US . . .

Just what were we women to be liberated from? These women [feminists] were calling for liberation from the things women like me love most—our husbands, our children, our homes. My cry became: “God, liberate us from the Liberators!” . . .

We believe that the mothers of this and other nations must stand up for the protection of our homes and our children. In no way are we extremists, unless we be guilty of extreme devotion to our husbands, our children, and our homes. It is our sincere belief that if we do not unite against the threats to the home, if we retire to the convenience and security of our houses and do not speak out, then it will not be long until we, the “keeper at home” (Titus 2.5) will not have a home to keep!

Excerpt from “Women Who Do and Women Who Don't Join the Women's Movement” by Teddi Holt and edited by Robyn Rowland, Copyright © 1984 by Teddi Holt. Reproduced by permission of Taylor and Francis Books U.K.

Components of document analysis may include the following:

- Intended audience: fellow conservatives; women; the reading public
- Purpose: to defend role for women as staying at home with their families
- Historical context: increasing numbers of married women and mothers in the paid workforce; the decade after the emergence of the women's rights movement; a few years after the failure of the Equal Rights Amendment
- The author's point of view: conservative woman; opponent of women's rights movement and Equal Rights Amendment; defender of women as homemakers, mothers, and wives

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## 2015 SCORING GUIDELINES

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

#### Analysis of outside examples to support thesis/argument

Possible examples of information not found in the documents that could be used to support the stated thesis or a relevant argument could include (but are not limited to) the following:

- Antiwar protests
- Assassinations of John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, and Malcolm X
- Black Power
- Civil Rights Act 1964
- Civil Rights movement, increased militancy
- Cold War
- Deregulation of industry
- détente
- Environmental Protection Agency (EPA)
- Equal Rights Amendment
- “evil empire”
- Great Society
- Iran-Contra
- Iranian Hostage Crisis
- Kent State shootings
- Law and order campaign
- Love Canal
- Mayaguez Incident
- New Federalism
- Nuclear weapons
- Organization of Petroleum Exporting Countries (OPEC) oil embargo
- Panama Canal Treaty
- Pentagon Papers
- Reaganomics
- Revenue sharing
- Pat Robertson
- *Roe v. Wade*
- SALT II
- Phyllis Schlafly
- Silent Majority
- Soviet Union
- Stagflation
- Strategic Defense Initiative (SDI)
- Supply-side economics
- Supreme Court decisions
- Three Mile Island
- Trickle-down theory
- Urban riots, 1960s
- Vietnam War

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## 2015 SCORING GUIDELINES

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

- Voting Rights Act, 1965
- War on Poverty
- Watergate
- Whip Inflation Now

#### Contextualization

Students can earn a point for contextualization by accurately and explicitly connecting historical phenomena relevant to the argument to broader historical events and/or processes. These historical phenomena may include, but are not limited to, the following:

- Reactions against the perceived permissiveness of the 1960s and 1970s, including the counterculture, antiwar protest, feminism, and the sexual revolution
- The ongoing thread of anticommunism in the post-World War II U.S.
- Reactions against the perceived excesses of government interventions in the economy and society, such as various welfare programs and the Johnson administration's Great Society
- Concerns about U.S. economic stagnation, combined with belief in free market solutions
- Concerns about increased crime and the perceived need for greater law and order
- Population movements out of cities into suburbs and out of the North and East into the South and West
- Possible reactions against the successes of the Civil Rights movement
- Reaction against Supreme Court rulings expanding the rights of the accused
- Perceptions of military weakness following the Vietnam War and a desire to strengthen the U.S. military
- Emergence of charismatic politicians such as Ronald Reagan

#### Synthesis

Responses can earn the point for synthesis by crafting a persuasive and coherent essay. This can be accomplished providing a conclusion that extends or modifies the analysis in the essay, by using disparate, and sometimes contradictory, evidence from primary and/or secondary sources to craft a coherent argument, or by connecting to another historical period or context. Examples could include (but are not limited to) the following:

- Comparing the rise of the New Right to earlier political coalitions such as the one that formed around the New Deal
- Comparing the rise of the New Right to the contemporary rise of the New Left
- Continuing the story of the rise of the New Right to include the Contract with America and the Republican recapture of control of the House of Representatives.
- Linking the rise of the New Right in this period to the later emergence of the Tea Party

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### 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, analyzing what changed and what stayed the same from the period before the war to the period after it.

#### A. Thesis: 0–1 point

Skills assessed: Argumentation + Periodization

<p>States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.</p> <p><b>1 point</b></p>
<p>Does not state a thesis that directly addresses all parts of the question or has a thesis that merely restates the question.</p> <p><b>0 points</b></p>
<p>Response is completely blank.</p> <p>—</p>

#### B. Support for argument: 0–2 points

Skills assessed: Argumentation + Use of Evidence

<p>Supports the stated thesis (or makes a relevant argument) using specific evidence.</p> <p><b>1 point</b></p>	<b>OR</b>	<p>Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument.</p> <p><b>2 points</b></p>
<p>Response does not use specific evidence to support the stated thesis or a relevant argument.</p> <p><b>0 points</b></p>		
<p>Response is completely blank.</p> <p>—</p>		

#### C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Periodization

<p><b>PERIODIZATION</b></p> <p>Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed.</p> <p><b>1 point</b></p>	<b>OR</b>	<p>Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis.</p> <p><b>2 points</b></p>
<p>Response does not describe the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed.</p> <p><b>0 points</b></p>		
<p>Response is completely blank.</p> <p>—</p>		

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**Question 2 (continued)**

**D. Synthesis: 0–1 point**

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.				
Appropriately extends or modifies the stated thesis or argument.  <b>1 point</b>	<b>OR</b>	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt.  <b>1 point</b>	<b>OR</b>	Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.  <b>1 point</b>
Response does not synthesize the argument, evidence, and context into a coherent and persuasive essay. <b>0 points</b>				
Response is completely blank. —				

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### Question 2 (continued)

#### SCORING NOTES

The focus of the response helps determine what information is considered appropriate.

#### Thesis

An acceptable thesis would evaluate the extent to which the Seven Years' War was a turning point.

Possible thesis statements could include the following:

- Resentments resulting from the war and its aftermath fostered a nascent independence movement in the colonies and led to the American Revolution.
- Most colonists saw themselves as British subjects, despite resentments over the Seven Years' War or the war debt.
- 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, the restricted 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.

#### Support for Argument

Commonly seen evidence includes the following:

- Debt from the Seven Years' War crippled Great Britain.
- Taxes levied on the colonies to pay for the debt; taxation and efforts of Britain to assert greater control over colonial affairs (Grenville ministry).
- Colonial resentments over the Seven Years' War; loss of generation; treatment of colonial forces by British regulars.
- British troops left in the American colonies, standing army.
- Passage of the Proclamation of 1763 to prevent movement of settlers across Appalachians
- British efforts to pacify and negotiate with American Indians resulted in colonial resentment.
- Tightening of control in the mercantile system, period of salutary neglect ended.
- Sugar Act (Revenue Act), 1764, and Stamp Act, 1765, levied to pay for war debt.
- Trans-Atlantic exchanges throughout period brought ideals of republicanism, liberalism, natural rights, democracy and experimental political systems to the colonies; long-term influence of the Enlightenment — all fostered the independence movement.
- The Albany Plan of Union as an early attempt at colonial unity.
- Growth of a unique colonial identity at odds with British view of colonials.

#### Application of Historical Thinking Skills

- Essays earn 1 point by describing the ways in which the events of the Seven Year's War were different from OR similar to developments that preceded and/or followed in relations with Great Britain.
- Essays earn 2 points by analyzing the ways in which the events of the Seven Year's War were different from AND similar to developments that preceded and/or followed in relations with Great Britain, providing specific examples to illustrate the analysis.

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## 2015 SCORING GUIDELINES

### Question 2 (continued)

#### **Synthesis**

Responses can earn the synthesis point by crafting a persuasive and coherent essay. This can be accomplished by providing an argument or conclusion that extends or modifies the analysis in the essay, by introducing another category of historical analysis, or by making a connection to another historical period.

Examples include but are not limited to the following:

- Explicitly calling out the social, cultural, gender, or racial elements of a largely military and diplomatic story.
- Concretely and explicitly linking the Seven Years' War to subsequent conflicts such as the American Revolution or the War of 1812.

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## 2015 SCORING GUIDELINES

### Question 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, analyzing what changed and what stayed the same from the period before the war to the period after it.

#### A. Thesis: 0–1 point

Skills assessed: Argumentation + Periodization

<p>States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question.</p> <p><b>1 point</b></p>
<p>Does not state a thesis that directly addresses all parts of the question or has a thesis that merely restates the question.</p> <p><b>0 points</b></p>
<p>Response is completely blank.</p> <p>—</p>

#### B. Support for argument: 0–2 points

Skills assessed: Argumentation + Use of Evidence

<p>Supports the stated thesis (or makes a relevant argument) using specific evidence.</p> <p><b>1 point</b></p>	<b>OR</b>	<p>Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument.</p> <p><b>2 points</b></p>
<p>Response does not use specific evidence to support the stated thesis or a relevant argument.</p> <p><b>0 points</b></p>		
<p>Response is completely blank.</p> <p>—</p>		

#### C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Periodization

<p><b>PERIODIZATION</b></p> <p>Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed.</p> <p><b>1 point</b></p>	<b>OR</b>	<p>Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis.</p> <p><b>2 points</b></p>
<p>Response does not describe the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed.</p> <p><b>0 points</b></p>		
<p>Response is completely blank.</p> <p>—</p>		

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**Question 3 (continued)**

**D. Synthesis: 0–1 point**

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.				
Appropriately extends or modifies the stated thesis or argument.  <b>1 point</b>	<b>OR</b>	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographic, race, gender) beyond that called for in the prompt.  <b>1 point</b>	<b>OR</b>	Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances.  <b>1 point</b>
Response does not synthesize the argument, evidence, and context into a coherent and persuasive essay. <b>0 points</b>				
Response is completely blank. —				

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## 2015 SCORING GUIDELINES

### Question 3 (continued)

#### SCORING NOTES

Responses define the chronological beginning and end points for the essay; the focus of the response helps determine what information is considered appropriate.

#### Thesis

An acceptable thesis would evaluate the extent to which the Mexican-American War was a turning point, indicating the extent of change OR continuity. Note: Indicating explicitly the extent of change implies the extent of continuity, and vice versa.

Possible thesis statements emphasizing change could include the following:

- The Mexican-American War marked a turning point in the debate over slavery in the U.S. by unleashing a massive tension between the North and South on what land would be free and what land would be slave.
- The Mexican-American War marked a huge turning point in the debate over slavery because it brought to light the controversy of territorial self-determination and asked the question that would define America on a fundamental level: is this country one of slavery or one of freedom?

Possible thesis statements emphasizing continuity could include the following:

- The questions of slavery and expansion were inevitable political issues.
- The culmination of Manifest Destiny only sped up the process.

Possible thesis statements modifying the position could include the following: The Compromise of 1850 with its controversial points, not the Mexican-American War, was the major turning point of 19<sup>th</sup> century.

#### Support for Argument

Possible evidence that could be used includes the following:

#### **BEFORE Mexican-American War**

- Manifest Destiny
- Missouri Compromise (1820)
- Increasing fear of slave power
- William Lloyd Garrison, *The Liberator* (1830)
- Gag rule
- Frederick Douglass
- Annexation of Texas (1845)

#### **Mexican-American War and AFTER**

- Opposition to Mexican-American War among northern Whigs
- Abraham Lincoln Spot Resolutions (1846)
- Wilmot Proviso (1846)
- Popular sovereignty
- Stephen A. Douglas
- Compromise of 1850
  - California enters as free state
  - Stricter fugitive slave law
  - Popular sovereignty in Utah and New Mexico Territory
  - Slave trade banned in Washington, D.C.
- Kansas-Nebraska Act (1854)
- Formation of Republican Party (1854)
- Bleeding Kansas (1855)
- *Dred Scott v. Sandford* (1857)

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## 2015 SCORING GUIDELINES

### Question 3 (continued)

#### Application of Historical Thinking Skills

- Essays earn 1 point by describing the ways in which the debates over slavery were different from OR similar to debates over slavery that preceded and/or followed the Mexican-American War.
- Essays earn 2 points by analyzing the ways in which the debates over slavery were different from AND similar to debates over slavery that preceded and/or followed the Mexican-American War, providing specific examples to illustrate the analysis.
- Examples of issues that influenced the debate over slavery could include the following:
  - Discussion of political balance based on slavery before and after the war
  - Discussion of extent of cotton cultivation before and after the war
  - Discussion of the abolition movement before and after the war
  - Discussion of the ideologies of free soil and free labor before and after the war

#### Synthesis

Responses can earn the synthesis point by crafting a persuasive and coherent essay. This could be accomplished by but not limited to the following:

- Providing a conclusion that extends or modifies the analysis in the essay by explicitly assessing the impact of the Mexican-American War on American Indian and/or Hispanic people living in the territory transferred from Mexico to the United States.
- Introducing another category of historical analysis by explicitly calling out the cultural or gender, or racial elements of a political story.
- Making a connection to another historical period or context. Examples could include the following:
  - Concretely and explicitly linking the Mexican-American War to earlier imperial conflicts such as the Seven Years' War and the American Revolution
  - Explicitly linking the Mexican-American War to subsequent developments such as the Civil War and Reconstruction or the 20<sup>th</sup> century Civil Rights movement